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FACULTAD DE LENGUAS

***IMPROVING PUBLIC HIGH SCHOOL STUDENTS'
READING ALOUD AND WRITING THROUGH THE USE OF
INTERNET SCIENTIFIC ARTICLES***

A thesis submitted to the Faculty of Languages for the degree of

LICENCIATURA EN LA ENSEÑANZA DEL INGLÉS

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**Improving public high school students' reading and writing
through the use of internet scientific articles.**

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ABSTRACT

Since English is, nowadays, a necessity, improving reading and writing in English are some of the most important aspects when learning the language. This thesis reports on a qualitative study. This study was carried out at a Public High School. The primary aims of this study were, firstly, to observe some classes in order to find out students' mistakes at the moment of writing academically and reading aloud. Secondly, to implement readings that could help students to eradicate little by little their writing mistakes and reading mispronunciation.

The research data were collected via classroom observation, a questionnaire for students, some lesson plans and journals. To know how students and the head teacher worked with the language and what they thought about improving reading and writing, questionnaires were administered. The students' questionnaires included 11 open questions and a table with 6 questions where students number the difficulty of each activity mentioned. After that, some reading and writing activities were applied and a personal journal was also used in order to write down the students' improvement and the students' behavior after each activity.

The research findings revealed that reading silently was the activity that students prefer the most when reading individually and reading aloud worked best when reading in group and that writing sentences guided students to write paragraphs until they were able to write more complex texts. More results and implications are described within this thesis.

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IMPROVING PUBLIC HIGH SCHOOL STUDENTS' READING ALOUD AND WRITING THROUGH THE USE OF INTERNET SCIENTIFIC ARTICLES

CHAPTER I: INTRODUCTION

1.0 INTRODUCTION TO THE PROBLEM

Reading and writing are two very important skills human beings develop during their lives in order to obtain information and convey, at the same time, that information. Reading appropriately and writing correctly are useful tools; since we can get a better job, earn more money or even construct our own history.

Dictionaries define reading as a process of recognizing written or printed words and understanding their meaning. According to the University of Texas (2010), reading is a process undertaken to reduce uncertainty about meanings a text conveys. This means that this results from a negotiation of meaning between the text and its reader. Reading is also a message-getting, problem-solving activity which increases in power and flexibility the more it is practiced because it is a receptive skill (Clay, 1991, cited in Scharer, 2012, p.1).

About writing, dictionaries define it as a sequence of letters, words, or symbols: the activity, occupation or skill of writing. Writing is a visual form of communication, either printed or in electronic form. It follows conventions that are mutually understandable by the writer and the reader. Writing is considered a productive skill because the writer creates a new language and does not only interpret existing information (The Institute of Texas, 2010).

In reading, all learners gradually come to use their developing English language knowledge, their world language, and their understanding of print conventions to make sense of written texts. Similarly, in writing, they use their developing English language knowledge, world language, and understanding of print conventions to put their ideas on paper (Peregoy & Boyle, 2005, p. 159).

The present research focuses mainly on Mexican students. When talking about Mexican students/people, it can be said that they do not usually read or write in Spanish, and this is a problem that comes from generation to generation. Gregorio Hernández Zamora (2012) argues that rather than suffering from limited literacy skills, former colonized and enslaved people face a systematic lack of freedom to speak, act, and make decisions about their own lives (cited in *Jewett et al*, 2012). This means that a person who reads without writing (without questioning, comparing versions, explaining...) tends to understand nothing, even if that person reads classical books or classical authors.

Here there is an extract of Hernández' words taken from an article published in *La Jornada* (2004) journal when talking of Mexico's educational reality:

Writing, unlike reading, makes the person an author, it means, an authorized person to speak. If the written culture of the people or social group is their identity basis and, therefore, their future projects, this cannot be imported; it needs to be produced by itself. *If we taught to write in the same way as we teach to speak, we would already be a voiceless country.* Not teaching to write is equal to silence. Silence means giving up to educate. And giving up to educate means renounce to be free. Slaves are not those who were deprived of their liberty, but those who renounce voluntarily to it. Our tragedy is that it is not an invasive army but us who build every day the perpetual servitude of our marginal sectors (Hernández, 2004).

Even though this study focuses on reading and writing in English, reading and writing in Spanish is considered as a predecessor of a second language skills development, as it is known that reading and writing habits in the modern tongue influence second language learning. Students usually write and read as they think it is the way to do it; therefore, this research explores High school students' reading aloud and writing in English through the use of internet scientific articles.

1.1 RATIONALE

I chose this topic because I am trying to figure out the reasons why adolescents do not know how to read properly when being asked to do it in class, and also to implement strategies about how to write correctly. When I was a high school student, I found reading and writing in English difficult, mostly because teachers did not make us neither read nor write. In addition, we, as students, were not aware of the importance of these two skills; we were accustomed more on grammar than the abilities we should have improved, in this case, reading and writing.

Another reason I took into account to choose this topic was my English Teaching Experience subject. I taught in a public High School and there I realized that students at that level were facing almost the same problems I faced. My questions at that moment were whether students at that level usually read, what they read, how they did it, and the reasons why students did not write properly. When they wrote something, even a short paragraph in English, they wrote it as they usually

did in Spanish. Misspelling and mispronouncing words were easily detected when trying to implement readings and then writing about them.

I did not know at that time whether the head English teacher did not ask students to read aloud and write frequently to check these problems, or students were not interested in these matters. The point here is that all these aspects influenced my decision to choose this topic: finding the reasons and trying to improve them little by little by using materials according to students' area.

1.2 LOCATION OF THE RESEARCH

This research was carried out at a Public High School with third graders of the Medicine area. This school is located in Central Mexico and it has 1000 students. The participants were a group of 34 students who were in third grade at the moment of the study.

1.3 PURPOSE OF THE STUDY

The purpose of this research is to identify the factors that affect third grade medicine area Public High School students' writing and reading in English and to document if there is any improvement in those skills by implementing internet scientific articles in English lessons.

1.4 RESEARCH AIMS

- To observe some classes in order to find out third grade students' mistakes at the moment of writing academically and reading aloud.

- To implement scientific readings in English lessons to document and determine if they help students to eradicate little by little their writing errors and mispronunciation while reading aloud.

1.5 RESEARCH QUESTIONS

This piece of research aims to answer the following research questions

1. What are third grade students' main mistakes at the moment of writing and reading aloud?
2. Did students improve their reading aloud and writing by using internet articles? If so, to what extend?

1.6 SIGNIFICANCE OF THE STUDY

This study is important since it adds to our understanding of literacy as a means of communication and survival. As a future teacher, this study could help me in order to know how to teach reading aloud and writing to these students. I will be able to look for appropriate materials, activities and the way to asses them. In addition, students' reading and writing could improve and, therefore, they could benefit their future academic life.

1.7 CONTEXT

The following areas of research are related to my study since they are useful to achieve my objectives: second language learning, reading, writing, and internet.

Second Language learning (or Language learning) because it refers to the formal learning of a language in the classroom (no author, n/d). Reading because it is a basic life skill. It is a cornerstone for a child's success in school, and, indeed, throughout life. Without the ability to read well, opportunities for personal fulfillment and job success inevitably will be lost (Anderson *et al*, 1985). Writing because it not only offers ways of reclaiming the past, but is a critical skill for shaping the future (Coulmas, 2003). Internet because, as an integrating force, it has melded the technology of communications and computing to provide instant connectivity and global information services to all its users at very low cost (Kahn & Cerf, 1999).

1.8 CONCLUSION

In this chapter, I explained the purpose, the rationale, the location, the aims, and the context. In the following chapters I will explain in detail the literature review, methodology, findings and an interpretation of those results. At the end of this research, it will be given the references and the sources where the information was taken in order to accomplish the main purpose of this study.

KEY CONCEPTS/WORDS:

ELT: English Language Teaching.

SLL: Second Language Learning.

RA: Reading Aloud

CHAPTER II: LITERATURE REVIEW

2.0. INTRODUCTION

When learning a language people usually focus on developing the speaking and listening skills, but a complete learning goes beyond that. Language learning also implies developing reading and writing. In this chapter, the background theory of each area is provided by people who are well known in their academic field. Their findings and contributions are the basis to construct this research. Their work helped me to clarify some terms and to reinforce the findings during my research.

2.1. SECOND LANGUAGE LEARNING

Learning a language is different from acquiring a language, and the difference is that the former deals with the learning-teaching process and the latter deals with people's mind working process. Language learning is very much like an interplay of personalities. Teachers should not forget that pupils are humans too, with likes, dislikes, and moods. Therefore, they have to take into consideration students' features and have theory and practice to enhance students' learning. Conscious language learning is thought to be helped a great deal by error correction and the presentation of explicit rules (Krashen & Seliger, 1975, cited in Krashen, 1981, p.6).

2.1.1. Second language learning process

Second language learning has to do with consciousness. This consciousness has to do with awareness, and the mix of both result in a rich understanding. Second language learning process may follow a so-called natural route comparable to that

of a first language (Brown, 1973, cited in Rosmawati, 2013, p. 6) but this route is not necessarily discretely step-wise. In other words, the path of language development is neither linear nor unidirectional. This process results in much of the variability among and within learners. Age, language aptitude, motivation, amount of input and the context of learning are among the most frequently mentioned factors (Ellis, 2008, *ibidem*). These factors are inextricably intertwined and their interactions contribute to the learning as a whole.

In L2 learning, for example, input, motivation, and memory are essential resources without which the system cannot sustain its development. In the case of foreign language learning, a prolonged period of infrequent use usually results in language attrition. This complex and dynamic relation is a prevalent yet complicated phenomenon in any second or foreign language learning. All these characteristics of the learning process support that language learning is a highly complex, non-linear, and, to a certain extent, unpredictable process consisting of completely interconnected components (Rosmawati, 2013).

2.1.2. High school students' behavior and attitude toward second language

When being a high school student, attitude changes. This attitude is reflected on behavior. Not only does behavior affect student's attitude toward his environment of being, but also his attitude toward his education, his learning. Attitude and behavior in this context are viewed as part of a Second Language Learning process.

Sevim, Evin and Saracaloğlu (2004), point out that attitude influences one's behaviors, inner mood and therefore learning. It is clear that there is an interaction between language learning and the environmental components in which the student grows up. Both negative and positive attitudes have a strong impact on the success of language learning.

Second language attitude refers to acquirers' orientations toward speakers of the target language, as well as personality factors. Briefly, the "right" attitudinal factors produce two effects: they encourage useful input for language acquisition and they allow the acquirer to be "open" to this input so it can be utilized for acquisition. (Krashen. 1981). Language attitude gives us the idea of how people react to language interactions and how they evaluate others based on the language behavior they observe. Additionally, language attitude reflects people's personalities and their social relationships.

According to Akey (2006), when teenagers study at a high school, they face three contextual factors that, sometimes, affect their learning: sense of belonging and care, clear, high and consistent expectations, and meaningful and challenging educational environments. Each of these contextual factors are defined below.

Sense of Belonging and Caring: Student's motivation is significantly influenced by a supportive network of relationships.

Clear, High, and Consistent Expectations: Students are most likely to be academically engaged when goals are set at an appropriate level.

Meaningful and Challenging Educational Environments: Students enjoy learning more and are more likely to participate in school tasks when their teachers employ active pedagogical strategies.

2.2. READING

Reading is a complex skill that is a prerequisite to success in our society where a great deal of information is communicated in written form. Reading is also a process that has attracted the attention of many cognitive scientists because many fundamental cognitive processes are involved in reading (Reichle, 2011). Reading usually means dealing with language messages in written or printed form, it involves processing language messages, hence knowledge of language. Reading involves perceiving the written form of language (Feng Liu, 2010).

2.2.1. Reading comprehension process

Reading comprehension is the ability to read a text, process it and understand its meaning. Read a text, share understanding about reading and be able to create one's own new ideas means that a text has been read correctly, which means that there is a comprehension to support the idea of reading. All this process has to do with human being's capacity of perceiving and producing intelligently new knowledge.

Comprehension is recognized as an acquired skill that is focused on the understanding of input. Comprehension is the ability to take in information, analyze it in its respective segments, and come up with an understanding of the input in a cohesive and accurate manner (Hill, 2011).

Trelease (1995), on the other hand, stated that most of the mental energy required in reading is divided between three activities: 1. decoding the words. 2. Recalling your background knowledge. 3. Comparing the new knowledge with the background knowledge. “The more you read, the better you get at it; the better you get at it, the more you like it; and the more you like it, the more you do it (p. 4).”

2.2.2. Reading models and strategies

When someone reads a text, that person is doing it as he or she is accustomed, and unconsciously he or she is using a strategy. Strategies are not created in a conscious way, but some people work hard to develop and test a wide variety of instructions that become strategies little by little. In the same way, there are some reading models that can help conscious readers to increase their reading success.

Models of reading, like a snapshot, often depict a moment in time described in ordinary language processed linearly, whereas reading is a continuous, recursive, and multileveled process. A reading model helps us detect where breakdowns in comprehension could occur. It helps us visualize what components may fail to contribute to smooth meaning making while reading: models help us understand what contributes to a struggling reader’s troubles (Alvermann, Unrau, and Ruddell. 2013).

According to Salazar (2014), there are three main reading comprehension models: Bottom-Up, Top-Down, and Interactive. However, there are some others called emergent such as Rumelhart Model, Stanovich Model, among others.

Bottom-up Model

A reading model that emphasizes the written or printed text. Reading is driven by a process that results in meaning (or, in other words, reading is driven by text) and that reading proceeds from part to whole. It emphasises the ability to decode or put into sound what is seen in the text. Readers derive meaning in a linear manner. Decoding letters, then Words, Phrases, and finally Sentences (Feng Liu. 2010).

Top-down Model

A reading approach that emphasizes what the reader brings to the text. Reading is driven by meaning and proceeds from whole to part. It is also known as concept-driven model. Processing of a text begins in the mind of the readers with meaning –driven processes, or an assumption about the meaning of a text (Feng Liu. 2010). It emphasizes readers bringing meaning to text based on their experiential background and prior knowledge (Schemata).It is a model in which TOP is the higher order mental and BOTTOM is the physical text on the page. It is where meaning takes precedence over structure (Salazar, 2014).

Interactive Model

This model takes into account readers' efforts to construct coherent text representations with respect to that text's referential and causal structure. It puts the reader with a text in a social and cultural context. Here readers interpret and negotiate meanings not only for linguistically based texts but also for tasks, sources of authority, and sociocultural factors (ibid).

2.2.2.1. Strategies

When a person reads a text and follows a sequence to do it, mostly unconsciously, that person is using his own general way of reading. However, when a person reads and knows how to read properly without wasting time, that person is using some specific plan of reading known as strategies.

Schumm (2006, cited in Biggam, 2009, p.1) describes strategies as processes that “are controlled by the reader, are metacognitive, are intentional, are flexible, and emphasize reasoning”. Similarly, Afflerbach, Pearson, and Paris (2008) argue that there is a real need to clarify the differences between skills and strategies; they explain that “reading strategies are deliberate, goal-directed attempts to control and modify the reader’s attempts to decode text, understand words and construct meanings of text” (p. 1-2).

The Higher Education Development Center (2015) mentions some strategies that can help readers to invest their time meaningfully. And by doing this, they can improve somehow their reading ability.

Strategies	How they work
<i>Predicting</i>	Based upon a sampling of information after which, the reader makes educated guesses about what comes next in the text.
<i>Scanning</i>	To locate specific information, making use of key words.
<i>Skim reading (skimming)</i>	The strategy we employ when we want to obtain a quick overview of a text in order to find out what the text is about. Skimming can also take in features such as headings, subheadings and illustrations to obtain an overview of the subject matter.
<i>Specific reading</i>	This strategy is usually employed in conjunction with skim reading. It is especially useful if you are looking for specific information which may be contained in a variety of books, journals or articles. It requires you to skim read, locate, and mark and then return to close reading.
<i>In-depth reading</i>	This is the most essential of all reading skills. It involves reading a text thoroughly in order to comprehend the ideas and arguments it contains. In-depth reading is consequently much slower than skim reading.
<i>Critical reading</i>	It is a further dimension of in-depth reading. Reading a text critically means that you do not accept what you are reading at face value. A number of inter-related processes are involved in critical reading: interpretation, analysis, synthesis, and evaluation.

Table 2.1. Reading Strategies

Some other useful strategies proposed by the State of New South Wales through the Department of Education and Training (2010) that can be considered when working with students are: *Making connections*, *Questioning*, *Monitoring*, *Visualising*, and *Summarising*.

By doing this, according to the same Department, a teacher can give explicit instruction (of comprehension strategies). Those that help students and teachers achieve the goals. These are divided into six steps:

Steps	How they work
1. Select a text.	Texts can range from easy to challenging. The criteria for text selection should focus on text usefulness for teaching a particular strategy or set of strategies, student interests and connections to literacy themes.
2. Explain the strategy.	Focus on the two questions: <i>What is it? Why is it helpful/necessary for comprehension?</i>
3. Model the strategy.	Read a section of the text aloud and use a Think Aloud and a visual (symbol, chart, etc) to share ideas with students.
4. Guided support.	Read the next section of the text aloud and ask students to work with a partner to apply the new strategy.
5. Independent practice.	Monitor as students work independently within the whole group. Either continue reading sections of the text with reduced teacher support or invite students to read independent texts on their own.
6. Reflect.	Ask students to reflect on how using the strategy helped them to understand the text. Invite them to share their reflections in small groups or with the whole class. Discuss how they can use the strategy when they are reading on their own.

Table 2.2. Comprehension strategies

2.2.3. Reading aloud

Once we understand reading and its strategies in general terms, we can differentiate the Silent reading from Reading aloud (RA). On one hand, RA is one of the most important activities in class. This is because it builds many important foundational skills: introduces vocabulary, provides a model of fluent, expressive

reading, and helps us recognize what reading for pleasure is all about, and that makes RA hard to carry out sometimes.

On the other hand, we have silent reading, which Swan, Coddington and Guthrie (2010) define as automatic and easy. They also add that

It may not require higher order systems of processing, such as reasoning or self-correcting. Conversely, when students read silently to extend their learning from text, they are reading for knowledge, which may require more strategic reading from the students. For reading silently to be truly strategic, the process of reading may be slow and deliberate and take conscious effort when students need to clarify meaning or build knowledge (p.111).

RA is a form of communication in which a well-prepared reader reads to an interested audience. Most people do much more silent reading than reading aloud. Nevertheless, there are many occupations and social situations in which people read aloud, e.g., reading a report, the minutes of a meeting, instructions, something from a newspaper (Jacobs. 2011).

Trelease (1995) mentioned that “reading helps us to reassure, to entertain, to inform or to explain, to arouse curiosity, to inspire. But in reading aloud, you also:

1. Condition the child to associate reading with pleasure.
2. Create background knowledge and
3. Provide a reading role model (p. 8).”

A key reason for RA to students is to encourage a love for reading, silently or aloud. Regarding RA, if teachers read frequently to students, they learn that reading aloud is useful as joy and as information. This means that listeners can test, somehow, their reading ability.

Reading aloud effectively is characterized by the clear circulation of words, flexibility in rate, volume and tone, adequate phrasing and effective use of pauses and these are inadequately developed in class (Kailani. 1998).

Koralek (2005) agrees that Reading aloud is important from infancy through the high school years. Families and teachers can create and continue a tradition, introduce and reinforce the pleasures of reading, and, as children get older, set the stage for meaningful conversations about numerous topics.

Reading Aloud is a challenging task to perform. Reading aloud can be done anywhere, anytime, with almost any book. Read aloud at a predictable, scheduled time that fits with daily routines at home and school. And read aloud spontaneously—when adults and children are in the mood for a story (Koralek. 2005. p. 2).

2.2.4. Pros and Cons of Reading Aloud

RA is not the normal way in which people read, and the process of reading aloud is different from reading silently. Both kinds of readings have pros and cons when being done. That means that even if a person does one of them, he will get some advantages, but at the same time, some disadvantages.

Kailani (1998) assures that the time students are involved in RA is very little. Moreover, students are, generally, deficient, in reading aloud. RA and Silent reading are two aspects of the reading skill. They are mutually dependent in terms of functions. On the one hand, RA deals with surface structure of the reading skill in the sense that it focuses on the form of language (vocabulary, sentence structure and pronunciation) and mechanics of reading. On the other hand, silent reading is concerned with getting the meaning or the message the writer has

expressed. It is related to deep structure and is not directly available from surface forms.

The negative results of using RA as the only technique to practice 'speaking' will be threefold for learners: Since they will not be receiving practice in 'speaking-while-thinking', their fluency will suffer. They will speak in an unnatural, 'bookish' style, as if addressing a large audience in a formal situation. They will tend to engage in monologues and will have problems functioning naturally, appropriately and effectively in an interactive situation (Gabrielatos. 2002).

According to Gunderson, Hayes and Zisselsberger (2007), RA helps students gain many important skills that will help them to succeed in the classroom. Read-aloud intervention involves reading books aloud to an English Language Learner (ELL).

RA is beneficial for ELLs in a number of ways:

1. Read-aloud may expose ELLs to a broader variety of books than they would choose on their own.
2. Read-aloud bridge the gap between oral and written language.
3. Read-aloud can help ELLs develop an appreciation for literature that is above their own reading level.
4. Read-aloud provide ELLs access to rich vocabulary and new sentence structures.
5. Read-aloud expose ELLs to good literature across a variety of genres (ibid. p. 5).

Talking about the benefits of RA, Jacobs (2011) adds that when students read aloud, they can improve their fluency and pronunciation. Oral reading is not the same as silent reading because, oral reading is slower, each word is read, and read in order, there is no going back, accurate pronunciation is important.

2.2.5. Problems facing at the moment of reading in English

Whenever a person reads, silently or aloud, and suddenly he finds unknown vocabulary and grammar structures, he realizes that he is facing with reading problems. Most of people who read face these difficulties even if they read frequently.

According to Beck, McKeown and Kucan (2013), the main problems that have to do with students' reading misunderstanding are:

1. Never heard or saw the word before.
2. Heard or saw the word and know that it is related to a particular topic or concept.
3. Heard or saw the word and have a general sense of what it means.
4. Have a narrow contextual understanding of a word.
5. Can define a word in context but not use it in appropriate situations.
6. Can recall or use a word in specific contexts.
7. Know of multiple meanings of a word.
8. Can apply a word correctly and recognize inappropriate use.
9. Use the word naturally in thinking, writing, and talking.
10. Have a rich knowledge of a word's meaning and how it relates to other words with similar meanings, roots, or affixes.
11. Have deep knowledge of a word. Can conjugate forms and use it appropriately in figures of speech, such as puns, metaphors, and understand its use in idiomatic expressions (p. 4).

These problems are really common when students read, thus, teachers should have students read frequently even short readings.

2.3. WRITING

Writing is the process of using symbols to communicate thoughts and ideas in a readable form. Hyland (2014) defines writing as “the product of reading, of talking

about writing, of sharing ideas in groups. There is always a purpose to the writing. There is always a particular audience and that audience has assumptions, things it already knows, does not know, and might need to know. It has an attitude toward what is being written about and all of these things have to be considered in how an author shapes a text” (p. 2).

Writing, according to Tribble (1996), works as a type of discourse, a way of creating a meaningful interaction between the writer and a possible reader. “Writing normally requires some form of instruction. It is not a skill that is readily picked up by exposure (p. 11).”

2.3.1. Academic writing

Writing is not an easy task to carry out; however, it is really important since it demonstrates the student’s ability to present ideas on a written form. In this term, writing is seen as an extension of thought. Good English writing competence is widely recognized as an important productive skill for educational, business and personal reasons.

Students usually have to complete a variety of writing tasks during their studies, ranging from short essays to lengthy dissertations. This writing may be done either under exam pressure or as coursework. In addition, the type of writing they are asked to do depends on the subject they are studying (Bailey, 2006. p. 8).

Additionally to what was already mentioned, Swales and Feak (2012) agree that academic writing is a product of many considerations: audience, purpose, organization, style, flow, and presentation. Within academic writing, some other

considerations are taken into account when talking about school tasks. These considerations are grouped into different types, such as: grammar, punctuation, vocabulary, spelling, and so forth.

2.3.1.1 Grammar

Grammar is about form and one way to teach form is to give students rules; however, grammar is about much more than form and its teaching is ill served if students are simply given rules (Larsen-Freeman, 1991). Yet, if we realize, students do not just learn rules or accumulate a number of rules. Despite, students learn how to use those rules without looking at them constantly.

“The first thing we mean by "grammar" is "the set of formal patterns in which the words of a language are arranged in order to convey larger meanings." The second meaning of "grammar" is "the branch of linguistic science which is concerned with the description, analysis, and formulization of formal language patterns." The third sense in which people use the word "grammar" is "linguistic etiquette”” (Francis, 1954, cited in Hartwell, 1985, p. 6).

2.3.1.2. Punctuation

First, the Lincoln University (2013) clarifies that punctuation helps the reader to understand the meaning of sentences since punctuation styles vary. Second, the University of Melbourne (2012) mentions that “when speaking, we can use pauses and gestures to clarify the meaning of our words. In written communication, **punctuation** such as **commas**, **dashes**, **colons**, and **semicolons**, provide most of these interpretation clues. They are signals to the reader that indicate a pause,

place emphasis, alter the function or show the relationship between elements of the text. Misplaced or insufficient punctuation can change the meaning unintentionally and create ambiguity. Well-used punctuation, on the other hand, can enhance clarity (p.1)”.

The State of NSW through the Department of Education and Communities (2011), Bailey (2006), Lynne Truss (2006) among others have mentioned characteristics of punctuation. They all have something in common: they all mention the same main punctuation in English and the following table shows this punctuation used in academic writing.

PUNCTUATION	NAME	USE
.	Full stop/period	This shows the end of a sentence. When reading it means you take a long pause. Sometimes it is used in abbreviations.
'	Apostrophe	There are two types of apostrophe: 1. Apostrophe of omission/contraction 2. Apostrophe of ownership/possession.
' '	Quotation marks (single)	They are used around titles of books, songs, TV programs, films and magazines. They are also used to show a quote within a quote.
“ ”	Quotation marks (double)	These are used to show speech in written texts.
() []	Brackets/parenthesis	1. To enclose additional information not essential to the meaning or the grammar of the sentence. 2. To add a fact: a name, a number, an abbreviation or a source.
-	Hyphen	A hyphen is used to join two or more words into a new, compound word.
—	Dash	To add more information to a sentence.
!	Exclamation mark	This shows a strong feeling or emotion. It is used for an exclamation or interjection.
?	Question mark	Used to show a person is asking a direct question or to indicate a direct query, even if not in the form of a question.
,	Comma	Commas are used whenever a reader ought to take a pause. They are also used to separate words in a list.
;	Semicolon	A semi-colon links two or more simple sentences, providing the sentences are linked by a common theme.
:	Colon	This shows the end of the main part of the sentence before introducing more information.
...	Ellipsis	This is used to show that words have been left out or there has been a break in thought.
•	Dot point	This is used to separate items in a list or for noting key points in written text.

Table 2.3.1.2. Punctuation

2.3.1.3. Vocabulary

Ellery (2009) mentions that Vocabulary instruction should be an integral component in a daily literacy block. Integrating vocabulary instruction provides students with numerous opportunities to manipulate and learn new vocabulary words. Incorporating vocabulary instruction throughout the content areas will encourage students to make connections to new and already known information, discuss meanings of new words, and demonstrate and appropriately apply the new words, providing multiple re-exposures to the words. Encouraging students to think strategically when learning new words is essential (p.1-2).

Some of the above authors also provide a list of strategies and techniques to convey and get meaning of words. This is because not only do we want to know what vocabulary means, but also we expect to know how to teach-learn it at school.

STRATEGY-TECHNIQUE	IT WORKS BECAUSE...	OR...
Associating	Move to the Meaning, Compare and Share, Reflection Connection, and Semantic Feature Analysis.	Provide direct instruction of vocabulary words for a specific text.
Contextualizing	Cloze Passages With Semantic Gradients, Contextual Redefinition, Collaborate and Elaborate, and Context Complex Clues.	Repetition and multiple exposures to vocabulary items are important.
Categorizing	Interactive Word Walls, Picture and Word Sorts, Alphaboxes, and List/Group/Label.	Vocabulary words should be those that the learner will find useful in many contexts.
Visual imaging	Charades, Museum Walk, Four Corners, and Eye Spy With My Eye	Vocabulary tasks should be restructured as necessary.
Analyzing	Playing With Plurals, Vocabulary Tree Notebook, Flip-a-Chip, and Root Words	Vocabulary learning is effective when it entails active engagement that goes beyond definitional knowledge.
Word awareness	Word Jars, Journal Circles, Knowledge Rating, and Quick Writes	Computer technology can be used effectively to help teach vocabulary.
Wide reading	Read-Alouds, Author Study, Book Talks, and Genre Study	Vocabulary can be acquired through incidental learning.
Referencing	Resource Buddies, Glossary Use, and Thesaurus Use	Dependence on a single vocabulary instruction method will not result in optimal learning

Table 2.3.1.3. Vocabulary strategies-techniques (retrieved from Butler et al, 2010, & Ellery, 2009).

2.3.1.4. Spelling

According to Tainturier and Rapp (2001), spelling is a general sense to the expression of orthographic knowledge regardless of the modality of the output. Spelling can be achieved by means of two set of processes sometimes referred as lexical and sublexical (or semantic and asemantic). This dual route has been proposed to explain how we can both spell word with which we are familiar and generate plausible spellings for novel words.

Spelling process is assumed to involve the following steps: 1. the acoustic/phonological analysis of the spoken input, and its segmentation in smaller units. 2. The conversion of each phonological unit into a corresponding orthographic unit. 3. The assembling of these orthographic units into a correctly sequenced abstract letter string (Tainturier & Rapp, *ibid.* p. 1-2).

In order to spell, we need both phonemic knowledge and morphological knowledge.

Phonemic knowledge: phonics, spelling patterns and conventions, homophones.

Phonological knowledge, Morphological knowledge: root words, compound words, suffixes, prefixes, etymology (Department for children, schools, and families, 2009. p. 7).

Many factors can influence whether a student produces correct spelling, including: The purpose for writing, the context in which the writing is taking place, the stage of development of the writer, the stage of development of the written text itself, the

implied reader of the written text (NSW Department of Education and Training, 1998. p. 8).

2.3.2. Common writing mistakes

When referring to writing mistakes, we immediately link this term to academic field. Academic mistakes are those seen printed or typed to be delivered by students as a scholar task.

In general, the students' writing shows the characteristic defects below which confirm Weir's (1988, cited in Moody, 2006) conclusions. And these main mistakes students make at the moment of writing are:

- a) High frequency of grammatical errors
- b) Lack of variety in grammatical structures employed
- c) Use of inappropriate vocabulary
- d) Use of inappropriate grammatical structures
- e) Limited range of vocabulary
- f) Poor spelling
- g) Inadequate understanding of the topic
- h) Deficiency in clear self-expression
- j) Poor punctuation
- k) Poor handwriting
- l) Untidiness (p.4)

López, Encabo, Iseni and Clarkson (2008), define a mistake as something natural, something that the teacher may identify, treat or ignore. It is his/her decision. "There has always been a generally accepted concept that if you break grammatical or structural rules you have made a mistake. Mistakes and errors may be caused because of: a) Ignorance, of not knowing the rules, the structure of the

language, and so on. b) The inability of students to apply what they have learned” (p. 3-4).

2.3.3. Writing strategies

When we read, we read what a person has already written. That writing seems apparently easy to read, but it does not. Actually, the author (writer) has followed a series of steps known as writing strategies. This is because a good writing takes long time until it can be presented to the audience.

Biros (2010) considers the reasons why we write. And according to her, we write in order to disseminate information, to share ideas, discoveries, and perspectives to a broader audience, for job security/requirements, personal satisfaction/prestige, and research completion and to develop a fundable track record (p.1).

We can observe the features of learners’ L2 writing by analyzing errors in their writing. Teachers can also give feedback to learners according to the errors examined in their writing. This is one of effective strategies for learners to improve their writing competence (Mo Li. 2009).

Talking about this term, Carpenter (2001) agrees that the process of writing does not need to be tedious, but what is written needs to be honed through repeated “tweaks.” “If writing feels tedious, then perhaps we are trying too hard to write the “perfect” manuscript. Accept that we will need to refine the manuscript several times, so it is best just to get the ideas down first. It is also possible that we are not sure what it is we want to write. In that case, making an outline can help” (p.3).

Some of the most noticeable writing strategies that are followed in English writing (even in other languages) are shown as follows:

1. Establish a controlling impression or coherent thesis that conveys a clear and distinctive perspective on the subject and maintain a consistent tone and focus throughout the piece of writing.
2. Use precise language, action verbs, sensory details, appropriate modifiers, and the active rather than the passive voice.
3. Develop the main ideas within the body of the composition through supporting evidence.
4. Synthesize information from multiple sources and identify complexities and discrepancies in the information and the different perspectives found in each medium.
5. Revise writing to improve the logic and coherence of the organization and controlling perspective, the precision of word choice, and the tone by taking into consideration the audience, purpose, and formality of the context (The California Department of Education, 2008. p. 94).

Also, some other authors mention similar strategies, such as:

Generating Ideas: Students need to develop skills for getting what they know about a topic down on paper, and generating ideas or finding additional facts.

Developing and Organizing Ideas: Students need to know how to organize what they have learned about any topic or assignment into a well-structured whole.

Revising and Editing: Students need individual and group skills to assess their own work and the work of others for content, clarity, form and style, and for errors in grammar, punctuation and spelling.

Publishing: Students make their writing presentable to the internet audience. They consider the visual of the text and its legibility (The Ontario Ministry of Education, 2005. p. 20-22).

Having all these ideas in mind, we can infer that in order to write, one should employ effective strategies, or at least a step-by-step order. By following a sequence, the writer will have written an understandable and complete text.

2.3.4. Problems facing at the moment of writing

Thinking on writing something is not really easy when a student tries to write at the same time that he is having his mind working with a pen or pencil in hand. First of all, to write anything some factors should be taken into account. Factors to review are related to student's knowledge.

In reading, according to Peregoy (2005), all learners gradually come to use their developing English language knowledge, their world language, and their understanding of print conventions to make sense of written text. Similarly, in writing, they use their developing English language knowledge, world knowledge, and understanding of print conventions to put their ideas on paper. Equally important is what Boyle (cited in Peregoy, 2005) adds, "Reading can be one of the most important ways we develop oral vocabulary, and writing helps us learn how to compose in oral language (p. 122)."

Writing assignments that are overtly, deliberately *difficult*, *exploratory*, and *critically reflective* should form the core of what we assign to teachers. Writing pedagogy classes need to provide writing experiences that allow students to experience productive, guided difficulty in writing. In addition, writing assignments need to emphasize exploration rather than conclusiveness at all stages of the writing process. And finally, metacognitive writing about these difficult, exploratory

assignments should be critically reflective, addressing the difficulty and the exploratory nature of the writing, and linking writing to teaching practices (Reid. 2009).

Алшабаева А. Б. (2013) mentions some writing problems that students nowadays face when writing in English. These problems refer to academic writing style, vocabulary, the distinguishing features, and structure.

1. The first problem that almost all students meet on their way is non-acquaintance components of any kinds of academic writing.
2. The next problem is one of the widespread questions which cover all areas of activities, including academic writing. Huge challenge of 21st century is Plagiarism.
3. Needless to say one of the frequent mistakes that every student did is connected with grammar. This part of operation is a great problem for non-English speaking students.
4. One of the very complicated and problematic things is lexical difficulties namely problems with words (p. 1-4).

Students face all these problems at the moment of writing, mostly unconsciously. When teachers analyze students' papers, they usually find these problems through the introduction, body and conclusion part of the writing. That is why it is important to teach students how to write properly.

2.4. INTERNET ARTICLES

On internet one can find an indefinite number of publishing that go from a simple comment to specialized texts. Moreover, if we search articles, specific articles, we find a list of what we look for. In this term, we are talking about internet articles since they are published there.

The Internet is made up of many individual components, just like a library is made up of many books. The Internet's components have even more individual parts, just like a book has pages. It is a useful source of information about news, sports, and entertainment because it changes along with the minute-by-minute events that occur in the world (Kent, 2012. p. 2).

On the one hand we can find simple texts through internet which are not of interest of people, but on the other hand these texts become interesting when they are specialized texts, called articles. The specialized texts are means of knowledge development that are used as tools to increase specific terms, concepts and a wide range of success.

2.4.1. Types of articles

Articles are writings related to different fields and professions. In most of the websites, articles are grouped together based on the finance articles, marketing articles and so on. At the more general level, in each of the category people can find the two kinds of articles: news and features. The first one deals with the latest updates on the relevant topic while the second one carries the information regarding the discussions and the criticism.

According to Engle (2014), journals, magazines, and newspapers are important sources for up-to-date information in all disciplines. Scholarly, News or General Interest, Popular, and Sensational are the categories on the types of scientific articles one can find on the internet.

Review articles help us to organize literature, to evaluate literature, to identify patterns and trends in the literature, to synthesize literature, to identify research gaps and recommend new research areas (Mayer & Basel. 2009). Regarding the information above, it is seen that not only do people find literary articles to read, but also they find specialized publishing such as scientific ones.

2.4.2. Scientific articles

Known that science is difficult to interpret and that scientific articles follow specific rules, there are some categories that group articles. These groups differentiate articles according to some specific features.

Engle (2014) mentions that there are four main categories of scientific articles in which a person can have a look when searching for information. These are scholarly or peer-reviewed journal articles, substantive news articles, popular articles, and sensational.

On the other hand, the Linnaeus University (2014) categorizes scientific articles into three groups. 1. *Original articles*: the author presents empirical studies and for the first time describes the results of research work. 2. *Review articles*: critical reviews of previously published studies. 3. *Theoretical articles*: aim at developing new theories from existing research.

A scientific article presents research results and is written by researchers and aimed at an academic readership. The article must have been reviewed by experts within the same subject area before publication. All features involved in scientific articles make them difficult for many people.

2.4.3. How to be a scientific reader: understanding terms

Reading what someone else has written is different from creating our own writing. The Internet, for example, wants us to click every minute from site to site, and it does not affect negatively if we know how to take advantage of it. But this habit can stand in the way of an older kind of reading, one that offers real pleasure and understanding: settling down with a book and getting to know it as well as we can.

In this line, it is worth mentioning that anyone can be a good reader, even in the internet age. Reading better means reading more slowly, but slow reading demands time and practice. The key clue here is patience.

Some scientific terminology is unavoidable such as “caudal vertebrae” for vertebrae in the tail or “jugal” because it refers to a specific bone in the skull. The example above is full of technically correct words, but it is difficult to understand. Long sentences are also difficult to read, so cut them into two or more (Carpenter. 2001). This author gives the following useful tips to better understand scientific terms:

- Scientific names are never pluralized.
- Scientific names of the genus and species are by convention given in italics, with species always given in lower case.
- ‘Upper’ and ‘Lower’ refer to the age of rocks, whereas ‘Late’ and ‘Early’ refer to time.
- Be careful about using words that imply motion when the object is stationary.
- If you know something to be true, then say so. Don’t be wishy-washy. There are many similar words you should avoid, such as: ‘suggests,’ ‘appears,’ ‘probably,’ ‘may be.’ Better words to use are ‘indicates,’ ‘implies,’ ‘shows,’ ‘illustrates,’ etc.
- Avoid implying time when none is meant. Other words to be careful of using include: ‘while’ and ‘frequently’. Use ‘whereas’ or ‘many’.
- Redundancy can sometimes slip by.
- ‘As’ implies a comparison, whereas ‘because’ implies the result of some action.
- Something that is not alive cannot possess.
- Be careful about writing something in the past tense if it still exists. Your reader will have an easier time if you write in the here and now, rather than in the past (p. 8).

Reading a scientific article is a complex task. The *worst* way to approach this task is to treat it like the reading of a textbook—reading from title to literature cited, digesting every word along the way without any reflection or criticism. Rather, you should begin by skimming the article to identify its structure and features. As you read, look for the author’s main points. Generate questions before, during, and after reading. Draw inferences based on your own experiences and knowledge. And to really improve understanding and recall, take notes as you read (Purugganan & Hewitt. 2004). These authors also contribute with the following tips to be a good scientific reader:

- 1. Skim the article and identify its structure:** Most journals use a conventional IMRD structure: An abstract followed by Introduction, Methods, Results, and Discussion.
- 2. Distinguish main points:** Because articles contain so much information, it may be difficult to distinguish the *main points* of an article from the *subordinate points*.
- 3. Generate questions and be aware of your understanding:** Reading is an active task. Before and during reading, ask questions.
- 4. Draw inferences:** Not everything that you learn from an article is stated explicitly. As you read, rely on your prior knowledge and world experience, as well as the background provided in the article, to draw inferences from the material.
- 5. Take notes as you read:** Effective readers take notes—it improves recall and comprehension (p. 4).

Although reading for pleasure is not so difficult, reading a scientific text is much more demanding since people make a great mind effort to understand terms within the paper. In brief, if a reader wants to understand scientific terms in a specific area of science, he better understands if he reads constantly and looks for the meaning of unknown vocabulary.

2.5. CONCLUSION

In this chapter, I explained widely the main concepts that have to do with the present research. I also cited some tips and suggestions that recognized authors give according to the findings they obtained in their investigations. The concepts, suggestions and tips I wrote in this chapter help to achieve the goal proposed in the first chapter. Moreover, these concepts stated here also will help in the following chapters in order to search for methods, tools, interpret the results, and find out a conclusion for this research.

However, concepts stated here are not forcedly told to be followed as authors mention because contexts are different. They just give us the idea of how to employ certain points of view and adjust them according to our own context. This means that we should take into account these ideas in order to achieve our educational objectives while working with high school students.

In the following chapter I will describe the methodology used to carry out this piece of research.

CHAPTER III: METHODOLOGY

3.0. Introduction

This research was about Improving Public High School Students' reading aloud and writing through the use of Internet Scientific articles. The purpose was to improve students' English reading aloud and writing skills by investigating the factors that lead students to make errors at the moment of writing, and by implementing scientific readings from the internet that help students to eradicate little by little their writing errors and reading mispronunciation. Therefore, to collect the data it was necessary to carry out classroom observation journals, to design and administer a questionnaire.

In this chapter, I will describe the participants and the instruments. I will also provide a description of how I went about collecting the necessary data for answering my research questions, the data collection procedure, the data analysis and the conclusion.

3.1. Setting

The school where this research took place is located in one of the biggest cities in central Mexico. At the time of the study, there were around 1000 students in this school, 500 in the morning and 500 in the afternoon.

3.2. Participants

34 third graders participated in this study: 17 girls and 17 boys. These 34 students were around 18 years old and they took 4 hours of English classes divided into two

days per week: the first day they did the speaking tasks and the second day they were taught grammar on their books.

3.3. Research methodology

This study is qualitative. Qualitative research is concerned with the opinions, experiences and feelings of individuals producing subjective data. Also, it is concerned with developing explanations of social phenomena. That is to say, it aims to help us to understand the world in which we live and why things are the way they are (Patton & Cochran, 2002).

Qualitative research is characterized by its aims, which relate to understanding some aspect of social life, and its methods which (in general) generate words, rather than numbers, as data for analysis (Ibid).

This piece of research was also a case study, Johansson (2003) mentions that a case study is expected to capture the complexity of a single case, and the methodology which enables this has developed within the social sciences. On the other hand, Yin (1994) adds “case studies are the preferred strategy when "how" or "why" questions are being posed, when the investigator has little control over events, and when the focus is on a contemporary phenomenon within some real-life context (p. 1)”.

3.4. INSTRUMENTS

The data of this research was collected by means of classroom observations and practice, and one questionnaire.

3.4.1 Questionnaire

Brown (2001, cited in Mackey & Gass, 2005) defined questionnaires as any written instruments that present respondents with a series of questions or statements to which they are to react either by writing out their answers or selecting those existing answers.

Questionnaires allow researchers to gather information that learners are able to report about themselves, such as their beliefs and motivations about learning or their reactions that is typically not available from production data alone. The type of questions asked on a questionnaire naturally depends on the research questions being addressed in the study (Mackey & Gass, 2005, p. 94).

First of all, I decided to use a questionnaire divided into two parts: six reading level difficulty items where they had to assign a number and eleven direct open questions categorized into English reading and writing-related (See Appendix A). It is worth to mention that the eleven questions referred to types of reading and writing, length of reading and writing, reading and writing implementation in the classroom and students' recommendation to improve reading and writing (this was to know students' opinions).

The advantages of this kind of questionnaires are, first, that they are an inexpensive way to gather data. Next, they can be applied in one location at one time. Finally, the researcher does not affect the outcome since respondents answer items by their own without feeling stressed.

3.4.2 Observation diary

Second language diaries, also referred to as L2 journals or learner biographies, can also be used to allow learners, language professionals to write about their language learning experiences without the constraints imposed by specific questions (Mackey & Gass, 2005). And according to Schumman and Schumman (1997, cited in Mackey & Gass, 2005), a diary is a “possible vehicle for facilitating the language learning”.

Observational data are common in second language research and observations are a useful means for gathering in-depth information about such phenomena as the types of language, activities, interaction, and events that occur in second and foreign language classrooms. Additionally, observations can allow the study of a behavior at close range with many important contextual variables present (Mackey & Gass. 2005, p. 187).

Diaries of classroom contexts can produce useful data on a range of aspects of the second language learning process. These include individual learners’ and instructors’ insights into their own learning and teaching processes, their self-and other-comparisons, decision-making processes, the process of development (or not) overtime, attitudes toward classroom learning and teaching, the use of strategies, and the recognition and use of feedback. When embarking on diary research, it is important for diary writers to schedule regular times for writing (Mackey & Gass. 2005, p. 204).

According to Bailey (1990, cited in Mackey & Gass, 2005) a diary study is like a person account of a language learning or teaching experience, documented through regular candid entries in a personal journey and then analyzed for recurrent patterns and salient events.

I wrote everything that happened with students in the classroom. While taking notes, I complemented my research with some practice because the main goal of this research was to improve students' reading aloud and writing, so these activities allowed me to obtain reliable results. When implementing readings and writings, I used lesson planning (See Appendix B) and a journal. At the end of each lesson I compared the lesson's objective and my personal diary's notes to see whether the goal of that lesson was accomplished or not.

3.5. Data collection procedure

The way I administered my research instruments was the following: first, I piloted the questionnaire to see if all the necessary questions were included; second, it was redesigned and given to each student. They answered them by giving a number to each possible answer they considered in the first part of the questionnaire, and in the second part, they answered the eleven open questions with their own words. The third step was to analyze students' questionnaire results to know what activities I was going to apply.

The diary I used was written according to the results I obtained when applying the readings and writing activities to which I used some lesson planning. Not only did I use these lesson planning to collect my observation, but also I used the

Description of Observation Schemes (TALOS; Ullman & Geva, 1985, cited in Mackey & Gass, 2005) and a writing rubric to support my observations.

To administer my observations and lesson planning, I had to go to the High School, first, to observe, then to carry out my activities. To do this, I asked for permission and chose and adapted readings to use, and also the kind of writing students should do. This process took many days, some to observe and some others to carry out the implemented activities. At least three months were necessary to carry out this research.

3.6. Data analysis

After collecting all the data, the information from the questionnaires and from the classroom observation forms was analyzed. First, I analyzed the data of the classroom observation forms that I got from the classes I observed and from my diaries. I was able to analyze my diaries' results by reading them and finding similarities, differences and improvement of each lesson and task. Once I analyzed those results, I wrote them down on a notebook, then I used Microsoft Word to save my analysis. Finally, the information obtained from the eleven open questions was analyzed and to categorize the results it was necessary to transfer the data to Microsoft Excel for doing some tables. To clarify some points, I did not use graphs or percentages from questionnaires' results because I just wanted to know and analyze them by detecting students' main problems. However, a table was used to help me write the main problems categories.

3.7. CONCLUSION

In this chapter, I described briefly each section of how this research was carried out, starting with the setting, then participants, research methodology, instruments and the analysis of results. The setting for my research was a high school where I asked for permission to work with third graders. The instruments I used were an open-question questionnaire, and an observation diary. Once I got the results, I analyzed them and began writing the next section where the analysis results is careful re-analyzed.

CHAPTER IV: FINDINGS

4.0. Chapter introduction

In this chapter, I will present the findings related to this research project. All the information obtained from the instruments were registered in different Appendixes: a personal journal named “Journal”, some Word Documents named “Description of Observation Schemes. Doc”, “Thesis Questionnaire. Doc”, “TASKS. Doc”, “Lesson Plan. Doc” respectively. And as a means of evidence, some examples of readings are also provided to support this research. In addition, in order to relate the data analysis to the purpose of this study, the aims and research questions are also provided.

4.1. Aims and Research questions

The two aims of this research are:

- To observe some classes in order to find out students’ mistakes at the moment of writing academically and reading aloud.
- To implement readings that help students to eradicate little by little their writing errors and reading mispronunciation.

It is important to keep in mind the research questions that served as a guide for the development of the present study. There were just two main research questions for this research which were:

1. What are third grade students’ main mistakes at the moment of writing and reading aloud?

2. Did students improve their reading aloud and writing by using internet articles? If so, to what extend?

4.2. How students would like to practice reading and writing

In this section, the results will be presented. First, the answers from the questionnaire will be provided in detail, then they will be complemented with what was observed and after that the analysis of the activities applied will be given. The results from the activities and some extracts from the questionnaire will be shown in short paragraphs. To better understand the extracts provided, they will be shown in the Appendix section.

In this part I use A1, A2, A3... to refer to student 1, 2, 3, etcetera. Also, in this section I used some tables to show students' responses. The answers presented in these tables are written in Spanish. These answers represent students' point of view, opinions, and suggestions.

An important and interesting aim of this research was to find out the main mistakes made by third grade students at the moment of reading aloud. To get the answers needed for this section, some observations were made, and some reading activities were adjusted from internet since they were scientific, short readings. They were applied to know the mistakes and how students improved them little by little. At the same time, students read short writings which were required from students to analyze how they write. However, not only the readings helped me to find out the answers I was looking for, but also the answers students wrote on the questionnaire supported what was observed in class.

4.2.1. Reading

In order to apply the activities and answer my research question, it was necessary to know the information presented in this section. According to the answers obtained from the questionnaire administered to 28 students, 12 students (n=28) mentioned they had concerns not only with unknown words pronunciation (this means with the vocabulary they did not know and this, according to them, made readings difficult to understand) but also to follow the coherence and the main ideas from the reading. At the same time, 11 students mentioned that they had difficulties with reading aloud if it had to be in groups in class because they were not accustomed to doing it. The difficulty they found made them not be able to explain the order of what they read and as a result they could not share ideas and opinions about reading.

On the other hand, 14 students also mentioned that they did like reading, in general, with background music, silently, individually and slowly. This was because by doing it like this, they feel themselves comfortable and self-confident. In this manner, they were not heard by their classmates and it helped them to keep reading without feeling nervous. When talking about reading in English, specifically, they mentioned that they preferred silent or in low-sound and individual reading because it helped them hear their own pronunciation, better concentrate and also because they do not like being heard when reading. Some of them mentioned that to carry out reading aloud, first, it was necessary to read individually and then aloud to improve vocabulary and pronunciation. The following quotes from participants illustrate these findings:

Participant **A**: *“I like reading in silent and individually since I can concentrate better, also because I do not want to be listened to”.*

Participante **A**: *“Me gusta leer en silencio e individualmente ya que puedo concentrarme mejor, también porque no quiero que me escuchen”.*

Participant **A2**: *“I like reading in a low voice because in that way I have deep concentration, and because I am afraid of making a mistake (See Appendix **A2**)”.*

Participante **A2**: *“Me gusta leer en voz baja porque de ese modo puedo tener una mejor concentración, y porque tengo miedo de cometer algún error (Appendix **A2**)”.*

Cómo leen.	n=28
En silencio	14
Individual	3
Lento	2
No lee	1
Mentalmente	1
Repetir varias veces	1
Sentirse cómodo	4
En voz alta	1
En grupo	1
Escucha su propia pronunciación	1
No le gusta que lo escuchen	1
Con música de fondo	1
En silencio, luego en voz alta	4
Solo, luego grupal	1
Fluido	1

Table 4.1. Students’ way of reading

These answers also give an interesting clue to follow at the moment of working with teenagers, mainly when they are high school students. For instance, teachers, in this case, should support students and encourage them to keep off their nervousness and look for some other strategies to catch students’ interest to read out loud and enjoy group readings.

Talking about the most helpful kind of reading, students wrote that for them were silent (individual), in group (aloud) and scientific readings. Those readings should

be short and easy to understand. They prefer short, understandable, concrete but continuous readings. To do this, one student specified the way on how she would like the order when reading:

Participant **A3**: *“I consider that it would be a good idea to read aloud first so that we can help each other as a group, then we should read silently to better understand the text... I, for example, prefer short and concrete readings. I read first in my mind, then aloud to understand the text (See appendix A2)”*.

Participante **A3**: *“Considero que sería Buena idea leer en voz alta primero para que de esa manera podamos ayudarnos como grupo, y después leer en silencio para entender mejor el texto... yo, por ejemplo, prefiero las lecturas cortas y concretas. Primero leo en mi mente, después en voz alta para entender el texto (See appendix A2)”*

The following table shows the results about meaningful reading according to students' answers.

Tipo de Lectura que es provechosa	n=28
En silencio	6
Cuentos	3
Artículos	2
Noticieros	1
Novelas	2
Resumen	2
Científica	9
En voz alta	6
Literarios	2
Comics	1
Cualquiera	1

Table 4. 2. Meaningful readings

In table 4.2., we can see that 9 students mentioned that scientific readings (even silent or aloud) are meaningful readings since they obtain more vocabulary from that kind of reading. It is important to mention that 6 students considered that silent

reading and reading aloud are equally important since both help them to take advantage about readings.

The following table shows whether students prefer short or long readings and why:

¿Lecturas cortas o largas?	n=28	Razones
Cortas	24	Las lecturas cortas son constantes, varían en cuanto al grado de agradabilidad, son digeribles, convierten la actividad en hábito de lectura...
Largas	4	Leería lecturas largas a menos que se siga el patrón: leer en voz baja y después en voz alta, de este modo es menos tedioso. Las lecturas largas son cansadas, monótonas, tediosas, pierden el sentido...

Table 4. 3. Reading Extension

By observing students' answers in this table, most students prefer short readings because they are easier to understand and help them to make reading a habit.

A curious point students mentioned in the questionnaire was their teacher's implementation of reading in the classroom. 27 (n=28) students agreed that their teacher implemented somehow readings, but all of them also agreed that those readings were textbook readings, this meant that they read those short paragraphs to answer the exercises on different pages of their books.

Students added that their teacher rarely handed out extra readings, and when she did so, she brought comics readings and some tales, even when students were interested in articles (scientific, medicine articles) as can be seen in the following table.

Implementación de lectura por profesor	n=28	Ejemplo.
Sí	27	Artículos: 9 Cuentos: 6 Comics: 1 Lecturas de libro: 11 Ensayos: 1
No	1	

Table 4. 4. Teacher’s implementation of reading

Regarding the table, it can be inferred that students’ teacher used textbook readings only. Another curious answer given by students in the questionnaire was that reading is important to be taken into consideration in classes because it helps students improve their writing, pronunciation, vocabulary, comprehension of topics, grammar, and have a conversational topic when talking with their classmates. To implement readings, students suggested short, individual, interesting, updated and scientific readings.

Also, they considered that teachers should teach pronunciation at the moment of reading, as well as vocabulary before or after reading and at least one hour of reading per class. They also mentioned that it would be a good idea to have reading workshops where students could read and be helped. They also said that audiobooks would be good material. Finally, they said that teachers should not miss classes. The following quotations were taken from some students’ answers, and these quotations show what they thought:

Participant **A4**: *“Reading helps us to improve our writings, vocabulary, and culture in general. It also helps us to understand texts, tone, pronunciation and rhythm”.*

Participante **A4**: *“Leer nos ayuda a mejorar nuestra escritura, vocabulario, y cultura en general. También nos ayuda a entender textos, tono, pronunciación y ritmo”.*

Participant **A5**: *“I would like individual readings since we do not pay attention when it is reading aloud, and of course, we should read at least one hour at school”.*

Participante **A5**: *“Me gustaría lecturas individuales ya que no ponemos atención cuando es lectura en voz alta, y por supuesto, deberíamos leer al menos una hora en la escuela”.*

Participant **A6**: *“I would like short readings in class with its audios and I would recommend that teachers teach us vocabulary, give examples of unknown words so that we can understand complex readings, and help us with words pronunciation (See appendix **A2**)”.*

Participante **A6**: *“Me gustaría lecturas cortas en clases con sus audios y recomendaría que los profesores nos enseñaran vocabulario, nos dieran ejemplos de palabras desconocidas para que podamos entender lecturas complejas, y que nos ayuden con la pronunciación de las palabras (Appendix A2)”.*

According to 28 students, reading helps them improve their writing in terms of grammar, vocabulary and spelling. However, not only does reading improve students' writing, but also it helps them increase their vocabulary, pronunciation, grammar, punctuation, listening, fluency, among other. All this means that if teachers have their students read, even short readings, they will improve their language learning.

The following table shows students' opinions and suggestions to improve English reading:

Recomendaciones para mejorar Reading	n=28
Leer mucho en inglés	2
Cuentos cortos (audio-libro)	1
Leer artículos	1
Películas con subtítulos	1
Que el profesor no falte	1
Leer en casa	1
Leer e interactuar con compañeros	1
Leer en inglés y español la misma lectura	1
Enseñanza de vocabulario	5
Enseñanza de pronunciación al leer	1
Abrir espacios de lecturas autónomas individuales y grupales	1
Lecturas de interés y actualizadas	2
Lecturas de gustos personalizados	1
Canciones, juegos...	1
Leer tranquilamente	2
Lectura en voz alta	1
Una hora de lectura por clase	1
Tiempo, ganas y lugar	1

Table 4.5. Students' opinions and suggestions

To support this research, I considered useful students' opinions to be taken into consideration because they are the research participants, they are the ones whose learning process is being analyzed. Doing this, students felt that they were involved and their voice was taken into account. That is why these questions and answers were shown in tables and quotations.

4.2.2. Writing

About writing, students mentioned that when they are required to write, they write just because their teacher asks them since they do not like to write. However, they

also mentioned that writing helps them to practice their grammar and vocabulary knowledge.

Some students answered that they preferred listening, some others that they do not like English at all, some others were not accustomed to writing, and a student mentioned he does not have the necessity to do it, and another one does not have time to write. Just 5 students answered they do like writing if it is about an interesting topic, it is, they see it as a means of challenge to their own English knowledge (see the table below).

¿Te gusta escribir?	n=28	¿Por qué?
Sí	5	Es interesante, se mejora checando errores, reto personal.
No	23	Escribo solo por cuestión académica, no me agrada, no me gusta el inglés, falta de nivel, no hay tiempo...

Table 4.6 Students' answers on writing

Students added that their teacher usually asks them to write. Here they specified that they were asked to write based on what they read on their English books, this is, they read on their books and then they do, in my opinion, what the book wants them to do. Sometimes their teacher clarifies some doubts about grammar and students read, write and comment their writings. Students mentioned the following:

Participant **A7**: *“When our English teacher asks us to write, we learn how to use the appropriate vocabulary. We also reinforce what we already know and learn new things so that we can easily understand what is said, and by doing this, we improve grammar and mistakes”.*

Participante **A7**: *“Cuando nuestra maestra de Inglés nos pide que escribamos aprendemos cómo usar el vocabulario apropiado. También reforzamos lo que ya sabemos y aprendemos nuevas cosas para que de ese modo nos sea fácil entender lo que se dice, y con ésto, mejoramos gramática y corregimos errores”.*

Participant **A8**: *“I just write because our teacher asks us to do it, it is, a merely academic task since my English level is really basic and I get stressed when I see my other classmates with a higher level”.*

Participante **A8**: *“Yo solo escribo porque nuestra maestra nos lo pide, es decir, mera cuestión académica ya que mi nivel de Inglés es muy básico y me estreso cuando veo a mis otros compañeros con un nivel más alto”.*

Participant **A9**: *“Because I do not have enough time to write and do it by myself, I just write when my teacher asks us to do it. However, when we read and write, our teacher sometimes helps us with some unknown words, explaining them and giving us some examples with those words (See appendix **A2**)”.*

Participante **A9**: *“Debido a que no tengo tiempo suficiente para escribir y hacerlo por mi propia cuenta, solo escribo cuando la maestra nos lo pide. Sin embargo, cuando leemos y escribimos, nuestra maestra nos ayuda a veces con palabras desconocidas, las explica y nos da ejemplos de cómo usar esas palabras (Appendix **A2**)”.*

According to students' answers, their head teacher encourages them to write, but she does not help them know how to write properly. Although students agreed that writing improves their language knowledge, they do not like writing at all, or at least they do not do it as a routine, just as homework. This means that at high schools teachers require their students write, but they do not teach them how. It could be inferred that they follow the say which goes “Writing is not taught, it is developed”, but it is necessary to teach it because if students do not have the idea on this field, they will not develop it and it will let them fail in a near future.

4.3. Observations

Once the questionnaire was administered, some observations were needed to collect data to reinforce the information provided by students and to design the activities what will be applied. I observed some classes and through these observations I was able to identify students' mistakes when reading and common errors when writing.

It was observed that most students were hyperactive, and this meant that they were kinesthetic students while the teacher taught passively. Additionally to this, it was also observed that there were four students that had a higher level of English than the rest of the group. It is important to mention that the group was divided into two parts: the first one was a group of five students who had a higher English level. They were sat down before the class while the second group, integrated by the rest of the students (23), was sat down without following an order since they were considered they had a low English level.

The difference was considerable because the first one participated as much as possible while the others did not. Even when teacher sometimes asked the rest of the group to participate, they did not want to do it because they complaint with “my classmates have already mentioned the answers, and I think the same”. Another thing that was observed was students’ behavior. Students usually got in small teams to talk about topics that were not related to the class’ objective. This behavior made their learning process difficult to achieve.

Although their teacher tried to explain the activities students had to do, they just did not catch it for many reasons, one of them, and the most important was the teacher’s instructions: “open your book on page...” Teacher’s instructions got students bored and feeling like doing nothing.

4.4. Reading Aloud and Writing Activities

Once the observations were done, I decided to look for reading and writing activities. I carried out 11 activities in total, five for reading and six for writing.

Readings and writings were linked to each other since students wrote according to what they read. This is, one session was reading, and the next session was writing.

4.4.1. Activity 1: The Three questions

Reading Activity

First, a short reading called The Three Questions was given to each student (see Appendix **C: TASKS**). The first instruction was to read the text out loud as a group, taking turns. After that, students were asked whether they understood the reading. They answered “no”. The next step was to ask student to underline unknown words in order to give them their meaning. Finally, they read the text again silently and they seemed to understand the reading. When doing this activity, I read after them the text to give the correct pronunciation (see Appendix **B: lesson plan**).

In this first activity, students were asked to answer some questions orally about the reading. At the beginning, they felt themselves strange, and this was noted because of their facial expressions and because they were not accustomed to reading.

Here I quote a fragment of what I wrote on my journal:

“At the beginning students seemed not to understand the reading, but at the end, they were happy once unknown words were explained. This activity helped to make them think deeply on questions, and by doing this, students were able to express themselves without feeling shy. At the same time, students also learned the words’ meaning and pronunciation while differentiating them from similar words like: beforehand, idle, pastimes, worship, renowned, hermit, frail, spade (vs sword), awhile (different from a while), fainting, moaning, feebly”
(Journal 1).

Writing Activity

The first activity I asked students to do was to write a paragraph of what they thought about the reading “The three Questions” where they had to explain the

'why' they thought. The purpose of this activity was to know whether students understood the reading and how they wrote in English. This is what I found:

THE THREE QUESTIONS

by Leo Tolstoy

In this short **history** I can think about the life, the family, the friends, the virtues, all events happening precisely at this time, it lead to that I think about this, "the most necessary man is he with whom you are" and this is most important because of each depends **succeed**, and only you have the most favorable choice to achieve this success, however this entails a sacrifice, hard work, perseverance in this case the more important is the satisfaction, the success, the happiness in yourself regardless of the opinion of the people, "the most necessary man is he with whom you are". It is also important the people who love you and surrounds, the people who make it possible for you to be well, and to be happy but in other case especially the giving people another chance to be its friend, offer sincerity, affection, love, friendship, because in the end, all it takes in life are the good times, smiles, sighs, emotions, and friends, is very important that you think about it because it's a nice way of looking at life positively and depends on us achieve success, happiness, but something importantly is " have the better life as men"

- It is a sentence!
- Use Periods instead of lots of commas

Image 4.1. The three questions reading, a student's writing sample (A13. See Appendix C: Tasks).

When analyzing the student's writing, I found many writing mistakes, for example: it was not a paragraph, it was a single sentence (*written note*). Some other mistakes that can be easily seen are punctuation (*underlined*), words misuse (story vs history, succeed vs success [*highlighted*]), incomplete ideas [*squared*], the wrong order of the use of linking words (and, however, because, but... [*Circled*]), etcetera. After analyzing their writings, I asked them to correct what they wrote, and it looked much better (see Appendix C).

4.4.2. Activity 2: Doctors are made... by chance?

Reading activity

I changed the way of taking turns to read with this activity. I handed out a reading, then I asked students to read it silently and individually. After that, I asked them to read out loud one by one, starting with volunteers and ending with the whole group (See appendix **B: Lesson Plan**). They seemed to like the reading because they understood a little bit more the text reflecting on their participation. Next, I asked them to mention unknown words they found in order to explain their meaning. After that, we discussed in group some words used in medicine like the ones I wrote in my journal:

“In this activity students were more enthusiastic when participating. Some of them even told an anecdote, and that was good improvement. However, they still had problems with some words and their pronunciation at the moment of reading and speaking. They learned about different kinds of professions within the Medicine area like: family and general practitioners, internists, pediatricians, surgeons, osteopathic medicine. Additionally, they were able to differentiate between some words like diseases vs sickness, and also some spelling like in specialties vs *specialities*” (**Journal 3**).

Writing activity

When doing this activity, students were able to use the passive voice and active voice because the topic they were studying with the head teacher was passive and active voice, so they reinforced that topic with the ‘Doctors are made... by chance?’ reading (See appendix **C: TASKS**). At the same time, when they were asked to read, some of them wrote down the anecdote they shared orally. On their writings, they used passive and active voice in order to know whether they understood the difference between them and correct this grammar point if possible. Here is an example of anecdote:

Doctor are made...by chance?

When I am sick, I go to a general doctor that cures me. I remember once I went to his consultory for some studies and the results indicated a number of things that affected me. I was asked to be prepared because I was going to be operated. My doctor told me that heart disease is considered really dangerous is it's not treated on time. He said that he studied for many years and could say that some researchers have concluded that heart disease can cause death, so I was scared and thought I was going to die, but suddenly I was told not to be scared about it. When the day came, I just saw how the balloon was positioned in an area of blockage and was inflated by the surgeon. Then some doctors were discussing about the results and told me that there was a mistake, the patient wasn't me, but another girl who was given the same name as me, that's why they thought it was me. At the end, they explained me the error and I could breathe deeply, and what I did is ask them about some topics for the major I chose to study and some of them told me "...located on the outer margin of the terminal papillae at the base of the third dorsal spine, the osmoregulatory organ expels excess sodium ions under hypertonic conditions..."

My story was funny when I remember it.

Image 4.2. *Doctors are made... by chance?* Reading, a student's writing sample (A17. See

Appendix C: Tasks).

As can be noted, they still had some troubles with vocabulary (consultory vs clinic, be operated vs have surgery [*highlighted*]) and punctuation (*underlined*), but it seems they understood the topic which was the main purpose when referring to grammar (the correct version of the above example can be found in the appendix section). However, I realized that there was a lot to do to help them improve little by little.

4.4.3. Activity 3: Think like a Doctor (The Challenge)

Reading activity

With this reading, I tried a different strategy to have students read. I handed out a scientific reading, which was about medicine news, to each student and the first

command was to read the whole text in silence (See appendix **B: Lesson Plan**). Then, they were asked to underline all the unknown words they found and tell them out loud in order to make a list in the blackboard and to give their meaning. Next, they were asked to read the text as a group one by one. I began to read the first paragraph, and then they continued reading, one paragraph per student.

In my journal I wrote:

When administering this reading today, students were interested and tried to find out what would happen next session. Also, they seemed to improve their pronunciation at the moment of reading. In this reading students were able to pronounce some words correctly: dehydration, stammered, snap, slumped over, struggle, tinged... and also they could differentiate some synonyms: weird vs strange vs odd... additionally, they added some new medical terms to their vocabulary, such as: withdrawn, thyroid hormone, synthroid, pneumonia, stitches, tetanus shot, apologetically, baffled, triage sheet (**Journal 5**).

Writing Activity

In this session, students were able to identify and get more vocabulary to be used in their academic lives, as explained in my journal cited below.

Their short writing also seemed to improve because they started using new vocabulary. But not only did they use new vocabulary, they also started correcting their sentences, using full sentences and complete ideas while writing. Even when they still had some troubles with right words (everyday vs every day, got weaker vs became weaker, nowadays vs actually), they learned how to write/construct a paragraph (**Journal 6**).

The image below shows a student's paragraph where she was able to write full sentences to complete a paragraph using periods and commas where appropriate (except one comma after "Actually" [*underlined*]). In this paragraph we can see a spelling mistake too (others doctors [*underlined*]) and a word misuse (*specialist hospital* instead of *specialized hospital* [*squared*]). However, it seemed that they were improving little by little.

THINK LIKE A DOCTOR

In my opinion I think the patient had anorexia because he was weak and got weaker everyday. But at the same time I think he had cancer regarding that he felt tired and ate a lot during meals, it makes no sense for him to be sick. Maybe an option for his studies would be X-ray studies to see if he has something else and find a cure or medicine to help him feel better, or maybe try with many others doctors until his family can know. Actually we have different methods to study a patient and help sick persons, for example, alternative medicine, high technology, internet, or opinions of experts, go to specialist hospital, etcetera.

Image 4.3. *Think like a Doctor* reading. A student's writing sample (A23. See Appendix C: Tasks).

4.4.4. Activity 4: Letter of a Madman

Reading Activity

In this fourth reading, I decided to change the strategy again to know which one was working. Because the reading was about a letter written by a madman, students were able to identify new words related to a different medicine area: mind matters.

The way this reading was done was as follows: first, I asked students to read out loud, then I read out loud the first paragraph and they continued after me taking turns. The last step was the one where they read the letter silently (See appendix **B: Lesson Plan**). This last step was merely to reinforce what they learned from the reading.

A quotation from my journal goes as following:

At the beginning of this activity, students seemed to get confused. However, they got interested once they started reading. At the same time, students learned more vocabulary to integrate them into their writings, for example: Pondered, dubious, scarce, fathom, springing, flawless, strike, nuances, collide, quiver, eardrum, scents, uncharted, glimpsed,

endowed, boundless, verge, shiver, tremble, motionless, quandary, shuddered, chamber, indescribable, frenzied.

I am sure that students will use all these vocabulary at some point of their school life. A curious memory I got while doing these readings was when a student asked me “professor, what sense would you like to lose if you have to choose if you were a madman? Would you think you were crazy if you wrote something like this letter?” students got intrigued with these questions that I did not know what to say at the beginning, but soon, they started giving me clues to complete my answers. Then I realized that they were not just improving their reading and writing skills, but also their way of thinking, their common sense of seeing things from different points of view. At least that let me see that they were also improving as human beings (**Journal 8**).

Writing Activity

When doing the writing activity, it could be seen that students were now able to use more appropriate words according to the readings. This is, students were integrating the right words in the right sentence and in the right task. Not many writing errors are seen when checking their writings at this point. About vocabulary, it seemed that students did not use the same word repeatedly; about linking words, students were able to identify which one to use and where to place them; and students also demonstrated correct use of commas, periods, and semicolons. This means that students knew what they were doing. They were more aware about academic writing and their use of language knowledge was better, as shown in the figure below:

Letter of a Madman

Dear sir Maufrigneuse,

I read your whole letter where you confess your thoughts. At the first stage, I must say that never before have I received something similar. It is so impressive, all your deceptions, your wishes and your admirations are conceptualized in your letter. Let me tell you this: perhaps I am not the right person, perhaps I only want to convey what my mind dictates, and I know it just manipulates my whole person. However, I could not be able to say that my mind is wrong because it is not.

Even if I agree with your perception, with your concept about all these fantasies you just described, I would add that it doesn't matter how people could call you, never ever let yourself be because you are unique, special and an intelligent person. Each person decides how to act, what to do and why to seem what people want to see. Your concept of human senses is not wrong at all. Probably you are right, and I say probably because I am not totally sure if your concept would be seen as a different way of perceiving the life and how you take it.

In my opinion, if you accept, you are not mad, I would say you are just a little bit confused. Your confusion when talking about these appearances, these mind-torments let you seem as this kind of madman. Even tough, you do not take it as something impossible to solve, you just need a little more time in order to confirm or to refuse your own words. Nobody can avoid you to take decisions; however, I, as doctor, advice you to allow yourself explore your own world, that world which exists in your mind, in your imagination, take it as a reasonable creation of your desires, because it is. Do not take into account my words, but take into consideration that whatever you decide is right.

You are not the only person in the world with such declarations my sir. When I was a teenager, I also wrote my concepts, my concepts about almost all the things, so I understand you, I got your point of view. If you allow me to give you some therapies, I will be glad to attend you as soon as possible, I want to share with you my concepts, my thoughts and my point of view in order to check our similarities and differences.

This is my short reply sir Maufrigneuse. Hope you can make your decision.

Image 4.4. Letter of a Madman. A student's writing sample (A27. See Appendix C: Tasks).

At first, when I read this piece of writing, I could notice that the errors students still had were problems with some words; for example, *impressing* vs *impressive*. As it can be seen in the second line of the first paragraph. I found out that students used appropriately, somehow, their language grammar, vocabulary, punctuation, and spelling knowledge.

4.4.5. Activity 5: Common cold prefers cold noses

Reading Activity

At this stage of reading, I chose another technique to have students read: scanning and skimming strategies. When using these strategies, I handed out the reading, then, I asked students to skim quickly the paragraphs to figure out what the main information was. After that I asked them some questions (what is the reading about? What does the author explain?) and they answered according to what they got when scanning. Once those questions were answered, I asked them to scan the reading by looking for the information within the reading to give the right answers to the questions (See Appendix **B: Lesson Plan**).

This activity helped them to waste less time when reading since ‘Common Cold Prefers Cold Noses’ was the last reading administered in the group. The last reading they read was done at home in order to write their last two writings. When reading about cold, students realized that they had a lot to learn since the scientific vocabulary was not used in daily life by common people but scientists.

In my journal, I wrote the following lines:

Up to now, students were reading almost basic articles. However, when facing more scientific and detailed articles, they realized that there are a lot of specific terms in medicine area that they still needed to learn. Additionally, they could pronounce those words without much effort. That means that students now improved their pronunciation which helped them to better understand readings. Examples of those words are: rhinoviruses, streaming, virology, lungs, etcetera. Not only did they learn to pronounce scientific words, but also they knew how and when to use them (**Journal 10**).

Writing Activity (part 1)

This first part of the final writing with these students was related to the last reading they did at home. I asked them to read a scientific article about Ebola (each student had to search an article about it from a scientific web page that I

recommended to them [BBC News Science, World Health Organization, National Geographic...]), which they agreed to read, and write a five-paragraph essay. The purpose of this activity was to know whether or not they were able to write a scientific essay, which was a draft. I asked them to read the article and write the essay, but also I asked them to bring the article printed to the classroom to correct their essay drafts.

Here I show a student's draft (it is also in Appendix C: TASKS):

EBOLA

Ebola hemorrhagic fever is caused by a virus. It is a serious and often fatal. It can affect humans and other primates. Researchers believe humans contract it through an infected animal. It can be spread from person to person through blood or secretions

The symptoms may appear ^① two to 21 days after exposure to the virus ^② Generally include :

fever
Headache
Pain in muscles and joints
weakness
diarrhea
vomiting
Belly pain
Lack of appetite
Other symptoms include rash, red eyes and internal and external bleeding

The first symptoms are similar to those of other common diseases. This makes ^③ it difficult to diagnose a person who has been infected for long. However, if a person has these symptoms and Ebola is suspected, the patient should be isolated in quarantine. It is also important to notify health authorities. Several laboratory tests can confirm the diagnosis of Ebola.

There is no cure for Ebola. Treatment consists in providing supportive care such as fluids, oxygen and treatments for complications. Some people with Ebola recover but many don't ^④

⑤

Image 4.5. EBOLA: Essay. A student's writing sample (A16. See Appendix C: Tasks).

As it can be seen in the example above, students had an idea of what an essay was about and what to do, but they did not know how to structure it. They used double space, contractions, and incomplete paragraphs as shown with numbers 2, 3 and 5. Additionally, they missed a preposition (number 1) and some periods (number 2 and 5) and misused pronouns (number 4). However, once they brought the article to the classroom, I checked their drafts and we talked about it in order to correct them since they just copied and pasted information from internet (marked with ||), which means *plagiarism*. Copying in a way that makes the ideas appear to be your own is plagiarism (David Gardner, 1999).

Students and I discussed about plagiarism and how to avoid it, I handed out an essay guideline (See Appendix E: Essay Rubric) that contained the step-by-step of a good scientific essay. The guideline also included some useful tips and two scientific essay samples to help students improve the task.

Writing Activity (Part 2)

The second part of writing an essay was about the same topic (Ebola). Because the last session we checked the general steps to follow when writing an essay, students now in this session were able to improve their writing as can be noted below:

EBOLA

Did you know that the most deadly killers on earth are microscopic predators? In this case the essay is going to be about the Ebola virus. Ebola virus (EBOV) is considered as one of the most contagious agents and has an ability to cause fatal haemorrhagic fever.

The first notification of the virus was mentioned in the Ebola River valley in Zaire about 1976. Nowadays in Central Africa, specifically in the Republic of the Congo victims are more than 125, according to the World Health Organization. The Ebola virus is composed of 7 polypeptides, a nucleoprotein, a glycoprotein, a polymerase and 4 other undesigned proteins. Ebola virus can be transferred from one human to another by contact. Characteristically, Ebola virus infection runs its course from 14 to 21 days. Firstly, the infection can be identified with symptoms like weakness, fever, muscle pain, headache and sore throat, with the progress of infection, patients experience uncommon symptoms like gastrointestinal bleeding, and a big variety of haematological irregularities, limited kidney and liver function, chest and abdominal pain, rash, vomiting (usually black) and diarrhoea begin. The virus suddenly hits microvascular endothelial cells and damages vascular integrity. The final stages of Ebola virus infection traditionally involve diffuse bleeding, bleeding from skin and injection sites and internal bleeding from organs and hypotensive shock that lead to numerous Ebola virus fatalities.

Diagnosing the Ebola virus may take up to 10 days. The methods used to detect the virus are very slow, compared to how rapid Ebola can kill its victims. Blood or tissue samples are sent to a high- containment laboratory designed for working with infected substances and are tested for specific antigens, antibodies or the virus's genetic material itself. Recently, a skin test has been developed which can detect infections much faster. A skin biopsy specimen is fixed in a chemical called Formaline, which kills the virus, and is then safely transported to a lab. It is processed with chemicals and if the dead Ebola virus is present, the specimen will turn bright red.

No treatment, vaccine, or antiviral therapy exists. Roughly ninety percent of all Ebola's victims die. The patient can only receive intensive supportive care and hope that they can be one of the fortunate ten percent who survive.

Researchers and scientists have problems when trying to develop subsidiary diagnostic tools to aid in diagnosis of Ebola HF in the early stages and undertaking ecological researches on Ebola virus and its probable reservoir. Additionally, the research also aims to observe areas that are suspected to ascertain the disease rates. To effectively prevent outbreaks in the future, more thorough knowledge of Ebola virus's natural reservoir and its spread should be gained.

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Image 4.6. EBOLA: Essay. A student's writing sample (A16. See Appendix C: Tasks).

As it can be seen in this last version of their writing, students' writing improved since they used lots of scientific vocabulary and knew how to write the references.

The use of references means that students took the time to read and understand what the topic was about. Even though the format of the essay was not exactly as expected, students seemed to improve their writing.

During all these research activities, I used different strategies to read so that I could know which one worked better for students. When doing writing activities, students were involved little by little in the process since it was not a really easy task for them, and this was because they were accustomed to working just with their English book. Another interesting point I want to mention here is that the head teacher also got amazed with the readings I handed out and she gave me her points of view, verbally, about the readings too. At this stage, I think that students already knew that reading and writing were important tools in their English learning process.

4.5 Chapter conclusion

According to the aims and the research questions of this project, the results obtained were discussed into different sections. The aims and research questions were also provided in order to relate the findings with the purposes of the study. Up to now, I am able to mention that because of the details mentioned in my journal linked to the activities plus the samples given, the research questions and aims are answered step by step with the contributions shown. In the following chapter, I will provide the conclusions of this research.

CHAPTER V: CONCLUSION

5.0 Chapter Introduction

This study was about students' reading aloud and writing improvement. As it was already stated, the intention was to know what factors affected students' reading and writing, and improve them. Also, this study intended to show how scientific articles from internet helped third grade high school students improve the understanding of scientific terms and writing. In Chapter IV, I showed and described the findings in tables, figures and some quotations which I got when I analyzed the information of the instruments I used. In this final chapter, I present the general conclusions of this research project. Therefore, this chapter shows the findings obtained from the research. Additionally, this chapter includes the accomplishments of research aims, limitations of the study, further research and personal reflections.

5.1 Findings

1. What are third grade students' main mistakes at the moment of writing and reading aloud?
2. Did students improve their reading aloud and writing by using internet articles? If so, to what extend?

Some conclusions were drawn after analyzing the instruments. First of all I will mention the results of my first research question which deals with students' mistakes at the moment of writing and reading aloud. To start on, when I analyzed the results of reading and writing improvement and observations, I agreed with

Hernández Zamora (see 1.0) when he says that *if we teach writing the same way we read, we would be a voiceless country*. I found that some English teachers have the language knowledge, and even when they are experienced teachers, they do not know well how to convey that knowledge. This situation can affect students' English learning since the learning process includes factors that allow students to choose their own way of learning (learning styles) as a means of conveying their language knowledge.

Regarding the amount of teacher's teaching style, in each session I found out that she did not take into consideration students' needs. Although the teacher followed the communicative approach in her classes, the other aspects of the language were also needed. About students' opinions and reactions toward reading and writing, it was found that they improved those skills little by little (see details in chapter 4).

I could also find some interesting information that I gathered from the questionnaire. For example, it was found out that students preferred short, updating and interesting scientific articles and that they liked reading silently. Therefore, I looked for those articles on internet using different health websites that I then recommended to my students.

To answer my first research question, I administered different reading aloud activities and I could notice that students mainly had problems with vocabulary related to health; for instance, dehydration, oxygenation, disease, virus and rhinoviruses, struggle, among other.

About writing, students' main vocabulary problems were the following: impressive and impressing, specialist and specialized, ache and pain and sore, period and dot and point. About punctuation, students struggled more with the use of comma, period and semicolon. With these being detected, students started working to improve them throughout reading and writing tasks.

When carrying out the activities, I found out that students did improve their reading aloud and writing skills based on internet scientific articles. At the beginning, students were afraid of reading aloud in front of their classmates. They started reading aloud then they dropped their voice until they read silently. However, little by little they had more confidence and they were able to read in English as if they were reading in Spanish, loudly without fading their voice. Even when they still had some problems with pronunciation, they felt proud of themselves of reading with no shyness.

Besides improving their reading aloud while this research was being carried out, they also improved their English writing. As mentioned in previous paragraphs, students not only had problems with vocabulary, but also with grammar and orthography. When I first asked them to write a short paragraph in their notebooks, I could see their writings: students misplaced punctuation marks and mixed verbs and auxiliaries where no necessary. Fortunately, at the end of this research, students were able to correct their initial mistakes little by little through the tasks and samples given.

At the end of the research, I could notice that students started using new words that they considered useful for their future major. I could notice this on their final

writing activity. They used new vocabulary that they did not know before and they started familiarizing with it (more details in chapter 4).

5.2 Limitations of the study

When doing this research, the main limitations were time, schedule of students' English class and the selection of appropriate reading for students. Time was the major limitation since the head teacher could just let me administer my activities thirty minutes approximately per week. The second limitation was the schedule of students' English class because they sometimes did not have class on Fridays when they had English. And the last limitation was the selection of appropriate readings for students. With this, I mean that I had to take into account students' English level, their behaviour toward the language, and their learning styles. All these aspects limited the research somehow. However, the principal of the school and the head teacher supported me with the needed help as much as they could to carry out my research.

5.3 Contribution and further research

This study was carried out not only to help me know students' mistakes at the moment of reading and writing but also to help future researchers to take into account the results obtained here to analyze them and continue with it. Also, this study could work as a tool for English Language Teaching students to realize that not only should they base their research on materials or basic schools (preschool, elementary school and secondary school), but also that they should go beyond

their personal limitations. Additionally, this research would help high school students if the results presented here are shown to them in order not to make the same mistakes as their classmates.

As suggestion, this research could work as a basis for researchers to implement specific activities according to students' needs. As an example of what I mean is, researchers could work with reading aloud and writing in all levels (preschool, elementary school, junior high school and even university). Teachers could also use the results presented here as a guide to help their students improve their language knowledge, adding more activities, or adapting them in their classrooms. As mentioned above, time was a limitation when doing this research, so future researchers should take more time to implement their activities and the appropriate space and number of students.

5.4 Personal reflection

I chose this topic because when I was a high school student, my English teacher did not usually help us improve reading and writing skills. Another point I took into consideration was my teaching experience subject. It was done in the medicine area in a public high school, and I have always thought that teachers should take into account students' needs and interests, not only basing their lessons on books' pages. At the beginning, I did not know what language skill to choose, but then I decided to carry out both, reading and writing. This decision was based on the saying that goes "reading without writing is not a complete task and vice versa".

Doing this research helped me to comprehend that a teacher does not have to skip a language skill or subskill, instead, he or she should include them in a proper

manner. This is because a teacher is a mentor and students need to be helped during their learning process. As a future teacher, this research helped me to improve as a teacher and as a person. It is said that education is the window of society, but if we, as teachers, forget some important points to achieve the educational goals, this will fail. If we make the difference, society will improve, and this improvement will be seen in people's ideals.

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APPENDIX A: Thesis questionnaire

BENEMÉRITA UNIVERSIDAD AUTÓNOMA DE PUEBLA.

FACULTAD DE LENGUAS.

IMPROVING PUBLIC HIGH SCHOOL STUDENTS' READING ALOUD AND WRITING THROUGH THE USE OF INTERNET SCIENTIFIC ARTICLES.

El propósito de la aplicación del presente cuestionario es recabar información sobre las dificultades lectoras y escritas presentes en jóvenes del último año de preparatoria, así como buscar estrategias para mejorar las habilidades de lectura y escritura en Inglés. ¡Gracias por tu apoyo!

NOMBRE: _____ **CURSO:** _____

ESCUELA: _____ **SEXO:** _____

INSTRUCCIONES: Lee cuidadosamente cada pregunta y asigna un número del 1 al 5, según corresponda a cada respuesta. 1= demasiado fácil, 2= muy fácil, 3= fácil, 4=difícil ,5= muy difícil.

Preguntas.	Asigna un valor del 1 al 5 a cada respuesta.				
1. ¿Qué es lo que más se te dificulta al leer en inglés?	Vocabulario	Pronunciación	Ritmo	Entonación	Inferir
2. ¿Qué es lo que más se te dificulta al escribir en inglés?	Deletreo	Vocabulario	Gramática	Organización de ideas	Puntuación
3. ¿Qué grado de dificultad tienen, para ti, los siguientes tipos de escritos?	Resúmenes	Ensayos	Reportes	Diarios	Artículos
4. ¿Qué grado de dificultad tienen, para ti, los siguientes tipos de lectura?	Lectura en silencio	Lectura en voz alta	Lectura grupal	Lectura individual	Lectura en equipo/ pareja
5. ¿Qué actividad encuentras más complicado realizar cuando lees en Inglés?	Hacer resumen de la lectura	Dar opinión sobre la lectura	Explicar el orden de la lectura	Intercambiar ideas sobre la lectura	Interpretar la lectura
6. ¿Qué actividad encuentras más complicado realizar cuando escribes en Inglés?	Parfrasear	Desarrollar ideas propias	El uso adecuado de conectores	Escribir sobre un tema en particular	Tener coherencia en el escrito

INDICACIONES: Lee las siguientes preguntas y contesta, lo más sincero posible, de acuerdo a lo que consideres pertinente.

1. ¿Cómo te gusta leer (cuando lees en Inglés)? Explica.

2. ¿Qué tipo de lectura te es más provechosa? ¿Por qué?

3. ¿Prefieres hacer lecturas largas o lecturas cortas? ¿Cómo lo haces?

4. Cuando se te pide escribir en Inglés, ¿Lo encuentras útil? ¿Por qué?

5. Generalmente, ¿Te gusta escribir/componer párrafos en Inglés o lo haces por mera tarea académica? Explica.

6. En tus clases de Inglés, ¿Tu profesor (a) implementa las lecturas? Sí__ No__.
Menciona algunos ejemplos:

7. Durante tus clases de Inglés, ¿Tu profesor (a) favorece al desarrollo de tu escritura en Inglés? Sí____ No____. Ejemplifica:

8. ¿Consideras que implementar lecturas en tus clases de Inglés te ayuda a mejorar tu aprendizaje? ¿Por qué?

9. ¿Consideras que implementar el desarrollo de la escritura en tus clases de Inglés contribuye a mejorar tu aprendizaje? ¿En qué medida?

10. ¿Qué recomendarías para mejorar tu habilidad de lectura en el aprendizaje del Inglés?

11. ¿Qué recomendarías para mejorar tu habilidad de escritura en el aprendizaje del Inglés?

APPENDIX B: Lesson Plan

Benemérita Universidad Autónoma de Puebla
 Facultad de Lenguas
 Research (Thesis) practice



INSTITUTION: Esc. Preparatoria Benito Juárez García. BUAP. **DATE:** Feb 3rd, 2015. **Lesson number:** 1. **TIME:** 12:00 p.m. -12:30 p.m.

RESEARCHER: Adan Altamirano Santana. **LEVEL:** 3rd Grade Medicine area. **TOPIC:** Reading: *The three questions*.

OBJECTIVES: To be able to reflect on ethical questions by reading a philosophical text.

TIME	PROCEDURE	INTERACTION/ ASSESMENT	MATERIALS
5 mins. (Pre-Activity)	<ol style="list-style-type: none"> 1. Ask Ss the “What would you think if...?” question. 2. Hand out the “<i>The Three Questions</i>” reading to Ss. 	T-Ss Ss-T	Reading sheets.
15 mins. (Activity)	<ol style="list-style-type: none"> 1. Ask Ss to read out loud the text in chorus. 2. Ask Ss what they understood. 3. Ask Ss to underline unknown words and give their meaning with a brief explanation. 4. Ss read silently the text. 5. Read the article after Ss and correct their pronunciation. 6. Write on the board two questions: 1. What did you learn from the article? 2. Was it easy or difficult? Explain. 	T-Ss Ss-T	Reading sheets. Whiteboard. Markers. Notebooks.
10 mins. (Post-Activity)	<ol style="list-style-type: none"> 1. Answer the two questions written on the board. 2. Talk to each other and make an agreement to answer orally the questions. 	T-Ss	

OBSERVATIONS:

Thesis Director:

Researcher:

Mtra. Gicela Cuatlapantzi Pichón.

Adan Altamirano Santana.



INSTITUTION: Esc. Preparatoria Benito Juárez García. BUAP. **DATE:** Feb 10th, 2015. **Lesson number:** 2. **TIME:** 12:00 p.m. -12:30 p.m.

RESEARCHER: Adan Altamirano Santana. **LEVEL:** 3rd Grade Medicine area. **TOPIC:** Writing: *The three questions.*

OBJECTIVES: To be able to reflect on ethical questions by writing opinions.

TIME	PROCEDURE	INTERACTION/ ASSESMENT	MATERIALS
5 mins. (Pre-Activity)	1. Ask Ss the “What did you learn from the reading?” question.	T-Ss Ss-T	
15 mins. (Activity)	1. Ask Ss to read again the “The Three Questions” text out loud one by one. 2. Draw on the whiteboard a mind map with key words and explain it. 3. Ask Ss to write their own opinions about the reading on their notebooks.	T-Ss Ss-T	Reading sheets. Whiteboard. Markers. Notebooks.
10 mins. (Post-Activity)	1. Share Ss’ writings among them and compare opinions with at least three other classmates (agreement, disagreement, etc).	Ss-Ss	Notebooks.

OBSERVATIONS:

Thesis Director:

Researcher:

Mtra. Gicela Cuatlapantzi Pichón.

Adan Altamirano Santana.



INSTITUTION: Esc. Preparatoria Benito Juárez García. BUAP. **DATE:** Feb 17th, 2015. **Lesson number:** 3. **TIME:** 11:50 a.m. -12:30 p.m.

RESEARCHER: Adan Altamirano Santana. **LEVEL:** 3rd Grade Medicine area. **TOPIC:** Reading: *Doctors are made...by chance?*

OBJECTIVES: To be able to identify medical subjects and fields.

TIME	PROCEDURE	INTERACTION/ ASSESSMENT	MATERIALS
5 mins. (Pre- Activity)	<ol style="list-style-type: none"> 1. Ask Ss the “How do you think a doctor is made?” question. 2. Hand out the “<i>Doctors are made...by chance?</i>” article to Ss. 	T-Ss Ss-T	<p>Article from: http://eleven2miraflores2011.blogspot.mx/2011/05/reading-comprehension-using-passive.html</p>
25 mins. (Activity)	<ol style="list-style-type: none"> 1. Ask Ss to read the article silently and individually. 2. Ss read aloud the article one by one taking turns. 3. Ask Ss for unknown words and give their meaning. 	T-Ss Ss-T	Whiteboard. Markers. Notebooks.
10 mins. (Post- Activity)	<ol style="list-style-type: none"> 1. Discuss new vocabulary from the reading. 2. Ask Ss to write a list of adjectives to describe professions related to medicine area (homework). 	T-Ss	Notebook.

OBSERVATIONS:

Thesis Director:

Mtra. Gicela Cuatlapantzi Pichón.

Researcher:

Adan Altamirano Santana.



INSTITUTION: Esc. Preparatoria Benito Juárez García. BUAP. **DATE:** Feb 26th, 2015. **Lesson number:** 4. **TIME:** 12:00 p.m. -12:30 p.m.

RESEARCHER: Adan Altamirano Santana. **LEVEL:** 3rd Grade Medicine area. **TOPIC:** Writing: *Doctors are made...by chance?*

OBJECTIVES: To be able to understand medical articles and use them when writing using active and passive voice.

TIME	PROCEDURE	INTERACTION/ ASSESSMENT	MATERIALS
5 mins. (Pre- Activity)	1. Write on the whiteboard the “Do you know what you need to become a doctor up to now? Were you been told anything you did not know?” 2. Ask ss to answer questions orally.	T-Ss Ss-T	Whiteboard. Markers.
20 mins. (Activity)	1. Ask Ss to take out their reading articles “Doctors are made...by chance?” 2. Ss underline adjectives on reading that help to describe professions within medicine field. 3. Ask Ss to write down an anecdote they have related to doctors using adjectives, active and passive voice.	T-Ss Ss-T	Reading sheets. Notebooks.
5 mins. (Post- Activity)	1. Talk about anecdotes, share them and complement them with the group.	T-Ss	

OBSERVATIONS:

Thesis Director:

Mtra. Gicela Cuatlapantzi Pichón.

Researcher:

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INSTITUTION: Esc. Preparatoria Benito Juárez García. BUAP. **DATE:** March 3rd, 2015. **Lesson number:** 5. **TIME:** 12:00 p.m. -12:30 p.m.

RESEARCHER: Adan Altamirano Santana. **LEVEL:** 3rd Grade Medicine area. **TOPIC:** Reading: *Think like a Doctor*.

OBJECTIVES: To be able to use unknown words and their correct pronunciation when reading.

TIME	PROCEDURE	INTERACTION/ ASSESMENT	MATERIALS
5 mins. (Pre-Activity)	<ol style="list-style-type: none"> 1. Ask Ss the “<i>What would you think a person has if he/she collapses suddenly next to you?</i>” question. 2. Discuss possible diagnosis. 	T-Ss Ss-T	Markers. Whiteboard.
20 mins. (Activity)	<ol style="list-style-type: none"> 1. Hand out the “<i>Think like a Doctor</i>” article to Ss. 2. Ss read the whole article silently. 3. Ask Ss to underline unknown words and tell them out loud. 4. Write a list of unknown words on the whiteboard and give their meaning. 5. Ask Ss the “<i>Can you mention what happened?</i>” question. 6. Ss discuss in groups of four their opinions. 7. Read aloud the article as a group: I read first paragraph, then Ss continue. 	T-Ss Ss-T	Internet article from: http://well.blogs.nytimes.com/2014/09/04/think-like-a-doctor-weaker-and-weaker/ Whiteboard. Markers. Notebooks.
5 mins. (Post-Activity)	<ol style="list-style-type: none"> 1. Organize pairs to keep reading the article at home in order to figure out the most probable end of the situation. 	T-Ss	Notebooks.

OBSERVATIONS: _____

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INSTITUTION: Esc. Preparatoria Benito Juárez García. BUAP. **DATE:** March 5th, 2015. **Lesson number:** 6. **TIME:** 12:00 p.m. -12:30 p.m.

RESEARCHER: Adan Altamirano Santana. **LEVEL:** 3rd Grade Medicine area. **TOPIC:** Writing: *Think like a Doctor, the Challenge.*

OBJECTIVES: To be able to challenge oneself by writing personal opinions reflecting on reading.

TIME	PROCEDURE	INTERACTION/ ASSESSMENT	MATERIALS
5 mins. (Pre- Activity)	<ol style="list-style-type: none"> 1. Ask Ss to share their answers of the end of the story. 2. List some disease on the board: mention their characteristics. 	T-Ss Ss-T	Whiteboard. Markers.
15 mins. (Activity)	<ol style="list-style-type: none"> 1. Hand out the “The Weaker and Weaker-solved” article to each student. 2. Read the first paragraph out loud to Ss. 3. Ask Ss to read one paragraph each other. 4. Ss comment, as group, about the real end of the story. 5. Ss read silently the article and write a list of unknown words on their notebooks. 	T-Ss Ss-T	Internet article from: http://well.blogs.nytimes.com/2014/09/05/think-like-a-doctor-weaker-and-weaker-solved/ Notebooks.
10 mins. (Post- Activity)	<ol style="list-style-type: none"> 1. Ss write a paragraph about their opinions on the article using new vocabulary. 	T-Ss	Notebooks.

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INSTITUTION: Esc. Preparatoria Benito Juárez García. BUAP. **DATE:** March 10th, 2015. **Lesson number:** 7. **TIME:** 12:00 p.m. -12:30 p.m.

RESEARCHER: Adan Altamirano Santana. **LEVEL:** 3rd Grade Medicine area. **TOPIC:** Reading: *Letter of a Madman*.

OBJECTIVES: To be able to understand mind matters within medicine field by reading a psychological text.

TIME	PROCEDURE	INTERACTION/ ASSESSMENT	MATERIALS
5 mins. (Pre-Activity)	<ol style="list-style-type: none"> 1. Ask the “If you have a patient with... what would you think?” question. 2. Discuss the answer. 	T-Ss Ss-T	
15 mins. (Activity)	<ol style="list-style-type: none"> 1. Hand the “Letter of a madman” out to each student. 2. Ss read aloud the lecture. 3. Read aloud the first paragraph. 4. Ss read aloud after T the following paragraphs. 5. Ask Ss what they think about the reading. 6. Ss read the text silently. 	T-Ss Ss-T	Reading from: http://www.fullposter.com/snippets.php?snippet=142 Notebooks. Whiteboard. Markers.
10 mins. (Post-Activity)	<ol style="list-style-type: none"> 1. Ss write a possible different ending of the story. 2. Check Ss’ answers. 	T-Ss	Notebooks.

OBSERVATIONS:

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INSTITUTION: Esc. Preparatoria Benito Juárez García. BUAP. **DATE:** March 12th, 2015. **Lesson number:** 8. **TIME:** 12:00 p.m. -12:30 p.m.

RESEARCHER: Adan Altamirano Santana. **LEVEL:** 3rd Grade Medicine area. **TOPIC:** Writing: Letter of a Madman.

OBJECTIVES: To be able to write a complete text by replying a letter.

TIME	PROCEDURE	INTERACTION/ ASSESSMENT	MATERIALS
5 mins. (Pre- Activity)	1. Write with Ss a concept map on the board with main ideas of the text “Letter of a Madman”.	T-Ss Ss-T	
20 mins. (Activity)	1. Set a different panorama of the story to Ss. 2. Ask Ss what they would do if they were a madman’s doctor. 3. Write some ideas on the board. 4. Ss write on their notebooks a replying letter to the madman, using the concept map and adding new ideas.	T-Ss Ss-T	Notebooks. Whiteboard. Markers.
5 mins. (Post- Activity)	1. Check Ss’ letter and share answers with the group.	T-Ss	Notebooks.

OBSERVATIONS:

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INSTITUTION: Esc. Preparatoria Benito Juárez García. BUAP. **DATE:** March 17th, 2015. **Lesson number:** 9. **TIME:** 12:00 p.m. -12:30 p.m.

RESEARCHER: Adan Altamirano Santana. **LEVEL:** 3rd Grade Medicine area. **TOPIC:** Reading: *Common cold prefers cold noses.*

OBJECTIVES: To be able to pronounce scientific terms correctly.

TIME	PROCEDURE	INTERACTION/ ASSESMENT	MATERIALS
5 mins. (Pre-Activity)	<ol style="list-style-type: none"> 1. Hand out the “Common cold prefers cold noses” article. 2. Ask Ss to reflect on the article’s title. 3. Write on the whiteboard a list of possible coherences on the topic. 	T-Ss Ss-T	Article from: http://www.bbc.com/news/health-30685732 .
25 mins. (Activity)	<ol style="list-style-type: none"> 1. Ss skim the article. 2. Ask Ss what they could perceive. 3. Ss write scientific terms on their notebooks. 4. Discuss the meaning of scientific terms on reading and their uses. 5. Ss scan the reading. 6. Correct the answers. 7. Pronounce out loud scientific terms and Ss repeat after T. 	T-Ss Ss-T	Internet article. Notebooks.
5 mins. (Post-Activity)	<ol style="list-style-type: none"> 1. Ask Ss to read about Ebola. 	T-Ss	Notebooks.

OBSERVATIONS: _____

Thesis Director:

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Research (Thesis) practice



INSTITUTION: Esc. Preparatoria Benito Juárez García. BUAP. **DATE:** March 19th, 2015. **Lesson number:** 10. **TIME:** 12:00 p.m. -12:30 p.m.

RESEARCHER: Adan Altamirano Santana. **LEVEL:** 3rd Grade Medicine area. **TOPIC:** Writing: *Ebola* (Essay part 1)

OBJECTIVES: To be able to write a short essay based on a specific topic.

TIME	PROCEDURE	INTERACTION/ ASSESSMENT	MATERIALS
5 mins. (Pre- Activity)	<ol style="list-style-type: none"> 1. Ask Ss about Ebola. 2. Ss share their reading knowledge. 	T-Ss Ss-T	
20 mins. (Activity)	<ol style="list-style-type: none"> 1. Write a short essay 2. Ask Ss to start writing two paragraphs of their essay drafts. 3. Ss use the information that they have about Ebola to write. 4. Write linking words to use when writing essays. 5. Ss write the last three paragraphs of their essay. 	T-Ss Ss-T	Notebooks. Whiteboard. Markers.
5 mins. (Post- Activity)	<ol style="list-style-type: none"> 1. Read and check Ss' first essays' paragraphs. 2. Hand out an essay rubric to Ss. 	T-Ss	Notebook.

OBSERVATIONS:

Thesis Director:

Researcher:

Mtra. Gicela Cuatlapantzi Pichón.

Adan Altamirano Santana.



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INSTITUTION: Esc. Preparatoria Benito Juárez García. BUAP. **DATE:** April 7th, 2015. **Lesson number:** 11. **TIME:** 12:00 p.m. -12:30 p.m.

RESEARCHER: Adan Altamirano Santana. **LEVEL:** 3rd Grade Medicine area. **TOPIC:** Writing: *Ebola* (Essay part 2)

OBJECTIVES: To be able to correct an essay following an essay rubric.

TIME	PROCEDURE	INTERACTION/ ASSESSMENT	MATERIALS
5 mins. (Pre- Activity)	1. Ask Ss to take out their essay rubrics. 2. Ss read the rubric.	T-Ss Ss-T	Essay Rubric paper.
20 mins. (Activity)	1. Write two essay examples on the board: a wrong one and a right one. 2. Ask Ss to correct their own essays. 3. Ss modify their writings by structuring correct sentences and paragraphs.	T-Ss Ss-T	Notebooks. Whiteboard. Markers.
5 mins. (Post- Activity)	1. Check Ss' essays. 2. Say 'Good bye' and 'Thanks'.	T-Ss	Notebooks.

OBSERVATIONS:

Thesis Director:

Researcher:

Mtra. Gicela Cuatlapantzi Pichón.

Adan Altamirano Santana.

APPENDIX C: Tasks

Activity 1 (Writing). **INSTRUCTION:** *Read the “The Three Questions by Leo Tolstoi” and write by answering the question “What do you think about the reading?” At least one paragraph.*

THE THREE QUESTIONS

by Leo Tolstoy

In this short history I can think about the life, the family, the friends, the virtues, all events happening precisely at this time, it lead to that I think about this, "the most necessary man is he with whom you are", and this is most important because of each depends succeed, and only you have the most favorable choice to achieve this success, however this entails a sacrifice, hard work, perseverance in this case the more important is the satisfaction, the success, the happiness in yourself regardless of the opinion of the people, "the most necessary man is he with whom you are", It is also important the people who love you and surrounds, the people who make it possible for you to be well, and to be happy but in other case especially the giving people another chance to be its friend, offer sincerity, affection, love, friendship, because in the end, all it takes in life are the good times, smiles, sighs, emotions, and friends; is very important that you think about it because it's a nice way of looking at life positively and depends on us achieve success, happiness; but something importantly is " have the better life as men"

(A single sentence, not a paragraph. First draft).

The Three Questions

Personally, the reading was interesting and excellent. It makes you think about what we as humans do for ourselves and those around us. Reading was able to put me to thinking about what I can do right now for my deeds to be good in the future and so do not affect me. The message is clear and concise. A part of reading gives us a message that helps to think about that we should not judge people by their appearance because sometimes people are wiser and intelligent than they appear. We should not fear so much what people say, on the contrary, take risks but when we do not affect other people. We as a society should learn that as humans we have many mistakes but learn from them. Why not let us stop making things and wanting to be perfect.

Sometimes we want to do something that is simple but we make it very complicated and often why we are afraid to try things. Our actions are good or bad will have a result that will take us to learn and reflect on what we can do later. In reading, the king was rewarded in some way for helping people. So it can happen to us, if we do good actions can have good results. Something very important is to stop worrying about what's coming and think we can do that in the future is reflected. There not only exists a message, there are several that complement each other so that we can reflect on what we are doing right now and if something should change.

(Corrected version).

Activity 2 (Writing). **INSTRUCTION:** Read the article “Doctors are made...by chance?” Write at least one paragraph of an example when visiting a doctor.

Doctor are made...by chance?

When I am sick, I go to a general doctor that cures me. I remember once I went to his consultancy for some studies and the results indicated a number of things that affected me, I was asked to be prepared because I was going to be operated. My doctor told me that heart disease is considered really dangerous if it's not treated on time. He said that he studied for many years and could say that some researchers have concluded that heart disease can cause death, so I was scared and thought I was going to die, but suddenly I was told not to be scared about it. When the day came, I just saw how the balloon was positioned in an area of blockage and was inflated by the surgeon. Then some doctors were discussing about the results and told me that there was a mistake, the patient wasn't me, but another girl who was given the same name as me, that's why they thought it was me. At the end, they explained me the error and I could breathe deeply, and what I did is ask them about some topics for the major I chose to study and some of them told me "...located on the outer margin of the terminal papillae at the base of the third dorsal spine, the osmoregulatory organ expels excess sodium ions under hypertonic conditions..."

My story was funny when I remember it.

Activity 3 (Writing). **INSTRUCTION:** Read the article *Think Like a Doctor* and infer what the patient might have.

THINK LIKE A DOCTOR: the challenge.

In my opinion I think the patient had anorexia because he was weak and got weaker everyday. But at the same time I think he had cancer regarding that he felt tired and ate a lot during meals, it makes no sense for him to be sick. Maybe an option for his studies would be X-ray studies to see if he has something else and find a cure or medicine to help him feel better, or maybe try with many others doctors until his family can know. Actually we have different methods to study a patient and help sick persons, for example, alternative medicine, high technology, internet, or opinions of experts, go to specialist hospital, etcetera.

Activity 4 (writing). INSTRUCTION: Read the letter of the patient and reply it:
Letter of a Madman

(1st version)

Parts of the letter that I found interesting and I agree with her. For example: Some of the questions that society is ... not the best idea to make the life of a man who has his senses, instead dehumanizes man would not know the pleasures of this life, but these organs, feelings ... the taste, smell, hearing, etc.. If humans have fewer bodies would miss many things and, on the contrary, if you have submitted more bodies discovered countless other things, on the fact that he knows that they are all speculations that are interpreted in different ways, for him all things are possible is misleading and questionable. Just looking for a proper answer.

(Full corrected version)

Dear sir Maufrigneuse,

I read your whole letter where you confess your thoughts. At the first stage, I must say that never before have I received something similar. It is so impressive, all your deceptions, your wishes and your admirations are conceptualized in your letter. Let me tell you this: perhaps I am not the right person, perhaps I only want to convey what my mind dictates, and I know it just manipulates my whole person. However, I could not be able to say that my mind is wrong because it is not.

Even if I agree with your perception, with your concept about all these fantasies you just described, I would add that it doesn't matter how people could call you, never ever let yourself be because you are unique, special and an intelligent person. Each person decides how to act, what to do and why to seem what people want to see. Your concept of human senses is not wrong at all. Probably you are right, and I say probably because I am not totally sure if your concept would be seen as a different way of perceiving the life and how you take it.

In my opinion, if you accept, you are not mad, I would say you are just a little bit confused. Your confusion when talking about these appearances, these mind-torments let you seem as this kind of madman. Even tough, you do not take it as something impossible to solve, you just need a little more time in order to confirm or to refuse your own words. Nobody can avoid you to take decisions; however, I, as doctor, advice you to allow yourself explore your own world, that world which exists in your mind, in your imagination, take it as a reasonable creation of your desires, because it is. Do not take into account my words, but take into consideration that whatever you decide is right.

You are not the only person in the world with such declarations my sir. When I was a teenager, I also wrote my concepts, my concepts about almost all the things, so I understand you, I got your point of view. If you allow me to give you some

therapies, I will be glad to attend you as soon as possible, I want to share with you my concepts, my thoughts and my point of view in order to check our similarities and differences.

This is my short reply sir Maufriigneuse. Hope you can make your decision.

Activity 5 (writing). INSTRUCTION: Read the article about *EBOLA* and write a five-paragraph essay about it.

(Essay [Samples]). First draft.

EBOLA

Ebola hemorrhagic fever is caused by a virus. It is a serious and often fatal. It can affect humans and other primates. Researchers believe humans contract it through an infected animal. It can be spread from person to person through blood or secretions

The symptoms may appear ^① two to 21 days after exposure to the virus ^② Generally include :

③ fever
Headache
Pain in muscles and joints
weakness
diarrhea
vomiting
Belly pain
Lack of appetite
Other symptoms include rash, red eyes and internal and external bleeding

The first symptoms are similar to those of other common diseases. This makes ^④ it difficult to diagnose a person who has been infected for long. However, if a person has these symptoms and Ebola is suspected, the patient should be isolated in quarantine. It is also important to notify health authorities. Several laboratory tests can confirm the diagnosis of Ebola.

There is no cure for Ebola. Treatment consists in providing supportive care such as fluids, oxygen and treatments for complications. Some people with Ebola recover but many don't

⑤

Essay second version (corrected).

EBOLA

Did you know that the most deadly killers on earth are microscopic predators? In this case the essay is going to be about the Ebola virus. Ebola virus (EBOV) is considered as one of the most contagious agents and has an ability to cause fatal haemorrhagic fever.

The first notification of the virus was mentioned in the Ebola River valley in Zaire about 1976. Nowadays in Central Africa, specifically in the Republic of the Congo victims are more than 125, according to the World Health Organization. The Ebola virus is composed of 7 polypeptides, a nucleoprotein, a glycoprotein, a polymerase and 4 other undesignated proteins. Ebola virus can be transferred from one human to another by contact. Characteristically, Ebola virus infection runs its course from 14 to 21 days. Firstly, the infection can be identified with symptoms like weakness, fever, muscle pain, headache and sore throat, with the progress of infection, patients experience uncommon symptoms like gastrointestinal bleeding, and a big variety of haematological irregularities, limited kidney and liver function, chest and abdominal pain, rash, vomiting (usually black) and diarrhoea begin. The virus suddenly hits microvascular endothelial cells and damages vascular integrity. The final stages of Ebola virus infection traditionally involve diffuse bleeding, bleeding from skin and injection sites and internal bleeding from organs and hypotensive shock that lead to numerous Ebola virus fatalities.

Diagnosing the Ebola virus may take up to 10 days. The methods used to detect the virus are very slow, compared to how rapid Ebola can kill its victims. Blood or tissue samples are sent to a high- containment laboratory designed for working with infected substances and are tested for specific antigens, antibodies or the virus's genetic material itself. Recently, a skin test has been developed which can detect infections much faster. A skin biopsy specimen is fixed in a chemical called Formaline, which kills the virus, and is then safely transported to a lab. It is processed with chemicals and if the dead Ebola virus is present, the specimen will turn bright red.

No treatment, vaccine, or antiviral therapy exists. Roughly ninety percent of all Ebola's victims die. The patient can only receive intensive supportive care and hope that they can be one of the fortunate ten percent who survive.

Researchers and scientists have problems when trying to develop subsidiary diagnostic tools to aid in diagnosis of Ebola HF in the early stages and undertaking ecological researches on Ebola virus and its probable reservoir. Additionally, the research also aims to observe areas that are suspected to ascertain the disease rates. To effectively prevent outbreaks in the future, more thorough knowledge of Ebola virus's natural reservoir and its spread should be gained.

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APPENDIX D: Journal

1. DATE: Feb 3rd, 2015 *“The three Questions”*

(Reading) At the beginning of this activity, students seemed not to understand the reading, but at the end, they were happy once unknown words were explained. This activity helped to make them think deeply on questions, and by doing this, students were able to express themselves without feeling shy. Some new words they learned today were the following:

Beforehand, Idle, Pastimes, Worship, Renowned, Hermit, Frail, Spade (vs SWORD), Awhile (different from A WHILE), Fainting, Moaning, Feebly, Handkerchief, Hut, Crouch down, Threshold, Gazing, Intently, Seized, Ambush, Bid, Porch, Sowing, Crouching, Pitied.

With those words, students were able to differentiate them from similar words and meaning. At the same time they also learned words' pronunciation and their spelling.

2. DATE: Feb 10th, 2015 *“The Three Questions”*

(Writing) When doing writing activities with students, I remember I asked them to write about the reading we did last time. I still remember this extract from a student's writing:

“In this short history I can think about the life, the family, the friends, the virtues, all events happening precisely at this time, it lead to that I think about this, "the most necessary man is he with whom you are", and this is most important because of each depends succeed, and only you have the most favorable choice to achieve this success, however this entails a sacrifice, hard work, perseverance in this case the more important is the satisfaction, the success, the happiness in yourself regardless of the opinion of the people, "the most necessary man is he with whom you are", It is also important the people who love you and surrounds, the people who make it possible for you to be well, and to be happy but in other case especially the giving people another chance to be its friend, offer sincerity, affection, love, friendship, because in the end, all it takes in life are the good times, smiles, sighs, emotions, and friends; is very important that you think about it because it's a nice way of looking at life positively and depends on us achieve success, happiness; but something importantly is " have the better life as men"

To me, student's ideas/intentions were good, but the writing was not well structured. What I mean with this is that I asked students to write at least a paragraph, and what many of them wrote was just a sentence. Maybe this was because they were not accustomed to do it, or maybe because this was the first writing we were doing (with me). Among other mistakes I found in this writing, I can mention these: sentence instead of paragraph (which includes punctuation,

grammar...), vocabulary (story vs history), and linking words (however, and, but), etcetera.

3. DATE: Feb 17th, 2015 “Doctors are made... by chance?”

(Reading) In this activity students were more enthusiastic when participating. Some of them even told an anecdote, and that was a good improvement. However, they still had problems with some words and their pronunciation at the moment of reading and when using them in a speech. They learned about different kind of professions within the Medicine area like: Family and general practitioners, internists, Pediatricians, Surgeons, osteopathic medicine.

In this reading students were able to pronounce correctly some words like: dehydration, stammered, snap, slumped over, struggle, tinged... and also they could differentiate some synonyms like: weird vs strange vs odd, diseases vs sickness... They also were able to spell some words like in specialties vs specialities.

4. DATE: February 26th, 2015.

(Writing) To do the writing activity today I had to ask them to use the Passive and Active voice since that was the topic they were talking about with their head teacher. This second writing seemed to improve because they started using new vocabulary. The question they had to write and explain about was “**Solving the Mystery**. The doctor’s reading paid off. She figured out what was wrong with this young man. **Can you?**” One of the students wrote an interesting anecdote and she tried as much as possible the grammar points they were checking.

“When I am sick, I go to a general doctor that cures me. I remember once I went to his consultancy for some studies and the results indicated a number of things that affected me, I was asked to be prepared because I was going to be operated. My doctor told me that heart disease is considered really dangerous is it’s not treated on time. He said that he studied for many years and could say that some researchers have concluded that heart disease can cause death, so I was scared and thought I was going to die, but suddenly I was told not to be scared about it. When the day came, I just saw how the balloon was positioned in an area of blockage and was inflated by the surgeon. Then some doctors were discussing about the results and told me that there was a mistake, the patient wasn’t me, but another girl who was given the same name as me, that’s why they thought it was me. At the end, they explained me the error and I could breathe deeply, and what I did is ask them about some topics for the major I chose to study and some of them told me “...located on the outer margin of the terminal papillae at the base of the third dorsal spine, the osmoregulatory organ expels excess sodium ions under hypertonic conditions... My story was funny when I remember it”.

When checking their writings, I could notice that they still had some troubles, but it seemed that they are improving.

5. DATE: March 3rd, 2015. “*Think like a Doctor (The Challenge)*”

(Reading) When administering this reading today, students got anxious to keep reading and find out what would happen next session. Also, they seemed to improve their pronunciation at the moment of reading. Additionally, they added some new medical terms to their vocabulary, such as: withdrawn, thyroid hormone, Synthroid, pneumonia, stitches, tetanus shot, apologetically, baffled, triage sheet, Addisonian, adrenal glands, cortisol, adrenaline, aldosterone, to diagnosis vs to diagnose, amid, saltshaker, pickle salt, crave, steroid, pituitary, melanin... This leads to think that they are improving.

When doing this activity, not only did students share their ideas and participate more than usual, but also they read a little bit better once they learnt words pronunciation. I am glad to see that students are getting involved little by little in every task we are doing. Up to now, students have been asking questions whenever they had doubts. At least that means that they are interested on readings and writings they are asked.

6. DATE: March 5th, 2015.

(Writing) Their short writing also seemed to improve a little bit more. I think it is because they started using new vocabulary, they are enriching their English vocabulary knowledge. But not only did they use new vocabulary, but also they started correcting their sentences, using full sentences and complete ideas while writing. Even when they still had some troubles with right words (everyday vs every day, got weaker vs became weaker, nowadays vs actually), they learned how to write/construct a paragraph so far.

It's still in my mind a student's writing where she could write a paragraph as it should be. Student used her vocabulary, grammar and language knowledge to do it. This is just an example of how they are improving:

“In my opinion I think the patient had anorexia because he was weak and got weaker everyday. But at the same time I think he had cancer regarding that he felt tired and ate a lot during meals, it makes no sense for him to be sick. Maybe an option for his studies would be X-ray studies to see if he has something else and find a cure or medicine to help him feel better, or maybe try with many others doctors until his family can know. Actually we have different methods to study a patient and help sick persons, for example, alternative medicine, high technology, internet, or opinions of experts, go to specialist hospital, etcetera”.

7. DATE: March 10th, 2015. “Letter of a Madman”

(Reading) Today I handed out an interesting reading that students enjoyed. At the beginning of the activity, students seemed to get confused. However, they got interested once they started reading. At the end, when they were asked to keep reading at home, they seemed more relaxing and self-confident knowing that they were going to read according to their way of reading. At the same time, students learned more vocabulary to integrate them into their writings, for example: Pondered, dubious, scarce, fathom, springing, flawless, strike, nuances, collide, quiver, eardrum, scents, uncharted, glimpsed, endowed, boundless, verge, shiver, tremble, motionless, quandary, shuddered, chamber, indescribable, frenzied.

I am sure that students will use all these vocabulary at some point of their school life. A curious memory I got while doing these reading was when a student asked me “professor, what sense would you like to lose if you have to choose if you were a madman? Would you think you were crazy if you wrote something like this letter?” students got intrigued with these questions that I did not know what to say at the beginning, but soon, they started giving me clues to complete my answers. Then I realized that they were not just improving their reading and writing skills, but also their thinking, their common sense of seeing things from different points of view. At least that let me see that they were also improving as human beings.

8. DATE: March 12th, 2015.

(Writing) Today I just decided to ask students to comment on the reading we did last session. As I supposed last session, students really enjoyed it, and “How did I know that?” It’s easy to figure it out since all of them talked about the topic, and it seemed to me that they understood the main ideas of author’s. Well, to be honest, some of them wrote a list of new vocabulary on their notebooks to discuss it and share it with the class. Some others brought those vocabulary with their meanings (that’s what they said and they were right).

After comments, I told them that it was the last reading we did because we were going to focus on writing. So at the end I asked them to write in an Office Word document a reply of the letter of a madman. I gave them some ideas. We drew a mind map on the blackboard in order to have an idea of what to do more or less. I remember writing “Dear sir...”

9. DATE: March 17st, 2015 “Common Cold Prefers Cold Noses”

(Reading) Up to now, students were reading almost basic articles. However, when facing more scientific and detailed articles, they realized that there are a lot of specific terms in medicine area that they still needed to learn. Additionally, they could pronounce without much effort those words. That means that students now improved their pronunciation which helped them to better understand readings. Examples of those words are: Rhinoviruses, streaming, virology, lungs, etcetera.

Not only did they learn to pronounce scientific words, but also they knew how and when to use them.

After reading the article, I asked students what the reading was about and what the author wanted to say. They scanned and skimmed the full article then they read it silently in order to reinforce their answers. They commented what they understood and some of them agreed with the reading since they heard more or less about it somewhere, and some of them didn't know that, but they learnt it today. In my opinion, I would say that it is improvement. I think that's improvement because it is based on income and outcome information, and also because it means that students were able to digest the information they were acquiring so far.

10. DATE: March 19th, 2015 “EBOLA” (Essay Part 1)

(Writing) Because last session I told students to read an article and they agreed to read about Ebola and write a five-paragraph essay, today we checked it and commented on it. However, when writing essays, I could realize that students did not know how to use punctuation and linking words appropriately. What I did today was to give them some instructions of how to write an essay. I don't know why they were surprised, well, maybe because they weren't told how. I gave them an essay rubric in order for them to know what points to follow and what I was going to check on their corrected essay.

With this activity, they knew how to use correctly linking words, punctuation, vocabulary and grammar in order to correct their essays. This first essay helped me to see what was going wrong and it helped them to know what they were still missing. I'm sure that this first essay practice worked so far. This pre-last activity was collecting students' language knowledge and showed their improvement. I'm so glad!

11. DATE: April 7th, 2015. (Essay Part 2)

(Writing) I was sad today because it was the last activity I did with students in the classroom. I just took students' corrected version of essay. I checked them at home and I could see that they did improve since I found on their writing almost no writing mistakes, they used the right words, linking words, spelling, scientific vocabulary, spelling and mixed grammar structures. Some of them started their essays with a question, some of them with a general idea, some of them with the objective, etcetera. Even when the topic was kind of complicated because of the information, students did a great job, they surprised me and at the same time they demonstrated to themselves that everything is possible when reaching a goal.

I think they deserved that improvement because they were working hard on it until achieving the setting goal. I'm happy now because I/we accomplished the goal. That's a good news for me and for their head teacher.

Adan Altamirano Santana.

APPENDIX E: Essay rubric

Esc. Prep. Benito Juarez
Essay Rubric



Name: _____

Teacher: Adan Altamirano S.

Date Submitted: _____

Title of Work: _____

	Criteria				Points
	1	2	3	4	
Organization	Sequence of information is difficult to follow.	Reader has difficulty following work because student jumps around.	Student presents information in logical sequence which reader can follow.	Information in logical, interesting sequence which reader can follow.	—
Content Knowledge	Student does not have grasp of information; student cannot answer questions about subject.	Student is uncomfortable with content and is able to demonstrate basic concepts.	Student is at ease with content, but fails to elaborate.	Student demonstrates full knowledge (more than required).	—
Grammar and Spelling	Work has four or more spelling errors and/or grammatical errors.	Presentation has three misspellings and/or grammatical errors.	Presentation has no more than two misspellings and/or grammatical errors.	Presentation has no misspellings or grammatical errors.	—
Neatness	Work is illegible.	Work has three or four areas that are sloppy.	Work has one or two areas that are sloppy.	Work is neatly done.	—
References	Work displays no references.	Work does not have the appropriate number of required references.	Reference section was completed incorrectly	Work displays the correct number of references, written correctly.	—
				Total---->	—

Teacher Comments:

APPENDIX F: Description of Observation Schemes.

The high inference TALOS.	Extremely low	Low	Fair	High	Extremely high
<i>Teacher</i>					
Use of L1.	0	1	2	3	4
Use of L2.	0	1	2	3	4
Teacher talk time.	0	1	2	3	4
Explicit lesson structure.	0	1	2	3	4
Task orientation.	0	1	2	3	4
Clarity.	0	1	2	3	4
Initiate problem solving.	0	1	2	3	4
Personalized questions & comments.	0	1	2	3	4
Positive reinforcement.	0	1	2	3	4
Negative reinforcement.	0	1	2	3	4
Corrections.	0	1	2	3	4
Pacing.	0	1	2	3	4
Use of audio-visual aids.	0	1	2	3	4
Gestures.	0	1	2	3	4
Humour.	0	1	2	3	4
Enthusiasm.	0	1	2	3	4
<i>Students</i>					
Use of L1 on task.	0	1	2	3	4
Use of L2 on task.	0	1	2	3	4
Student talk time on task.	0	1	2	3	4
Initiate problem solving.	0	1	2	3	4
Comprehension.	0	1	2	3	4
Attention.	0	1	2	3	4
Participation.	0	1	2	3	4
Personalized questions & comments.	0	1	2	3	4
Positive effect.	0	1	2	3	4
Negative effect.	0	1	2	3	4
S to S interaction on task.	0	1	2	3	4
<i>Program.</i>					
Linguistic appropriateness.	0	1	2	3	4
Content appropriateness.	0	1	2	3	4
Depth.	0	1	2	3	4
Variety.	0	1	2	3	4
Listening skill focus.	0	1	2	3	4
Speaking skill focus.	0	1	2	3	4
Reading skill focus.	0	1	2	3	4
Writing skill focus.	0	1	2	3	4
Formal properties.	0	1	2	3	4
Functional properties.	0	1	2	3	4
Integration with general curriculum.	0	1	2	3	4

Fig. 7.1. (TALOS; Ullman & Geva, 1985, cited in Mackey & Gass, 2005).