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Reading book reviews with my friends: the significance of cooperative work among school subjects

TRABAJO DE TITULACIÓN

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1. INTRODUCTION

Nowadays, English is considered the universal language since it is the language of business, media, entertainment, science and progress by excellence. As a consequence, a lot of non-English speaking countries have added this language to their school programs with the idea of helping youth learn the English language to become part of the globalized world.

In Chile, English can be easily found in media, entertainment and is even considered an important requirement when applying for a job. However, most people cannot maintain a short conversation in English since the level of proficiency in the country is quite low. Also, the social gap in terms of education is so big that only the schools with better resources and more hours available for English language, provide better quality teaching and thus, their students' proficiency levels of English are higher.

In terms of reading comprehension, according to the results of the SIMCE of English test Chilean students struggle in understanding texts in the target language (Agencia de Calidad de la Educación, 2012). Having stated that, it is necessary to focus on improving reading comprehension skills since reading is the first step to start understanding a new language and as a consequence, through reading in English, people can participate in the globalized world. Furthermore, developing reading comprehension skills from an early age is highly beneficial for students.

In addition, the Programa de Estudio of 7th grade (MINEDUC, 2015) and a municipal school's Proyecto Educativo Institucional (PEI) encourage cooperative work among subjects in order to improve students' knowledge of all areas. Nevertheless, it is not implemented in the school among teachers of English and other subjects.

Under this scenario, the following question arises: How to promote EFL learning in a cooperative environment at a municipal school? Since language and English programs are similar, the objective of this action-research proposal based on the research question is to foster online cooperative work between English and Spanish school subjects through the reading of book reviews in the target language.

To fulfill this objective, I propose an online module where students will improve their English skills; concretely, reading comprehension through the use of book reviews.

The cooperative aspect will tackle unit 1 "Feelings and opinions" in English and unit 2 in Spanish class (Lenguaje) ¿En qué gestos podemos encontrar la amistad? It is necessary that this module is implemented before students cover the content in Spanish class. The reason is that they have to read and comprehend the texts in English first. After that, they have to connect this new learning with their Spanish class in the second unit, using their previous knowledge.

1.1 Statement of the problem

In 2012, the first SIMCE test of English was taken by students of 11th grade from all Chilean schools with the purpose of measuring Chilean students' level of English proficiency (Agencia de Calidad de la Educación, 2012). Reading and listening comprehension skills were tested and students were supposed to achieve a B1 level of English proficiency based on the Common European Framework of Reference for Languages. Unfortunately, the results were not surprising since 82% of the students reached level A1 or below, and only 18% of them achieved between levels A2 and B1 of English proficiency and received the certification (Agencia de Calidad de la Educación, 2012). According to these results, Chilean students are not able to read in the L2 despite the importance of the English language in modern society.

It is important that students are able to read in the L2 from an early age in order to be proficient when they graduate from secondary education. In the Programa de Estudio of 7th grade is mentioned that students should be able to achieve a level B1 of English proficiency at the end of 12th grade (MINEDUC, 2016).

Furthermore, it is said that teachers have to promote collaborative work among students. However, there is not much data that encourages cooperative work among colleagues to help students acquire cross-curricular learning between Spanish (Lenguaje y Comunicación) and English. According to Timmerman (2017: 2) "Schools must prepare students to the complexity of the real world. Interdisciplinarity turns knowledge into a coherent whole and bring lessons into the real world." In other words, teachers of different disciplines can make connections between subjects, simplify knowledge for students and train them to construct their own meaning of the world by

working cooperatively. Unfortunately, it is not a common practice and does not occur in the school I am describing for this project.

In this sense, the municipal school promotes in its PEI the participation and cooperation of all participants such as parents, teachers and students to create a sense of community. Under this scenario, this project proposes an online and cooperative workshop between English and Spanish (Lenguaje y Comunicación) subjects.

1.2 Proposal

This reading comprehension workshop consists of 6 remote sessions of 45 minutes each once a week; the first and last sessions are intended for pre-test and a post-test. This workshop takes place in a platform I created for this project on Google Sites. There, students can find all the materials they need to complete the tasks such as the reading comprehension texts as well as the questionnaires they need to answer and an introductory video. For this, each reading comprehension task is created in Google Forms, in order to collect students' answers in Google Sheets. The reading passages students are working with are book reviews of novels that cover the topic of friendship.

The level chosen for this proposal is 7th grade. In the Programa de Estudio of 7th grade is mentioned that students should be able to comprehend varied and short pieces of text, such as narrative, expository and argumentative. Moreover, taking into consideration that 11th graders have to sit for the SIMCE test and that the results are negatives, 7th graders are the best candidates to start improving their reading comprehension skills. Moreover, Kolić-Vehovec, Bajšanski & Zubković (2010: 3) claim that children "develop an initial awareness about reading that is critical for the effectiveness of early instruction and reading attainment", and it is necessary that teachers help students expand this initial awareness for them to improve their reading skills when entering secondary education.

This proposal includes cooperatively work between two subjects since "students get some benefits such as increasing their motivation to learn as well as their memory, developing creativity and problem solving skills, fostering autonomous learning and developing the four communicative skills" (Programa de Estudio, 2016: 56). Additionally,

the Programa de Estudio explicitly explains that teachers of English should plan units that are easily connected to content recently learned on other subjects so that students can activate their previous knowledge and participate with confidence (MINEDUC, 2016). Nevertheless, in this proposal the unit planned for English comes first and then, the content in the Spanish subject is taught. The reason behind this is that if the units are taught the other way around, students may be just remembering what they learned in the Spanish subject, and they would not comprehend the new content in English. Moreover, this proposal is also aligned to the schools' PEI since the institution promotes collaboration among all members, it is students (S-S), student-teachers (S-T) and colleagues (T-T) (PEI, 2020).

Furthermore, Aslan (2016: 1797) remarks that "because our lives require us to integrate what we have learned in an interdisciplinary manner, teaching children through merged disciplines better prepares them for applying new knowledge and experience." In fact, working cooperatively among subjects allows cross-curricular learning of the English language since the subject is integrated to students' knowledge while making connections to their culture, foreign cultures and personal experience. However, the English subject is always taught as an individual discipline in which students have to learn unfamiliar cultures, without any connection to other subjects and their own culture. For that reason, the subject decided to collaborate with is Spanish, taking into consideration that this course not only teaches features of the language, but also cultural and literary aspects.

In terms of units, the selected unit for English subject is *Unit 1: Feelings and Opinions.* As this is the first unit in the Programa de Estudio of 7th grade, it is taught in the first semester and for this proposal's viability purposes, it was necessary to implement the module before the teacher of Spanish teaches the chosen unit for the Spanish subject. Moreover, the topic of friendship is explored in the second lesson called "My Fashionable Friends", since the unit is divided into 2 lessons. In relation to the Spanish subject, the unit chosen for this workshop is *Unit 2: ¿En qué gestos podemos encontrar la amistad?.* The reason behind this selection is that this unit matches with the fact that it is taught after the unit selected in the English subject, also there is a connection between the topics since both of them deal with friendship.

The text type chosen for this proposal is expository since it is mentioned in the Programa de Estudio of 7th grade as one of the text types students should master. Besides, expository texts "follow a style that is distinctly different from that of narrative text. Expository text uses clear, focused language and moves from facts that are general to specific and abstract to concrete" (Sejnost & Thiese, 2010:). In other words, by reading this type of texts students are exposed to a more common use of the language and its structures. Specifically, the genre of book reviews was chosen because of its length and also, there is a task in the Programa de Estudio of Spanish where students have to read book reviews in their mother tongue that cover the topic of friendship. The idea behind this is that students when doing the task, remember they previously read some book reviews covering the same topic in the English subject. The reviews were taken from the Internet, specifically from pages related to literature. The criteria that was used is: first, the reviews have to be about literary novels for teenagers; second, these book reviews are going to be informative and not argumentative; third, the topic of "friendship" has to be covered throughout the book; and last but not least, these book reviews are going to be selected depending on their length (short to long) and complexity (from the least complex to a more complex use of the language) in order to have a scaffolded task. It is worth mentioning that these texts were previously chosen with the teacher of the Spanish class at the beginning of the semester.

Finally, this is intended to be an online module because of the health emergency the world is living nowadays due to the Covid-19 disease. The importance of implementing remote teaching in Chile began when the President announced national school closure on March 15th in order to prevent the infection from spreading (MINSAL, 2020). From this point, all educational institutions have been taking measures in order to provide learning spaces without being present in a classroom. In relation to this, the chosen website to work on is Google Sites due to its versatility of edition and variety of the content to be uploaded.

2. CONTEXTUALIZATION

2.1 School contextualization.

The school in which this module is based on is an all-girl, public school located in Rancagua. This institution was founded in the mid-19th century. It only offers pre-primary and primary education as well as full school day system. The institution has a total of 1.171 students, distributed among 37 grades from pre-kindergarten to 8th grade, with an average of 4 classes per grade and 33 students per class (MINEDUC, 2020)

The vision of the institution promotes an integral formation for the students to become autonomous women and with a taste for literature and literary creativity (PEI, 2020). Similarly, its mission is to advocate that students are able to cope with the demands of modern society (PEI, 2020)

In relation to the Índice de Vulnerabilidad Escolar (IVE), the school presented a 74,3% of vulnerability in 2017 (JUNAEB, 2017). In other words, more than a half of the students are economically vulnerable. Furthermore, the school receives a subsidy from the government called Subvención Escolar Preferencial (SEP) that allows the school acquiring benefits to help vulnerable students (PEI, 2020).

In terms of resources and facilities, the school has a computer lab with Internet connection. Furthermore, students of 7th grade received a computer with access to Internet connection for a year due to the Beca TIC program for 7th grades (MINEDUC, 2020).

2.2 Description of the class

This project intends to work with 7th graders. In the school there are 3 classes of 7th grade (A, B and C) and students are between 12 and 13 years old. In this stage, children start experiencing puberty and all changes that occur in this phase, for example: there are evident physical changes caused by hormones, cognitive changes such as the development of problem-solving skills and metacognition, emotional and social changes.

In the Programa de Estudio of 7th grade is mentioned that this developmental stage contributes to build young adolescents' critical vision of the world, making them active participants of society (MINEDUC, 2016). For this reason, the search for their identity and role in the world are important and frequent conflicts and topics of discussion. Furthermore, interaction is an important element among young adolescents since they start building new relationships with their peers and are able to give their opinions and listen to others since everything happening in the world is new for them.

The chosen class is 7th grade B because the head teacher of this class is my mentor teacher for practicum. In other words, it was easier to maintain contact with her and the implementation of a survey for the needs analysis was faster.

There are 29 students between ages 12 and 13. Their level of English proficiency is between A1 and A2. As it was mentioned in the previous section, the IVE of the school is high so a great part of the class is economically vulnerable. However, the majority of the students were benefited with the Beca TIC program, so they have access to a computer and Internet connection. Moreover, there are a few students that do not formed part of the program because they already have a computer with Internet connection at their homes.

2.3   Needs analysis

A survey was carried out in order to collect information about the students, their interests in relation to reading comprehension in Spanish and English, and their access to remote instruction.

There were 4 sections. The first one is called *About the student*; it has 3 questions in relation to students' personal information. Then, the second section is called *About the English class* and it contains 7 questions related to students' beliefs about the language, their reading habits in the L2 and their proficiency. The third section's name is *About the Spanish class;* it has 5 questions about students' beliefs on the language, its importance and their reading habits in the L1. Finally, the last section is called *About the materials;* there are 5 questions about students' access to a

computer and Internet connection and if they enjoy reading digitally. To see all the questions of the survey, see Appendix 1.

The following are some of the questions students had to answer in the survey.

- What do you think is your level of English Proficiency?
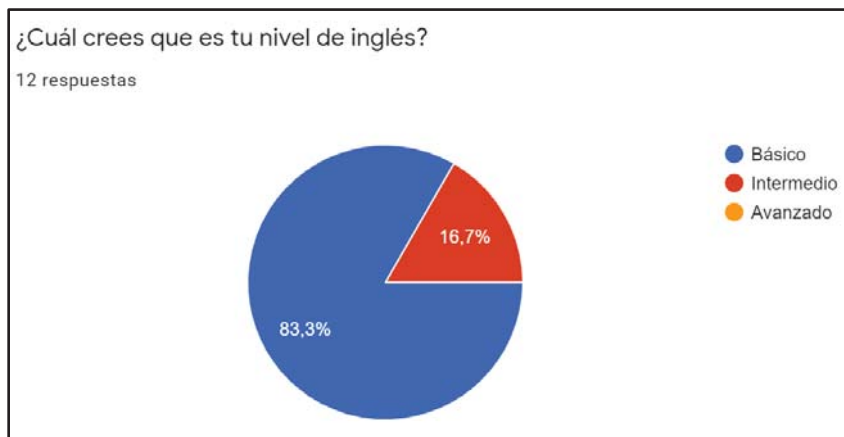
When students were asked about their level of proficiency, the majority of them mentioned their level of proficiency is at the basic level. According to this, it can be assumed that students' level of English proficiency is between A1 and A2. Because of this, it is important to add vocabulary to the Pre-reading stage in order to help students comprehend the L2.

- Are you part of the program "Yo Elijo Mi PC"?
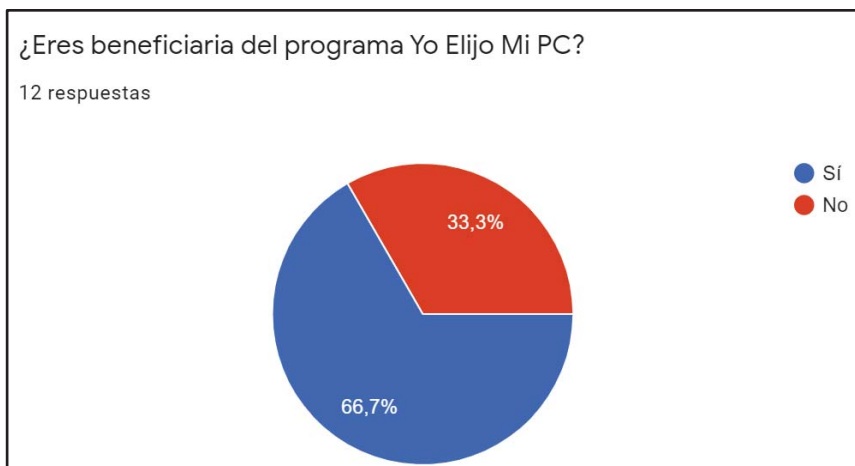
Taking into consideration this module is thought to be implemented during a pandemic situation in an online setting, students were asked about their access to technological devices with the purpose of identifying the viability of this proposal. On the one hand, 66,7% of the students said they received computers with Internet connection from the MINEDUC. On the other hand, 33,3% mentioned they were not part of the governmental benefit. However, those students were asked if they had computers at home.

- If your answer was No, do you have access to a computer at home?

Si tu respuesta anterior fue No, ¿Tienes acceso a un computador en casa?

4 respuestas

100%

● Sí
● No

As it can be seen, all students that form part of the 33% that did not receive a computer from the MINEDUC already have at least one at home. As a consequence, it can be said that 100% of the students have a computer and the proposal is viable in terms of is online setting.

3. THEORETICAL FRAMEWORK

In this section, the concepts that support this proposal will be explained. Among them are: L2 Reading Comprehension, Reading Strategies, Expository Texts, Book Reviews, Computer Assisted Language Learning, Communicative Language Teaching and Collaborative or Cooperative Language Learning.

3.1. L2 reading comprehension

Turkeltaub, Gareau, Flowers, Zeffiro & Eden (2003: 767) claim that "reading is an ability one must have, which is not brought by nature, but needs the conscious training from infancy". In this sense, reading is a human-invented ability that has to be constantly trained and improved from an early age.

According to Liu (2010), researchers that have tried to analyze and compare first and second reading processes have not reached an agreement yet. Some authors (Grabe, 2009; Parodi, 2005; Singhal, 1998) state that L1 and L2 reading processes share some similarities in the sense that in both conditions, reading is a meaning-making process that involves a text-reader interaction. Furthermore, the author mentions that native and non-native readers need mental activities to construct the meaning and that when reading, effective readers use both top-down and bottom-up strategies and their background knowledge rather than reading word by word. According to Rezaee (2011) top-down processing occurs when readers use their previous knowledge on the world and the topic of the text, to understand the text they are reading. Besides, bottom-up processing occurs when readers use their knowledge on the "linguistic repertoire of lexical items, structural patterns, and orthographic/phonological knowledge we have at our disposal to decode the text meaning" (Rezaee, 2011: 1169).

Furthermore, Kintsch (1998) integrates both bottom-up and top-down processes in his construction-integration model. In his model, he describes three levels of comprehension: Surface level, propositional level and the situation model. The first one corresponds to bottom-up processes since readers decode words and their syntactic

relations. Then, in the second level, the reader creates propositions from the information in the text and save it into the short-term memory. In both levels the construction part of the model occurs. Finally, as the name of the model suggests, the integration of the reader's previous knowledge to the semantic constructed information created. In this stage, top-down process occurs since the reader, his/her previous knowledge and the text interact.

Regarding L2 comprehension, other authors (Yasin & Shah, 2019; Duke & Pearson, as cited in Soto, 2015) claim that there are a lot of other factors that influence readers' comprehension. One of these factors is the similarity between the L1 and L2 (Wang, Koda & Perfetti, 2003). For example, it is not the same for Italian students to learn English than for Chinese students. Other factors include readers' background knowledge on the topic (Singhal, 1998); as it was stated, for comprehension to be successful readers need to use their background knowledge to construct a coherent situation model. Learners proficiency in the L2 (Jiang, 2011) since proficiency level will affect readers' transfer of his/her L1 reading skill. It Is, learners need an intermediate level to trespass their successful skills in their L1 to the L2 (Grabe, 2009). Another factor is the complexity of the texts (Crossley, Skalicky, Dascalu, McNamara & Kyle, 2017). Crossley et al. (2017) state that text difficulty needs to match the students' ability. Another factor that plays a key role in L2 comprehension is vocabulary knowledge (Chen, Dronjic & Helms-Park, 2015). Vocabulary is the most important factor that intervenes in the creation of the situation model for beginner learners since vocabulary affects the first two levels, preventing the reader from creating a mental representation of the text among others (Nation, 2006). Finally, another factor that affects L2 comprehension is reading with a purpose. According to Knutson (1997), if readers have a purpose in mind when reading, the reading process becomes easier for them.

Furthermore, it is worth mentioning that L2 comprehension can be influenced not only by the amount and quality of the input but also by affective factors in a positive or negative manner (Krashen, 1985). The author classifies these factors into 3 categories: learners' motivation, self-confidence and anxiety. Moreover, Krashen (1985) states that if the affective filter is high or strong, it means that learners are going to have more difficulties in second language acquisition. However, if the affective filter is lower,

learners would have better dispositions in relation to L2 acquisition and thus, receive input properly. In this context, teachers have to supply rich and comprehensible input and to promote a low filter environment for the students to feel comfortable when learning a second language.

3.2.   Reading strategies

Much research has been done in the field of reading strategies, and a lot of definitions exist nowadays. According to Singhal (2001), reading strategies are operations that learners use to improve their understanding of a text and to overcome possible failures in comprehension. Moreover, reading strategies can be defined as "generally deliberate, planful activities undertaken by active learners, many times to remedy perceived cognitive failure" (Garner, 1987: 50, as cited in Mokhtari & Reichard, 2002: 250). Karbalaei (2011: 11) states that "reading strategies can be taught to students, and when taught, strategies help improve student's performance in comprehension and recall tests".

The reading strategies that will be used in this proposal are called Global Reading Strategies, proposed by Mokhtari & Sheorey (2002). According to the authors, global reading strategies "are those intentional, carefully planned techniques by which learners monitor or manage their reading, such as having a purpose in mind, previewing the text as to its length and organization, or using typographical aids and tables and figures" (Mokhtari & Sheorey, 2002: 4). Global reading strategies are related directly to the analysis of the text globally. Some examples of global reading strategies are: "paying attention to the characteristics of the text, guessing what the text is about" (Rastegar, Kermani, & Khabir, 2017: 66). Furthermore, Rastegar, Kermani, & Khabir (2017: 66) mention that "the use of these strategies helps the reader make himself or herself ready to comprehend the main text".

3.3.   Expository text

When it comes to text types inside the classroom, narrative text is the most used by excellence. As Alonso & del Mar Mateos (1985) state, research has paid more

attention to narrative rather than expository text. Furthermore, according to Best, Floyd & Mcnamara (2008: 10), "expository text differs greatly from narrative text in tone, style, structure, and features". The authors also mention that unlike narrative texts, comprehending expository discourse demands more of students' effort since these texts are more complex in terms of its structure, amount of information and knowledge required from the reader to understand its content. However, more emphasis on the comprehension of expository texts is needed due to their importance in the educational field. In this sense, there are a lot of expository texts easily found on a daily basis such as encyclopedias, dictionaries, articles, atlas, and so forth. In the case of expository texts inside the classroom, students are in constant exposure to textbooks, articles, essays, book reviews, among others.

3.4. Book reviews

There is not just one definition for book reviews because of the myriad of different types of texts that belong to this concept. In the first place, the University of North Carolina at Chapel Hill (2020) states that "a book review is a critical evaluation of a text, event, object, or phenomenon. Reviews can consider books, articles, entire genres or fields of literature, architecture, art, fashion, restaurants, policies, exhibitions, performances, and many other forms". In the same line, the Journal of Foreign Languages, Cultures & Civilizations (2020) claims that "a book review is a description, critical analysis, and an evaluation on the quality, meaning, and significance of a book, not a retelling. It should focus on the book's purpose, content, and authority". The following definition was selected because of its suitability for this proposal. According to the University of Southern California (2020), a book review is an exhaustive description, analysis or evaluation in relation to a novel, its meaning, significance and quality. Its length depends on several factors such as the length of the book reviewed and the purpose of the review, but it commonly ranges from 500 to 2000 words.

3.5.   Computer Assisted Language Learning

Computer Assisted Language Learning (CALL) is a cross-discipline field and methodology, mainly developed in The United States and Europe, with the aim of exploring the role of computers and technology as a means to support language teaching and learning (Ferreira, 2005). According to Ferreira (2005: 50) "technology plays an important role in language teaching since it provides them with resources and means to innovate and optimize language teaching and learning not only in relation to the L1, but in the L2 as well". Besides, García, Ferreira & Morales (2012) state that CALL gives students the opportunity to participate actively in their own learning and develop autonomy, since they are forced to make their own decisions, monitor their learning and the level of responsibility they are going to assume in relation to their performance without being constantly monitored by a teacher as it happens in face-to-face settings.

Hubbard (1996) proposed a methodological framework that gives L2 teachers guidelines to implement this approach into their pedagogical practices. This model is composed of three main modules: Development, Implementation and Evaluation.

First, the Development module determines the elements teachers have to bear in mind while planning the use of technology in language teaching (Díaz, 2019). This module is divided into three sections: Approach, Design and Procedure. The Approach section provides theories and principles of the language that is going to be taught as well as of the learning process assumed by the method. In the Design component, guidelines for selection and organization of the activities, as well as the goals of the syllabus and teachers and learners' goals are consolidated. Finally, the Procedure encompasses the techniques, exercises or activities that are compatible and appropriate with the both elements, approach and design (Hubbard, 1996).

Second, in the Implementation module the teaching and learning processes occur. Here, all the theories, principles and techniques selected in the previous module are executed. Moreover, in this module, it is necessary to have access to technological devices as well as the conditions to carry out the lesson. Furthermore, according to Díaz (2019) teachers are responsible for creating complementary materials, keeping a

record of the students, monitoring them, among other common actions inside the classroom.

Finally, the Evaluation module consists of assessing the achievement of the implementation process in relation to the students and the learning process (Ferreira, 2005). Furthermore, according to Hubbard (1996: 27) "the purpose here is not to propose a specific evaluation process but rather to identify the elements involved in evaluation so that teachers and reviews can set up their own evaluation forms and procedures".

3.6. Communicative Language Teaching approach

The Communicative Language Teaching (CLT) approach has become the main influence in the field of language teaching since it was first proposed in the 1970s (Richards, 2005). Whereas the grammatical competence, that is the knowledge of how to form sentences and structures, is important in language learning, it cannot stand alone since it does not guarantee successful and meaningful communication in real environments. To meet this need in language teaching, CLT was proposed with the goal of developing communicative competence on learners (Richards, 2005), this is, using language effectively and appropriately (Richards & Rodgers, 1986). Furthermore, Hiep (2007:194) states that "the need for meaningful communication supports the language learning process, and thus classroom activities should focus on learners' genuine communication". In this sense, the role of communication in education is enhanced and students' productive skills should be equally improved as the receptive ones.

Moreover, according to Richards & Rodgers (1986), the learning activities must be carefully chosen, and the idea is that they engage learners in meaningful and authentic use of the language rather than practice of language patterns. Additionally, Richards & Rodgers (1986: 78) claim that a lot of activities are compatible to CLT "provided that such exercises enable learners to attain the communicative objectives of the curriculum, engage learners in communication, and require the use of such communicative processes as information sharing, negotiation of meaning, and

interaction". Besides, the authors mention that teachers should provide students with the setting for communication and communicative activities inside the classroom.

In relation to vocabulary, "vocabulary competence is a part of L2 competence. We cannot say that a person is competent in his/her L2 without having sufficient vocabulary knowledge" (Ivone, 2005: 198). For this reason, vocabulary plays an important role in CLT. Furthermore, vocabulary is closely related to successful L2 reading comprehension because "second language readers rely heavily on vocabulary knowledge and the lack of that knowledge is the main and the largest obstacle for L2 readers to overcome" (Huckin, 1995 as cited in Alqahtani, 2015: 22). Besides, vocabulary knowledge is a predictor of reading comprehension achievement (Proctor, Carlo, August, & Snow, 2005). Eventually, Schmitt, Cobb, Horst, & Schmitt (2017) state that knowing vocabulary is influential in language use, and for that reason, to become communicative learners people need to learn it. In other words, knowing vocabulary will guarantee learners they are going to understand the text they are reading, and they are having the tools, necessary to comprehend the text and become communicative learners.

Finally, scaffolding is necessary in CLT since students need support in order to be able to achieve the tasks they are assigned. Proposed by Vygotsky (1978), "scaffolding is a kind of supportive help which enhances an individual to achieve a task. During scaffolding interaction, assistance is given bid by bid" (Samana, 2013: 339). According to Narayanan & Kumar (2019: 19) "in classrooms that adopt CLT, teachers use a variety of tools and methods to provide these opportunities, and to facilitate learning within those opportunities". In other words, teachers have to scaffold students' learning to assist them "process language that is beyond their competence" (Nunan, 2004 as cited in Narayanan & Kumar, 2019: 19).

3.7. Collaborative or cooperative Language Learning

Collaborative and cooperative language learning are concepts that sometimes people use interchangeably. However, there are certain authors (Dillenbourg, Baker, Blaye & O'Malley, 1996; Panitz 1999) that try to differentiate collaborative from

cooperative language learning. According to Panitz (1999) the confusion occurs because both concepts tend to overlap. For instance, Kozar (2010: 17) claims that to achieve cooperation, participants are assigned different parts of a certain task and once they are done doing their parts individually, they put together the final result. The author also states that "collaboration, in contrast, implies direct interaction among individuals to produce a product and involves negotiations, discussions, and accommodating others' perspectives" (Kozar, 2010: 17). In the same line, Panitz (2010: 3) claims that:

> Collaboration is a philosophy of interaction and personal lifestyle where individuals are responsible for their actions, including learning and respect the abilities and contributions of their peers; Cooperation is a structure of interaction designed to facilitate the accomplishment of a specific end product or goal through people working together in groups.

In relation to learning a foreign language, Cooperative language learning contributes to improve students' productivity, achievement of tasks and it gives students opportunities for interaction and communication (Zhang, 2010). Furthermore, the author mentions that cooperative learning provides students opportunities for negotiation of meaning, fosters learner's independence and responsibility and helps students develop social abilities.

Cooperation is not only a student-center concept. This term can also be applied to cooperation between teachers, teachers and students, teachers and parents, among others. In the case of cooperation between teachers, it brings positive aspects to their performance as teachers and personal life as well. As Hargreaves (1994 as cited in Moutafidou & Sivropoulou, 2010: 351) mentions, cooperation "provides teachers with moral support, increases efficiency, improves effectiveness, reduces the burdens and pressures from work demands, promotes confidence, teacher learning and reflection and leads to continuous improvement".

Taking in consideration the theory reviewed, this proposal is following the lines of cooperation, since both English and Spanish subjects teachers are going to work together, but each of them is going to plan the lessons according to the requirements of their subjects. Here, the final result is that by making connections between both school subjects, students are going to gain knowledge on book reviews in both languages.

4.   ACTION PLAN

It is important that Chilean students know how to read in English since this language is known as the language of international communication. However, the results of the SIMCE test state that students struggle with reading comprehension skills. It is crucial that Chilean students are able to read in the L2 since through reading, students receive a lot of input and consequently, they gain more knowledge in the L2. In the case of 7th grade, this action plan is aimed at improving their reading skills of expository texts since they only read narrative texts and they are not used to reading this type of genre. For instance, the students said in the survey that they only read novels for the Spanish class in the Plan Lector. Furthermore, 86,5% of the students mentioned that they enjoy reading for pleasure in their free time and 100% of the students have access to a computer with internet connection either because they form part of the ICT program or they already own a computer, so they have a reading habit developed and they are also able to read digitally because they have the means to do it. Moreover, 75% of the students said they read texts in English outside the classroom.

Besides, it is critical that students integrate the knowledge they gain to their own previous knowledge and culture (MINEDUC, 2016). In the Programa de Estudio is mentioned that the objective of the English class is that students learn the language and develop intercultural competence (MINEDUC, 2016). In other words, it is expected that students are aware of the cultural aspects of the language and are able to interact with other cultures respectfully. To fulfill this objective, working cooperatively among subjects is necessary to allow cross-curricular learning of the English language. Besides, as it was mentioned in the proposal section, it is important that teachers are able to plan units that are easily connected to other classes for the students to make connections among the classes and to emulate real-life learning. For this reason, cooperation is part of this proposal as there is a mutual agreement in the selection of the book reviews with the teacher of the Spanish class. Additionally, by teaching cooperatively between English and Spanish classes, students can learn English in a multidisciplinary manner since the English language can be used transversally to cover contents from other

school subjects. In other words, students can learn English by associating the linguistic and cultural aspects of the language to other subjects, in this case, the Spanish class.

Furthermore, cooperative language learning in the pandemic context is necessary since students are going to feel supported and able to express their emotions. For this reason, this module was thought to be implemented in the first unit of the English class called *"Feelings and opinions"*. As its name indicates, this unit is particularly special since it gives students a sense of freedom to talk about their own emotions and thoughts, especially about the health emergency situation and how they are dealing with it and the quarantine. Moreover, as it was mentioned in the theoretical framework, it is necessary to diminish the affective filter in order to help students be comfortable and thus, they can have greater opportunities to learn. Because of this, this module is aimed at helping them feel comfortable and supported in this pandemic context since it is essential for their learning process and their mental health.

Under this scenario, the research question that guides this project is: How to promote EFL learning in a cooperative environment at a public school located in Rancagua?

4.1. Reading book reviews with my friends

The selected school a public institution that follows MINEDUC's National Curriculum. The unit in which this module is based on, is the first unit of the first semester, called "Feelings and Opinions". In normal situations, this unit usually lasts 1 month, but due to the pandemic, it could last additional time; this has been suggested by the MINEDUC itself. Since teaching online has been difficult for both parents and students, the unit has been extended and the objectives have been reduced, enough in order to provide the same opportunities for all Chilean students since not all of them have the same access to remote lessons (MINEDUC, 2020). Its purpose is that students are able to expand on the knowledge they gained during 5th and 6th grade. Specifically, students are expected to be able to give personal information; express routines, daily activities and preferences; and learn new vocabulary and functions that could help them express their feelings and opinions. Furthermore, it is expected that students learn

connectors and expressions to communicate more fluently (MINEDUC 2016). The unit is divided into 2 parts called *Lessons.* The name of the first lesson is: This is Me!; in this section, students are expected to learn content about emotions and how to express their emotions and preferences. The second lesson is called: My Fashionable Friends; students are expected to learn how to express their feelings and opinions, taking into consideration the concept of friendship.

The 6 lessons module I am proposing is called "Reading with my friends". It is planned to be implemented in Lesson 2: My Fashionable Friends, in order to finish the unit with the reading comprehension module. The idea is that the contents and objectives for the speaking, listening and writing skills of the unit are going to be covered in Lesson 1 so that in the second one, students can practice reading skills with writing as a sub-skill. This module aims at improving students' reading comprehension ability through being exposed to short literary book reviews about novels with friendship as a topic. Furthermore, reading comprehension global strategies are going to be implemented in order to enhance students' comprehension on the global ideas of the texts.

Furthermore, as this module proposes cooperative language learning among English and Spanish subjects, the unit of Spanish to which this module is going to be connected to is Unit 2: ¿En qué gestos podemos encontrar la amistad? The reason behind this selection is that in both units, the topic of friendship is covered. The idea is that students will read book reviews about novels that they are going learn in the Spanish class the following unit. In the case of the Spanish unit, there is an activity about reading book reviews of novels about friendship, so as students are going to have a module of reading comprehension in the English class of book reviews on the same, it is expected that they make connections among both school subjects and thus, cross-curricular learning can occur. In other words, the reading comprehension module in the first unit of the English class will prepare students for the second unit of the Spanish class.

The general objective of this module is to foster online cooperative work between English and Spanish subjects through the reading of book reviews in the target language.

The specific objectives of this module are the following:

- To give opinions and express their feelings and emotions.
- To compare book reviews.
- To develop reading comprehension strategies.
- To Encourage the habit of reading
- To promote holistic intercultural learning.
- To promote autonomous learning through CALL.

In terms of evaluation, pre test and post test of reading comprehension on book reviews are considered in order to measure students' reading comprehension progress. These tests are going to be similar to the reading comprehension activities students are going to have on each lesson. Moreover, pre and post tests are going to have the same structure, format, length of book reviews and type of activities related to reading comprehension tasks. Furthermore, these tests are going to be implemented during the first and the last session of the module, respectively.

Regarding to formative assessment, each lesson is going to be formative assessed since students' answers are going to be collected through Google Form and then saved on a spreadsheet from Google.

In relation to summative assessment, the module is going to be assessed with a poster project. In this evaluation, students have to choose one book review out of the 6 texts they read in the module and have to create a poster in which they explain the main idea of the text and attach images and complementary information.

4.2. **Details of the module *Reading book reviews with my friends***

The school this module is based on an all-girl, public school located in Rancagua. The school has three parallels of 7th grade. However, this proposal is focusing on 7th grade B. There are 29 students with an A1-A2 level of English proficiency. The linguistic skill aim at enhancing is mainly reading comprehension. However, writing is going to be a sub-skill since students have to answer questions related to reading comprehension.

This proposal is going to be implemented as part of the English subject Unit 1 "*Feelings and opinions".* It involves 6 online lessons in which the main focus of this module is reading comprehension with writing as a sub-skill and it is going to be implemented at the end of the unit as a closure module.

This proposal involves online work due to the pandemic; therefore, it is framed in the CALL methodology. For this, the materials students will need for this entire unit are computers with internet connection and an email account to submit the Google Forms survey. This is possible since students have the materials required for the implementation of this module. As it was mentioned in the Needs analysis section, all students have computer at home. 66,7% of the students were benefited with the Yo Elijo Mi PC program and the percentage of the students that were not part of the program (33,3%) already owned a computer.

Regarding the changes in the curriculum due to the health emergency, the Chilean Ministry of Education managed to implement changes in the national curriculum for all school subjects. These changes are called Curricular Prioritization and as the name suggests, some of the most important and flexible objectives in the national curriculum were prioritized, taking into consideration that not all students have the same access to online classes (MINEDUC, 2020). In the case of the objectives of the English subject for 7th grade, four main objectives were prioritized: for listening and speaking skills two objectives were selected: OA1 and OA8; for writing one objective was chosen: OA 14 and for reading comprehension one objective was prioritized as well: OA9. The objectives for listening, speaking and writing are going to be covered in the first part of the unit. Taking this into consideration, the MINEDUC objective this module is going to cover is OA9.

According to MINEDUC (2020: 16) OA9 consists in:

> Demostrar comprensión de ideas generales e información explícita en textos adaptados y auténticos simples, en formato impreso o digital, acerca de temas variados (como experiencias personales, temas de otras asignaturas, del contexto inmediato, de actualidad e interés global o de otras culturas) y que contienen las funciones del año.

4.3. Description of the project module *Reading book reviews with my friends*

In the following section, I will provide a description of the project and will explain the details of the module I am proposing.

4.3.1. Online module

This module is going to be set online. In this module of reading comprehension, CALL is reflected in the methodology that organizes the online work, particularly in this module through the use of two Google platforms to improve students' reading comprehension skills. Additionally, in the theoretical framework was mentioned that CALL has three stages: Development, Implementation and Evaluation. However, due to the nature of this proposal and the lack of possibilities of implementation due to the health emergency, this proposal is only going to take into consideration the Development stage.

As it was mentioned in the theoretical framework, technology provides tools to optimize and innovate language teaching and learning. In this sense, this module is going to be designed using Google Meet for online lessons and Google Sites for the reading comprehension tasks. These two platforms were chosen because they are free and easy to use; therefore, accessible to anyone that has a Gmail account. Moreover, the school created Google institutional emails (Gmails) for teachers and students, so they have a license to use Google Meet Premium. Furthermore, students will have access to these handouts through the Google Sites website I designed specifically for this module. The handouts were created using Google Forms since its interface is simple to use and students' answers are automatically collected in an Excel sheet through google forms. As it was mentioned before, all students have institutional email so they can sign in with it in the module's webpage and receive their answers in their email Inbox.

In terms of materials, students need any electronic device with access to Internet. It is not compulsory to have a computer since students can access to Google Sites from any technological device with Internet connection. However, computers and

laptops are more comfortable for completing the tasks. As it was mentioned, all students have computers or laptops with access to Internet because the majority of them were benefited with the "Yo Elijo Mi PC" program from the MINEDUC. The ones that did not formed part of this program, own a computer or other devices such as tablets at home.

4.3.2. Procedure and Global reading strategies

This reading comprehension module consists of 6 lessons of 45 minutes each. In each lesson, students are going to work autonomously on online reading comprehension handouts available for 45 minutes in the Google Sites webpage created specifically for this module; once the time is over, answers will not be allowed due to the questionnaire is going to be closed. The reading comprehension sections of the lessons are going to be divided into Pre-reading, While-reading and Post-reading stages. Furthermore, as it was mentioned in the theoretical framework, students are going to work with Global reading strategies because they help readers understand the core information of the text. Furthermore, global strategies coincide with the prioritized objective form the MINEDUC because in the OA9, students are expected to be able to identify and comprehend general ideas and explicit information from different texts. In the module, Global reading strategies are reflected in the Pre, While and Post stages.

The strategies are going to be explicitly explained to the students in the first lesson's video. In this video, I will explain the module, its objective, the number of lessons, information of the lessons in general terms and I will give explanations on the strategies they are going to work with. The idea is that students only pay attention to the text, the global reading strategies and the questions they are asked. Besides, it was mentioned in the theoretical framework that when students have a purpose when reading a text, they will comprehend easily and pay attention to the important information. In effect, teaching students reading strategies explicitly gives them a purpose when reading the texts, since they are going to be focused on identifying the main idea of the text and the explicit information they are asked.

Furthermore, It is worth mentioning that since students' level of English proficiency is low, the strategies they will be working with are only related to the

comprehension of explicit information of the texts with the addition of target vocabulary to help them comprehend the gist of the book reviews. In other words, the strategies selected are going to serve as a base to start developing more complex reading comprehension strategies in the future.

In the Pre-reading stage, students are going to predict the topic of the text and work on vocabulary-related activities to prepare them for the reading. As it was mentioned in the theoretical framework, the strategies that are going to be used in this module are Global strategies. According to this, students are going to predict the topic by reading the title of the text, looking at a picture to activate their previous knowledge and apply it to the reading comprehension process. Additionally, vocabulary activities are going to be part of the Pre-reading stage. As it was mentioned in the theoretical framework, vocabulary plays a key role in reading comprehension since the amount of vocabulary knowledge the reader possesses can determine his/her level of achievement in the reading process. In relation to the criteria of selection, the vocabulary that is going to be taught during the Pre-reading activities is related to content words since they carry the meaning of texts and help students comprehend the ideas of the text and help in the decoding process of the message. In this sense, nouns, verbs, adjectives and adverbs are part of the vocabulary activities. Furthermore, another criterion of selection was that the vocabulary selected is going to appear in the questions of the text, so they have to carry important meaning for the comprehension of the text and not just be complex words.

Then, on the While-reading stage, students are going to answer reading comprehension questions by identifying the main idea of the text and some questions related to explicit content of the text. In each lesson, there are going to be between 7 short open questions for the students to answer with the required information. Furthermore, during this stage, vocabulary is going to form part of the activities as well, so that students are required to use the vocabulary of the text to answer the questions. It is worth mentioning that reading book reviews is a communicative task itself since the text is taken from real-life context online webpages and adapted to fit the students' needs.

Finally, in the Post-reading stage, each lesson students will be asked to compare book reviews to another book they have read. These books are from previous grades in the Spanish subject as part of the Plan Lector, since there was a cooperative work with the teacher of the Spanish subject. This activity is going to be an open question in which students will express their opinions on the books and their emotions. Besides, they are going to be asked about the concept of friendship and how it is reflected on the text. Because of this, writing is going to be a sub-skill since students will have the freedom to express themselves. Moreover, the objective of the post reading stage is to expand students' knowledge beyond the text and to connect the text students read to a real-life setting. Because of this, it can be said that this is a communicative task. Finally, as there is cooperative work between the subjects, I am constantly connecting both Spanish and English classes in order to promote cross-curricular learning and help students be aware of this feature of the English language.

4.3.3. Communicative Language Teaching Approach

The communicative approach is reflected on the module itself. In other words, reading is a communicative task, the genre students will read is present in daily activities and the texts are taken from authentic online websites related to reading groups that share with people books to read and sales of books via Internet.

In Pre-reading activities students are going to emulate real-life tasks since they have to observe a picture and predict the topic of the text they will read, similarly to what people do when reading a text for the first time. In the While-reading stage, students will have a purpose in mind, that is identifying the main idea of the text and working with explicit information of the text; these actions are similar to what people do when read a text in real-life settings since it is important to recognize the gist of texts. Finally, in post-reading activities students are going to be asked to emulate real-life activities, such as to compare and to evaluate books after reading book reviews. In this sense, students are going to use their previous knowledge to be able to compare those books in relation to the topics, characters and relationships; similarly to what they do on daily activities. Moreover, students are expected to expand their knowledge and make connections

between two school subjects, which are English and Spanish; this task is similar to a real-life task since students can relate both subjects to two different cultures and use their previous knowledge to connect aspects of both subjects, cultures, and different points of view in relation to a same topic, similarly to what people do on their daily basis.

Regarding both subjects, there are some similarities that help achieve cross-curricular learning easier. In this sense, both Spanish and English are linguistic subjects since students learn the linguistic and communicational aspects of both languages, in other words, students learn grammatical, pragmatic and semantic aspects of the languages. Moreover, both subjects aim at developing reading comprehension skills and habits in order to improve student's proficiency in their L1 and L2. Finally and equally important, both subjects promote the awareness of different cultures since there is a myriad of authors from different nationalities and ethnic backgrounds that are part of the syllabus of both subjects and there are different points of view in relation to the same topic, for example, friendship.

4.3.4. Cooperative learning

Regarding cooperation, it was mentioned in the theoretical framework that Cooperative learning allows the accomplishment of a goal or an end product. In this case, the end product this module aims to accomplish is cross-curricular learning between English and Spanish school subjects, through the reading of novel book reviews in both languages. Besides, cooperation is reflected in the mutual agreement of selecting book reviews with the teacher of the Spanish class. Moreover, as it was mentioned before, in the post-reading activities students are going to be asked to make connections and to compare the book reviews they read in the module with some books they have read in previous years in the Spanish subject in the Plan Lector; thus, it can be said that this is an ongoing learning. Finally, the communicative approach is also reflected in cooperative learning between English and Spanish school subjects since students and teachers have to cooperate in real-life tasks too.

4.3.5. Text type and discourse genre

The type of text that was chosen for this module of reading comprehension is the Expository text. It was mentioned in the theoretical framework that it is necessary to put more emphasis on this text type since students are constantly exposed to these texts. However, research has shown that narrative texts are still at the top of the most texts read inside the classroom and in the case of the 7th grade they are used to read narrative texts in their English class. Furthermore, the students said that all the texts they have read in the Plan Lector of the Spanish class are from the narrative text type, for instance, novels and short stories. Additionally, in the theoretical framework it was mentioned that more instruction is needed on expository texts due to their complexity. Moreover, there is a myriad of expository texts available for teachers to use in reading comprehension, such as articles and textbooks, for that reason, it was necessary to narrow down the genre.

In this case, the discourse genre selected is book reviews, specifically novel book reviews. The reason behind this selection is that according to the curriculum of 7th grade, students have to talk about their friends and the meaning of friendship in the first unit of the English class, whereas in the second unit of the Spanish class students have to read book reviews about novels with friendship as a topic and in the plan lector, students have to read novels. This coincidence in both subjects' syllabus allowed the possibility to create a cross-curricular and cooperative learning. The criteria used to choose the text was:

1) Texts have to be book reviews.
2) These book reviews must be novel related.
3) The topic of the books must be friendship.
4) The length of these texts. Book reviews of different length were chosen since they are going to be organized in an increasing order. The length of the texts will range from 100 words to 200 words and will be presented to the students from shorter to longer book reviews, similar to what they can find in real-life contexts. In this decision, scaffolding is playing a key role. In the theoretical framework was exposed the necessity of implementing scaffolding in the classroom. For this, the

complexity degree of the book reviews is going to grow, starting from the most simple and short text to the most advanced and long. Furthermore, by doing this, students could read books of different length similar to what they can find in real-life contexts.

4.3.6. Organization of lessons

The module is going to be organized in the following manner. In lesson 1, a pre-evaluation test is going to be applied. Then, lessons 2, 3, 4 and 5 are aimed to practice reading comprehension tasks. Finally, in lesson 6, a post-evaluation is going to be implemented to determine whether students could improve their reading comprehension skills or not.

The following chart summarizes the sessions and the activities that will be realized.

Sessions	Activity
Session 1 Pre-test	Pre-test. Students will read book review of "The Book Thief" Author: Markus Zusak.
Lesson 1	Students will read book review of "Bridge to Terabithia" Author: Katherine Paterson.
Lesson 2	Students will read book review of "Harry Potter and the Sorcerer's Stone" Author: J.K Rowling.
Lesson 3	Students will read book review of "Hundred Percent" Author: Karen Romano Young.
Lesson 4	Students will read book review of "The Little Prince" Author: Antoine de Saint-Exupéry.
Session 6 Post-test	Post-test. Students will read book review of "The Boy in the Stripped Pajamas" Author: John Boyne.

4.4.   Macroplanning

Session	Objective	Activity	Evaluation
Session 1: Pre-Test *"The Book Thief"*	To identify main and secondary ideas of *"The Book Thief"*	**Introduction:** Video with greetings and general explanations on the module. **Development**: Test 1 application. **Closure:** Once the test is submitted, a message pops up to close the lesson.	Reading comprehension pre-test. Students are not going to know their score.
Lesson 1: *"Bridge to Terabithia"*	To identify main and secondary ideas of *"Bridge to Terabithia"*	**Introduction:** Video with greetings and general explanations on the module. **Development**: Handout 1 is completed. It is divided into: *Pre-reading:* Students will predict the topic of the text with a picture and the title. They will also learn text related vocabulary. *While-reading*: Students will read the text and answer comprehension questions. Post-reading: Students will compare the main and general ideas of the book with a book they had previously read in the Spanish class. **Closure:** Once the handout is submitted, a message pops up to close the lesson.	Formative assessment: Students' answers are going to be collected through the Google Form questionnaire and organized in a Google spreadsheet. Students are going to know their score in relation to the previous lesson in order to decrease the affective filter.
Lesson 2: *"Harry Potter and the Sorcerer's Stone"*	To identify main and secondary ideas of *"Harry Potter and the Sorcerer's Stone"*	**Introduction:** Video with greetings and general explanations on the module. **Development**: Handout 1 is completed. It is divided into: *Pre-reading:* Students will predict the topic of the text with a picture and the title. They will also learn text related vocabulary. *While-reading*: Students will read the text and answer comprehension questions. Post-reading: Students will compare the main and general	Formative assessment: Students' answers are going to be collected through the Google Form questionnaire and organized in a Google spreadsheet.

		ideas of the book with a book they had previously read in the Spanish class. **Closure:** Once the handout is submitted, a message pops up to close the lesson.	
Lesson 3: *"Hundred Percent"*	To identify main and secondary ideas of *"Hundred Percent"*	**Introduction:** Video with greetings and general explanations on the module. **Development**: Handout 1 is completed. It is divided into: *Pre-reading:* Students will predict the topic of the text with a picture and the title. They will also learn text related vocabulary. *While-reading*: Students will read the text and answer comprehension questions. Post-reading: Students will compare the main and general ideas of the book with a book they had previously read in the Spanish class. **Closure:** Once the handout is submitted, a message pops up to close the lesson.	Formative assessment: Students' answers are going to be collected through the Google Form questionnaire and organized in a Google spreadsheet. Students are going to know their score in relation to the previous lesson in order to decrease the affective filter.
Lesson 4: *"The Little Prince"*	To identify main and secondary ideas of *"The Little Prince"*	**Introduction:** Video with greetings and general explanations on the module. **Development**: Handout 1 is completed. It is divided into: *Pre-reading:* Students will predict the topic of the text with a picture and the title. They will also learn text related vocabulary. *While-reading*: Students will read the text and answer comprehension questions. Post-reading: Students will compare the main and general ideas of the book with a book they had previously read in the Spanish class. **Closure:** Once the handout is submitted, a message pops up to close the lesson.	Formative assessment: Students' answers are going to be collected through the Google Form questionnaire and organized in a Google spreadsheet. Students are going to know their score in relation to the previous lesson in order to decrease the affective filter.

Session 6: Post-test *"The Boy in the Striped Pajamas"*	To identify main and secondary ideas of *"The Boy in the Striped Pajamas"*	**Introduction:** Video with greetings and general explanations on the module. **Development**: Test 2 application. **Closure:** Once the test is submitted, a message pops up to close the lesson.	Reading comprehension post-test. Students are going to know their score in relation to test 1.

4.5. Microplanning

To see the full website designed for this module, see Appendix 6.2

Session Nº	1		Time	45 minutes
Type	Pre-test (See Appendix 6.3)			
Learning Objective	To identify main and secondary ideas of *"The Book Thief"*			
Content	Developing reading comprehension skills and writing as a sub-skill. Syntactic complexity: present, past and future simple.			

Activities	Learning Resources (Technology)	Type of Evaluation and Instruments	Assessment Indicators
Introduction: Students watch a 5-minute video with greetings and general explanations on the module.	-Computer with Internet connection. -Students' institutional gmail. -Webpage on Google Sites platform.	Pre-test. Students answers will be collected using Google Forms questionnaires and organized in a Google spreadsheet.	-To identify the main and secondary ideas of the text. -To answer reading comprehension questions about explicit information of the text.
Development: Test 1 application. In this test, students answer reading comprehension questions of *"The Book Thief"* review.	-Computer with Internet connection. -Students' institutional gmail -Webpage on Google Sites platform.		

Closure: Once the test is submitted, a message pops up to close the lesson.	-Computer with Internet connection. -Students' institutional gmail -Webpage on Google Sites platform.		

Session Nº	2		Time	45 minutes
Type	Handout (Lesson 1) (See Appendix 6.4)			
Learning Objective	To identify main and secondary ideas of *"Bridge to Terabithia"*			
Content	Developing reading comprehension skills and writing as a sub-skill. Syntactic complexity: present, past and future simple. Vocabulary related to the text.			

Activities	Learning Resources (Technology)	Type of Evaluation and Instruments	Assessment Indicators
Introduction: Students watch a 5-minute video with greetings and the instructions of the handout.	-Computer with Internet connection. -Students' institutional gmail. -Webpage on Google Sites platform.	Formative assessment: Students answers will be collected using Google Forms questionnaires and organized in a Google spreadsheet.	-To identify target vocabulary. -To identify the main and secondary ideas of the text. -To answer reading comprehension questions about explicit information of the text. -To compare the main ideas of the text read in the module to a book students have read in the Spanish class.
Development: Handout 1 is completed. It is divided into: *Pre-reading:* Students will predict the topic of the text by observing a picture and then, reading the title. They will also learn text related vocabulary. *While-reading:* Students will read *"Bridge to Terabithia"* review and answer comprehension questions. *Post-reading:* Students will compare the main and general ideas of the book with a book they had previously read in the Spanish class. For this, they have to write their answers using some questions to guide their piece of writing.	-Computer with Internet connection. -Students' institutional gmail -Webpage on Google Sites platform.		
Closure: Once the handout is submitted, a message pops up to close the lesson.	-Computer with Internet connection. -Students' institutional gmail -Webpage on Google Sites platform.		

Session Nº	3		Time		45 minutes	
Type	Handout (Lesson 2) (See Appendix 6.5					
Learning Objective	To identify main and secondary ideas of *"Harry Potter and the Philosopher's Stone"*					
Content	Developing reading comprehension skills and writing as a sub-skill. Syntactic complexity: present, past and future simple. Vocabulary related to the text.					
	Activities		Learning Resources (Technology)	Type of Evaluation and Instruments		Assessment Indicators
	Introduction: Students watch a 5-minute video with greetings and the instructions of the handout.		-Computer with Internet connection. -Students' institutional gmail. -Webpage on Google Sites platform.	Formative assessment: Students answers will be collected using Google Forms questionnaires and organized in a Google spreadsheet.		-To identify target vocabulary. -To identify the main and secondary ideas of the text. -To answer reading comprehension questions about explicit information of the text. -To compare the main ideas of the text read in the module to a book students have read in the Spanish class.
	Development: Handout 1 is completed. It is divided into: *Pre-reading:* Students will predict the topic of the text by observing a picture and then, reading the title. They will also learn text related vocabulary. *While-reading*: Students will read *"Harry Potter and the Philosopher's Stone"* review and answer comprehension questions. *Post-reading:* Students will compare the main and general ideas of the book with a book they had previously read in the Spanish class. For this, they have to write their answers using some questions to guide their piece of writing.		-Computer with Internet connection. -Students' institutional gmail. -Webpage on Google Sites platform.			

Closure: Once the handout is submitted, a message pops up to close the lesson.	-Computer with Internet connection. -Students' institutional gmail -Webpage on Google Sites platform.		

4.6. Evaluation

There are going to be an instance of Pre and Post evaluation in this module, in order to measure students' reading comprehension progress. First, students are going to be assessed with a placement test in Lesson 1 that will serve as a pre-test to measure students' ability to read book reviews. The session is going to be similar in structure as the Post-evaluation in the length of the text and types and number of reading comprehension questions in order to have significant results in relation to students' reading comprehension improvement. Second, the Post-test is going to be applied in session 6, in order to evaluate whether students progressed in their reading comprehension skills or not. Both tests are going to have a text of 200 words length with similar semantic complexity. Moreover, both book reviews are from novels related to World War II; in the Pre-test students are going to work with "The Book Thief" and in the Post-test students will work with "The Boy in the Striped Pajamas". Regarding the reading comprehension questions, there are going to be 7 short open-answer questions about the main idea of the texts and specific and explicit information.

It is worth mentioning that Google Forms has an option called Chromebooks which is an extension that does not allow students open other tabs in Google Chrome when answering the questionnaire. This option prevents students from copying their classmates' answers or searching on the web the answers or translating the text or the answers. Furthermore, students will have only 45 minutes to complete the tests and once students have answered the questions in each lesson, the data is going to be automatically organized per question and student's name in the spreadsheet. This way,

all students' answers will be available for the formative assessment and I will be able to keep track on students' progress.

In relation to summative assessment, a hands-on project is thought to be implemented after the Post-test. In this project, students have to choose one of the book reviews they read in the module and create an expository poster in which they present the main and secondary ideas of the text. Besides, they have to explain how friendship is represented in the text they chose and contrast it with the concept of friendship from another book they have read in the Spanish class. This summative assessment will emulate a real-life task since students will have to imagine they are going to participate in an exposition on the school celebration of the World Book Day. To see the instructions and the rubric that will be used to grade this project, see Appendix 6.6

4.7 Gantt chart

In this section, a Gantt chart that organizes the tasks and time considered for this module is presented. It takes into consideration 14 weeks. The writing of the thesis is considered during the whole project. Then, the tasks are divided into 3 stages following the CALL stages proposed by Hubbard, which are Development, Implementation and Evaluation.

In Development, 4 weeks are considered. These 4 weeks on March are aimed at creating the tools for the needs analysis, the interpretation of the results, the planning of the module, the search of the texts and the creation of the materials for the module and the website. Then, the Implementation stage will last from the first week of April to the fourth week of May. Finally, in the Evaluation stage, the results of the post- test and the summative assessment are going to be analyzed and interpreted. This is planned to be carried out during the first two weeks of June.

Task \ Time	March				April				May				June	
	1	2	3	4	1	2	3	4	1	2	3	4	1	2
Thesis writing	■	■	■	■	■	■	■	■	■	■	■	■	■	■
Development stage:	■	■	■	■										
Needs analysis planning and application	■													
Needs analysis results and interpretations		■												
Module planning		■	■											
Search of material			■	■										
Creation of website and handouts			■	■										
Implementation stage:					■	■	■	■	■	■	■	■		
Application of pre-test					■									
Lesson 1						■								
Lesson 2							■							
Lesson 3								■						
Lesson 4									■					
Application of post-test										■				
Guidelines for the summative project														
Assessment of summative project											■	■		
Evaluation													■	■
Interpretation of post-test and summative project results													■	■

5. REFLECTION

In this reflection, I am going to refer to my final project and professional practicum separately in order to reflect deeper on both processes.

First, in relation to this project I ended up enjoying the whole process since I discovered I am more passionate about reading comprehension than I thought. Besides, now I am aware about the importance of reading in English and the factors that can intervene in this process. Furthermore, reading in the L2 is important since it opens doors for us to participate in the globalized world. For that reason, the action plan is aimed at helping students improve their reading skills.

In relation to the action plan, I believe more lessons could be added to the module in order to give students more opportunities to practice their reading skills. However, 4 lessons are enough for this proposal since it was planned to be implemented at the end of unit 1: "Feelings and Opinions" of the English class, to close it with a small hands-on project based on the module. Besides, the communicative approach is present in this action plan since reading is a communicative task itself. Furthermore, students are asked to perform communicative tasks in the sense that they make connections among their previous knowledge, the knowledge they gain during the module and real-life settings, such as comparing two books.

In terms of the material, it was quite hard to find expository book reviews from reliable sources because the majority of book reviews on the Internet are argumentative. For this reason, I spent a lot of time looking for material that could be appropriate for the proposal. Besides, for the same reason, the websites the book reviews were taken from, are related to book sales and websites about sharing books and not from specific journals or websites related specifically to book reviews.

In relation to the cooperative work between English and Spanish classes, I believe teachers should always make connections among classes because that allows students to learn the contents in a more meaningful way. Furthermore, this proposal seeks to create awareness of the importance of cross-curricular learning and the learning of English transversally since it helps students connect with the language and the culture this language represents. Cooperative work with Spanish class is highly

important since both classes promote the learning of the language and the cultural aspects of both.

Additionally, I think it is important to mention that due to the pandemic context we are living, it is essential to enforce the meaning of friendship through reading book reviews related to this topic. Furthermore, as it is not possible to conduct face-to-face lessons, this online module may allow students work autonomously from their houses without requiring more materials than one computer with Internet connection. In relation to this proposal's viability, according to the context in which I proposed this module, it is 100% viable because all 7th graders should have computers at home and if not, the MINEDUC provides them with computers and Internet connection through the Yo Elijo Mi PC program. Finally, I believe that it is crucial for both teachers and students to learn how to include technology inside lessons because technological devices are an important part of our daily lives. Especially now, that face-to-face lessons cannot be carried out due to the Coronavirus disease; this project gave me a lot of ideas to add technology to my professional career as teacher, since it is imperative from now on to think about the possibility to include technological devices and tools to our lessons.

Now, in relation to my practicum process, I am totally satisfied with the experience and knowledge I have gained. A lot of that satisfaction is thanks to my mentor teacher since she totally supported my learning and teaching process and the active participation my students had during the lessons I conducted.

In relation to my method of teaching, I believe I tend to use a lot of translation to the mother tongue since my students have a low level of proficiency. Furthermore, as the Internet connections are weak and unstable, the audio of videoconferences tends to distort and sometimes some parts of the discussions are unclear. The same happens with the image of the videoconferences, so I cannot use a lot of gestures to explain myself. However, students have learned a lot of the content I have taught and are able to answer my questions using both their mother tongue and important concepts in the L2. Furthermore, as the lessons were 100% online, I had to create engaging PowerPoint presentations with lots of colors, images and animations in order to engage my students. Besides, I used some online websites to create attractive warm-ups such as an online Wheel and YouTube to show some videos.

In terms of what I want from my students, first, I want them to learn the contents of the class. For that, I always asked them at the end of the class some questions related to the texts they read during the lesson or the vocabulary they learned. But I also want my students reflect on their learning process and the reasons they are learning the specific content we cover. Because of that, I asked my students metacognitive questions during the lesson or at the end of it. Furthermore, I have tried to make connections between the content of the unit and the real life context in which students could use that knowledge; besides, it was easier to make connections with real-life contexts, since the unit we covered during this practicum is "Healthy Habits". For instance, during some lessons, students read recipes of healthy and unhealthy food and asked me to give them more recipes in English to cook at home. Furthermore, they were able to establish connections to their own culture since they compared a hot cakes recipe to Chilean pancakes. Those examples are evidence of students' learning in this unit.

In terms of students' expectations, they should expect that I am able to explain the contents in a meaningful way, use an appropriate level of English, give examples, and fulfill a lot of their necessities as learners of L2. Furthermore, as students need more support from adults in this pandemic context, I would say that they should expect support and comfort during the online lessons.

All in all, this experience helped me reinforce my passion for teaching since I had an amazing practicum experience. However, it was not free from inconveniences. As this year was full of unpredictable situations due to the health emergency, this practicum forced me to test my ability to adapt to new circumstances, to take decisions at the moment and to be flexible in terms of what the school required me to do. For instance, the school changed methodologies several times in terms of what they call "lessons", in order to adapt to the pandemic context; this is, from face-to-face lessons to only handouts enhancing reading and writing skills and now, to just having a 45 minute online session via Google Meet once a week. Besides, the school required me to plan lessons for June and July twice with the prioritized objectives the second time. All these changes and decisions occurred in a limited amount of time because of the contingency. For this and several instances in which my mentor teacher and I had to

change plans, I can say that I managed to keep teaching my students with passion even in a remote setting.

Finally, I would like to add that having done my professional practicum in an online set, is a great advantage in relation to my professional career as teacher, since now I have some experience in remote instruction and I believe it is going to be helpful for me in the future, because I already know how to use some tools to teach my future students. Furthermore, I could help my colleagues in case they need support in the online teaching area.

6. CONCLUSION

The English language is the universal language since its understanding and use allow people to participate into the globalized world. For this reason, Chile is one of many countries in the entire world that has added English as part of the national syllabus. However, the results of the SIMCE test reveal that 12th grade Chilean students are not achieving the intermediate level of English proficiency. In this sense, Chilean students need to learn how to read in their L2 since reading is the first step to become part of the globalized world.

It is worth mentioning that cooperative work among teachers of all areas is stated in the national syllabus. However, teachers do not tend to plan their lessons with the help of other teachers from different classes in real contexts. For this reason, it is important to promote cooperative work inside schools and not only among students.

Furthermore, due to the health emergency currently happening in the world and the imperative closure of all institutions, remote instruction has become part of every country's educational system. As a consequence, it is essential that teachers start integrating technology and Internet to their methodology of teaching.

Under this scenario, the question of this action-research proposal was: How to promote EFL learning in a cooperative environment at a municipal school? And Its objective was to propose online cooperative work between English and Spanish school subjects through the reading of book reviews in the target language.

The solution for this problem was a 6-lesson reading comprehension module in which students could improve their reading skills as well as connect their new learning to their previous knowledge in relation to the Spanish class by reading book reviews and comparing them to a book they read in the Plan Lector. This module was planned to be implemented in a 7th grade from a public school located in Rancagua, Chile.

This proposal is viable since all 7th graders from that school in specific own a computer with Internet connection. It is worth mentioning that this proposal is plausible for any other Chilean school since the units of both classes, English and Spanish, are the units proposed by the MINEDUC. Furthermore, all the materials and platforms used to create the activities of the module are free and available on the Internet. In addition,

as 7th graders are benefited with the Yo Elijo Mi PC program from the MINEDUC, all Chilean 7th graders should own a computer, either because they form part of this program or because they already have one device at home.

Finally, it is important to take into consideration some aspects before implementing this proposal in a real-life setting. First, expository book reviews are hard to find on the Internet, since the common text type is argumentative book reviews. Second, students might encounter some problems of Internet connection when attending the online lessons. Third, not all computers work at the same speed or manner, so students' answers to the questionnaires might me delayed. Finally, not all teachers and students have the same knowledge on ICTS. More guidance might be needed.

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8. APPENDIX

8.1 Needs analysis survey

Sobre la alumna
1) ¿Cuál es tu nombre?
2) ¿Qué edad tienes?
3) ¿Desde qué curso eres alumna del colegio?
Sobre el ramo de Inglés
1) ¿De qué curso tienes inglés?
2) ¿Cuál crees es tu nivel de inglés?
3) ¿Te gusta el ramo de Inglés? ¿Qué actividades te gusta realizar en clases? ¿Por qué?
4) ¿Con qué palabras asocias el inglés? Nombra 3 palabras.
5) ¿Lees textos en inglés fuera del aula?
6) Marca alguna de las siguientes opciones: • Veo perfiles de Facebook o Instagram de personas famosas en Inglés • Uso mis redes sociales en inglés • Veo videos en Youtube, Instagram o TikTok, subtitulados al inglés • Ninguna de las anteriores
7) ¿Qué aspectos te dificultan al momento de leer en inglés? ¿Por qué? (Ejemplos de aspectos: el vocabulario, la gramática, la pronunciación de las palabras, etc.)
Sobre el ramo de Lenguaje
1) ¿Te gusta el ramo de Lenguaje? ¿Por qué?
2) ¿Te gusta leer?
3) ¿Lees libros (en español) en tu tiempo libre?

4) ¿Qué libros recuerdas haber leído en tu clase de Lenguaje?
5) De los libros de comprensión lectora en Lenguaje, ¿Cuáles te han gustado más?, ¿Por qué?
Sobre los materiales
1) ¿Te gusta leer en el computador/tablet/teléfono, etc?
2) ¿Eres beneficiaria del programa Yo Elijo Mi PC?
3) Si tu respuesta anterior fue No, ¿Tienes acceso a un computador en casa?
4) ¿Tienes acceso a internet/Wifi?
5) ¿Qué aparatos tecnológicos posees? (Tablets, Computador, Smartphone)

8.2   Website: Reading Book Reviews with my Friends
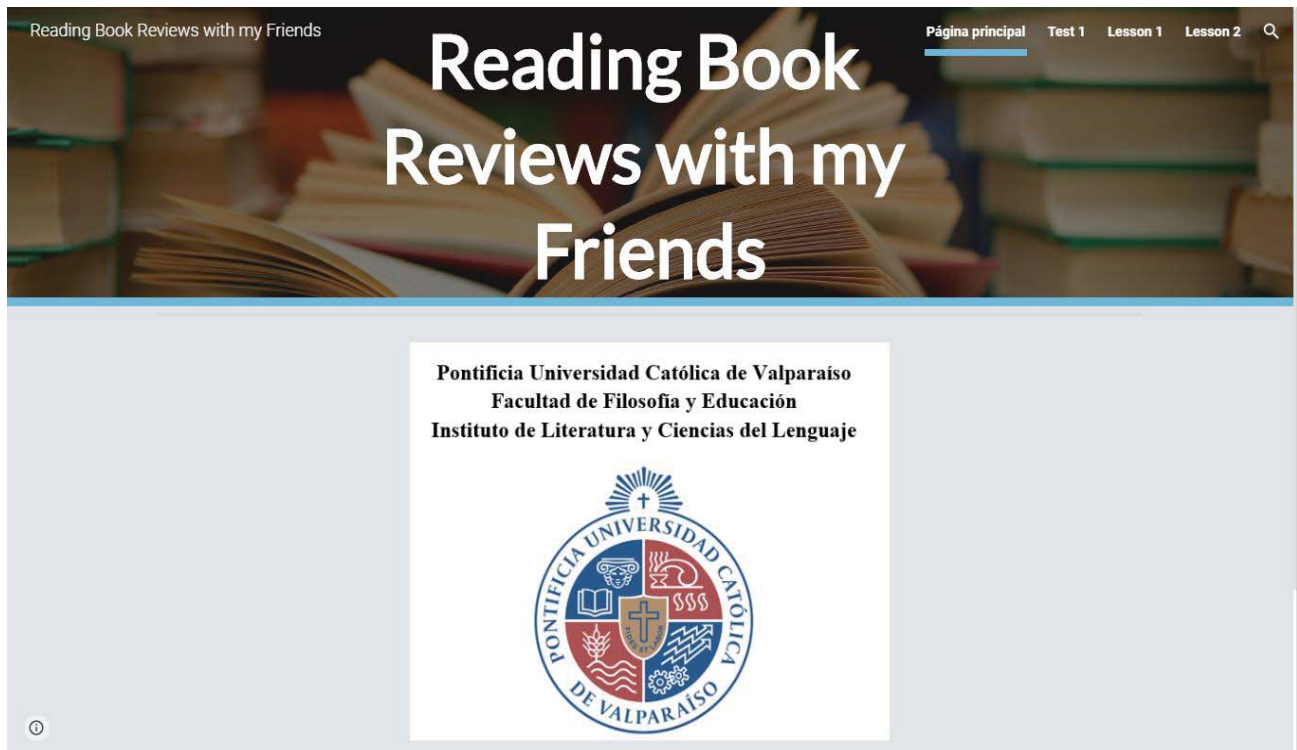
To enter to the website open the following link:

https://sites.google.com/mail.pucv.cl/readingbookreviewswmf/p%C3%A1gina-principal

8.3 Pre-test "The Book Thief"

a)

b)

To see the full Pre-test enter to the following link:

https://sites.google.com/mail.pucv.cl/readingbookreviewswmf/test-1

8.4 Lesson 1 "Bridge to Terabithia"

a)

b)

To see the full lesson enter to the following link:

https://sites.google.com/mail.pucv.cl/readingbookreviewswmf/lesson-1

8.5   Lesson 2 "Harry Potter and the Philosopher's Stone"

a)

b)

To see the full lesson enter to the following link:
https://sites.google.com/mail.pucv.cl/readingbookreviewswmf/lesson-2

8.6 Summative Project Instructions

<u>Book review project</u>

Imagine your teacher asks you to participate in the World Book Day exposition at school. For this, you have to choose one book review you read in the module "Reading Book Reviews with my Friends". Then, you have to create a poster individually, with the following requirements:

1. Explaining the main idea of the text.
2. Explaining the secondary ideas of the text.
3. Naming the most important characters.
4. Explaining how friendship is reflected in the text
5. Finally, comparing the book you chose with another book you read in the Plan Lector of the Spanish class (Lenguaje)
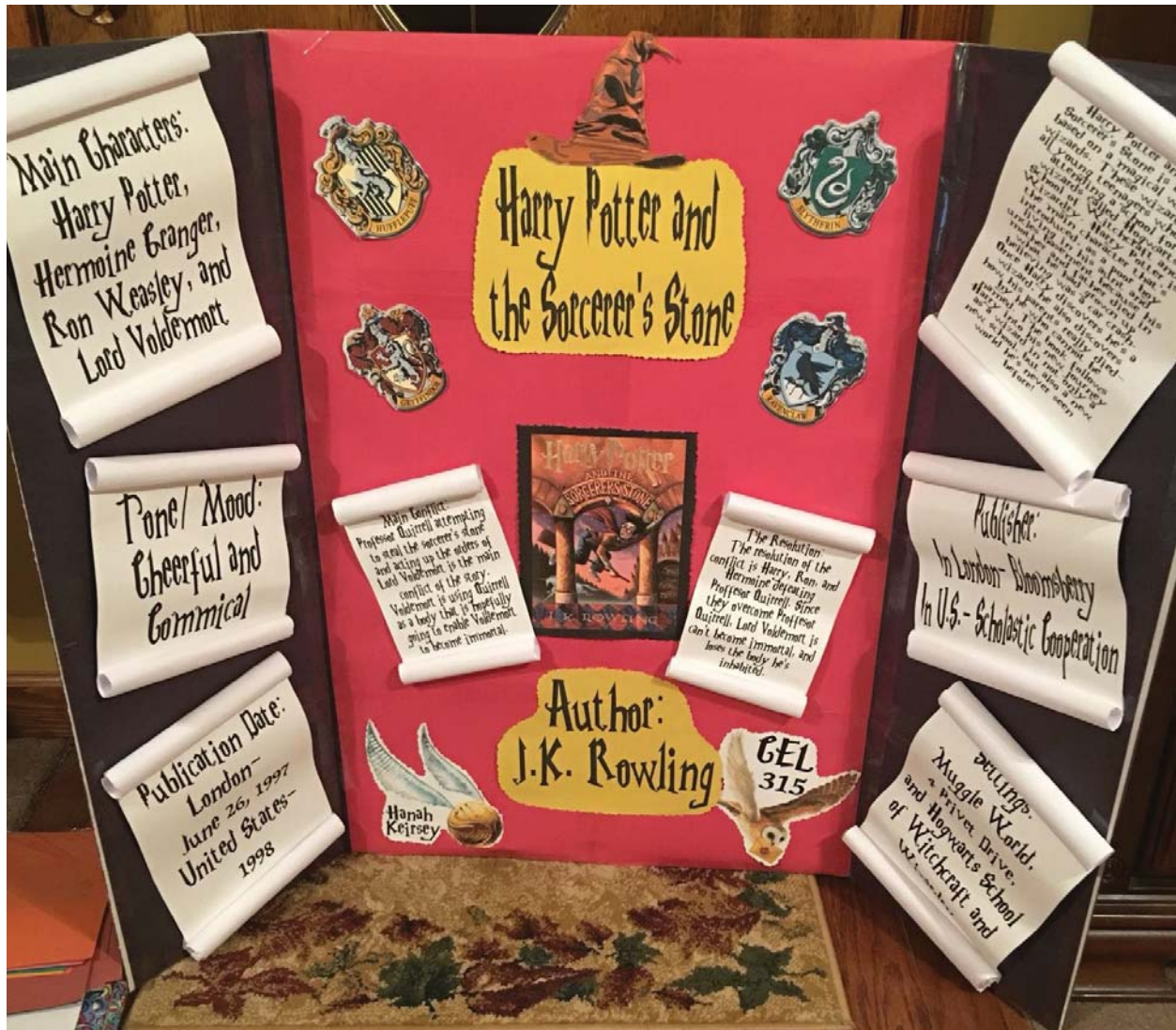
Remember the book reviews you read in the module are:

- *The Book Thief*
- *Bridge to Terabithia*
- *Harry Potter and the Sorcerer's Stone*
- *Hundred Percent*
- *The Little Prince*
- *The Boy in the Striped Pajamas*

As this is a poster, **you have to use images, drawings and colors** to make it entertaining for your classmates.

Remember to use the vocabulary you learned in the module.

- To help you check if you have all you need, use this checklist. Put a Tick ✓ if you have the following:

Checklist
I put a title and my name on the poster
I chose a book review of the module.
I explained the main idea of the text.

	I explained the secondary ideas of the text.
	I named the most important characters.
	I explained how friendship is reflected in the text
	I compared the book I chose with a book I read in the Spanish class
	I put images or I drew pictures.
	I used the vocabulary I learned in the module

8.7   Summative Project rubric

Students' name:			Grade: 7° grade Letter: A / B / C	Date: April__, 2020
Puntaje total: 24 pts	Puntaje aprobatorio: 15 pts	Exigencia: 60%	Puntaje obtenido: pts	Nota:
	4	**3**	**2**	**1**
Organization	The poster has an excellent formatting and is very well organized.	The poster has appropriate formatting and well organization.	The poster has some organized information, but random formatting.	The poster's organization and format are confusing to the reader.
Information	The poster has important and appropriate information, well selected.	The information is appropriate and well selected.	There is some important information, but still too broad.	The information is too broad and not so important in relation to the topic.
Content	The poster covers all the requirements: -The main idea -Secondary ideas -Important characters -The view of friendship -Comparison of the book review with another book read in the Spanish class.	The poster covers requirements appropriately, yet some are not completely developed: -The main idea -Secondary ideas -Important characters -The view of friendship -Comparison of the book review with another book read in the Spanish class.	The poster has some important information covered, but still much information is missing from the following: - The main idea Secondary ideas -Important characters -The view of friendship -Comparison of the book review with another book read in the Spanish class.	The brochure covers a little information. Almost all requirements need improvement.
Vocabulary	Shows an excellent control of simple forms. Uses wide range of vocabulary from the book chosen.	Shows an appropriate control of simple forms. Uses vocabulary from the book chosen.	Shows good control of simple forms. Uses some vocabulary from the book chosen.	Shows control of simple forms at times but struggles with them. Little or no use of vocabulary from the book chosen.
Visual support	Student uses images, drawings and colors in an entertainment way to successfully communicate the principal idea of the book.	Student uses images, drawings and colors to communicate the principal idea of the book.	Student uses some images, drawings or colors to communicate the principal idea of the book, yet it is not so clear for the reader.	Student uses a few or no images, drawings or colors but the idea is not clear for the reader.