

Instituto de Literatura y Ciencias del Lenguaje



Using intertextuality as a tool to develop higher thinking skills in L2 reading

Trabajo de Titulación

para optar al Título de Profesor de Inglés

y al Grado de Licenciado de Educación

Estudiante: Marcela Mora Espinoza

Profesora Guía: Mónica S. Cárdenas-Claros

Segundo Semestre 2013

Acknowledgements

To my family, especially to my parents and sisters who supported me during this whole process, without you I would not have succeeded. Thank you for your love and patience.

To my boyfriend, who has been next to me for over 8 years. You have witnessed my growth as an individual and as a professional, and I would like to thank you for your unconditional love and faith.

To my teachers; Professor King, you have been a great role model and I would like to thank you because you taught me that dedication and hard work are two of the most important characteristics of a teacher. I am also grateful for being your student for so many years, I could not have asked for a better professor.

Professor Morán, you will always be in my memory; I will always remember your stories about Chomsky or the way your personality filled the entire classroom. You will always put a smile on my face.

Professor Cárdenas, thank you for your guidance, patience, and for bringing me back to earth when I needed. You have awakened my passion for research. Thank you for believing in me and in this project.

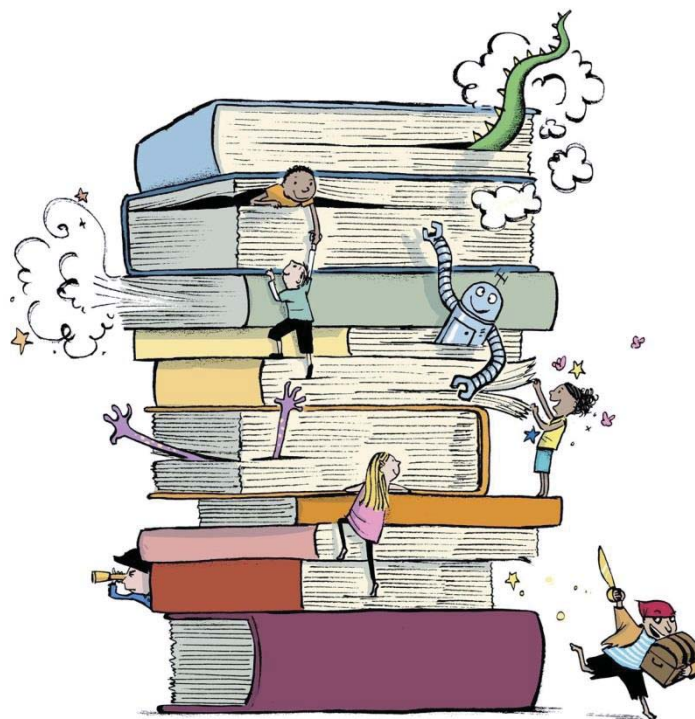
Abstract

The results in Reading in the English SIMCE present evidence of the low performance and comprehension students in 11th grade have. Therefore, it is important to address this issue and to train L2 learners to become better readers. Thus, this graduation project seeks to help learners develop higher thinking skills in reading through intertextuality.

A needs analysis was conducted involving 30 students from 10th grade from a subsidized school located in Viña del Mar, Colegio Rubén Castro. The items of the questionnaire intended to gather information regarding their proficiency level in English, their strengths and weaknesses in different activities involving reading, and topics of interest.

A task-based workshop will seek to help learners to use higher thinking skills to make literary connections between texts and media. This elective workshop is intended for high school students with an advanced level of English. The learners are expected to develop their higher thinking skills through the use of written and visual texts.

Key words: reading, intertextuality, comprehension, higher thinking skills, texts.



WBD 2010 Illustrations © Joe Berger

Table of Contents

Introduction.....	5
Literature Review.....	7
1. Reading.....	7
1.1. ESL Reading.....	7
1.2. Approaches to Reading Comprehension.....	9
1.3. Reading Comprehension Processing.....	10
1.4. Model of Comprehension for L2 Reading.....	10
2. Intertextuality.....	11
2.1. Intertextuality in the L2 Reading Classroom.....	11
3. Higher Order Thinking Skills (HOTS).....	12
3.1. HOTS in the EFL Classroom.....	13
4. Rationale.....	14
Pedagogical Proposal.....	15
1. Syllabus.....	15
2. Course Description.....	15
3. Course Organization.....	16
4. General Objective.....	17
5. Course Syllabus.....	17
6. Assessment.....	19
Sample Activities.....	20
References.....	35
Appendix.....	37
Appendix A: Needs Analysis survey.....	37
Appendix B: Needs Analysis results.....	40
Appendix C: Assessment.....	46

Introduction

In the English classroom, teachers often consider reading comprehension in a second language (L2) a challenging skill to teach. Reading comprehension is a complex process that, according to Grabe & Stoller (2002), integrates not only comprehension skills, but also higher thinking skills. This means that in order to read, L2 readers go through several processes and use different strategies to achieve their goal.

L2 teachers tend to focus on grammar and vocabulary, that is, students are consistently working at a surface level with the texts, which translates in the use of mostly lower order thinking skills, knowledge and application. This way partially explains the low results in the English SIMCE. A closer look at the 2010-2012 test has shown that 11th grade students have performed lower in reading comprehension. In addition, statistics also show that in the first language “more than 80% of Chilean population between 16 and 65 years old are in the comprehension levels 1 and 2—out of 5 levels, which mean they function below the minimum required in the era of information” (Universidad de Chile, 2011:22).

In Chile, the lack of reading skills is a national concern and has become one of the government’s top priorities. As stated by the OCDE (Organization for Economic Co-operation and Development), reading habits have a direct relation to the development of a country. To address this, Lee Chile Lee (2011), a recent government initiative, seeks to place our country among Finland, Norway and the Netherlands—countries that have increased their quality of life and economy due to their higher reading habits (Chilean Government, 2011). However, even though the MINEDUC (Ministry of Education) has made several changes into the English curriculum, such as the skill-integration approach, in which the four skill are taught equally, the fundamental objectives proposed in reading for high school students, do not seem to raise high expectations, as the objectives only focus on comprehension, discrimination of explicit information, and vocabulary (MINEDUC, 2009).

This graduation project seeks to help L2 readers develop higher thinking skills through intertextuality. Intertextuality is the art of constructing meaning by making connections in literature (King-Shaver, 2005). Intertextuality enriches students’ understanding of texts as they connect the texts they read to other texts and to their own experiences. During this process, students complete several tasks that develop higher order thinking skills (critical, logical, metacognitive, reflective and creative thinking).

This proposal aligns with the program from the MINEDUC in the topics seen in 10th grade—sports, personal relationships, and technology. The proposal also encourages students to express preferences, personal experiences and opinions, which correspond to some of the objectives of the English program for 10th grade. However, this proposal is also original because it seeks to use intertextuality between texts, the students' experiences and media as a tool to improve students' L2 reading comprehension. Also, King-Shaver (2005) emphasizes the importance of reading strategies that support higher order thinking skills, to make connections and contribute to the understanding of a text. To my knowledge, no studies have addressed intertextuality in the Chilean classrooms or in the Latin American context. However, there are studies that present questioning and intertextual studies with graphic novels as a successful way to promote higher order thinking skills, such as analysis and critical thinking. Thus, it is a gap the current proposal addresses in order to connect the theory of intertextuality with the practice of it in Chilean schools.

This graduation project is addressed to tenth-grade students, with an ideal number of 15 students, with an advanced level of English from a subsidized school. According to Mapas de Progreso (MINEDUC, 2009), the students at level 5—10th graders—are able to connect text's content and structure to previous knowledge.

This graduation project report is divided into two major parts: the Theoretical Framework and the Pedagogical Proposal. The first section discusses three strands: reading in secondary classrooms, intertextuality in the reading lessons, and higher thinking skills. Theories and up-to-date research about the topic is discussed and put into practice in 28 lessons. Finally, a 28-lesson workshop is presented with the aim of establishing the effective uses of intertextuality—archetypes and theme studies—for developing higher thinking skills in L2 reading. The lessons are organized into three comprehensive units that will require from the teacher to create a positive atmosphere and a student-centered classroom.

Literature Review

In this literature review, I present an overview of the three strands that will be used in the development of the pedagogical proposal. First, I review the concepts of reading and reading comprehension in the ESL context as well as the processing and reading model used. Second, I review the term intertextuality and its different uses in the classroom. Finally, I examine higher order thinking skills, specifically those that are specifically addressed in the reading process.

1. Reading

Reading is a complex skill in which readers process information through a variety of cognitive strategies resulting in the elaboration of a mental representation of such text (Vaseghi, Gholami & Barjesteh, 2012). Thus, there is an interactive relationship between text and reader through the integration of bottom-up and top-down processes that lead to the understanding of meaning. This meaning is the result of the combination of two kinds of knowledge: of content and of structure (Grabe, 2009).

Reading can also be defined as a process in which two processes come into play simultaneously: word recognition and comprehension. The former refers to identification of the written words in relation to the complete language of the text. In contrast, the latter refers to the way in which those words relate to provide meaning of the content of the text (Grabe, 2009).

Although all these insights are relevant for L2 reading development, Grabe's idea of exploring a text through knowledge of both content and structure invites L2 readers not only to develop higher thinking skills, but also to use the intertextual approach to increase comprehension, as readers connect their knowledge to the texts. His approach to reading considers word recognition and lower thinking skills as the base level, already present in the students' schemata.

1.1. L2 Reading

Because in L2 reading contexts there are not only different outcomes with students of English, but also different contexts and situations, is that instruction for L2 reading must engage students into different activities, such as word recognition, grammar knowledge, inferencing, fluency, among others (Grabe, 2009). Each of these components brings different complications for learners that need to be considered in the curriculum.

Bernhardt (2005) proposes a reading model (Figure 1) that describes knowledge as a process that works “synchronously, interactively and synergistically” (2005:140). Thus, the L1 and L2 interact actively and fill in deficiencies that one can encounter in the other.

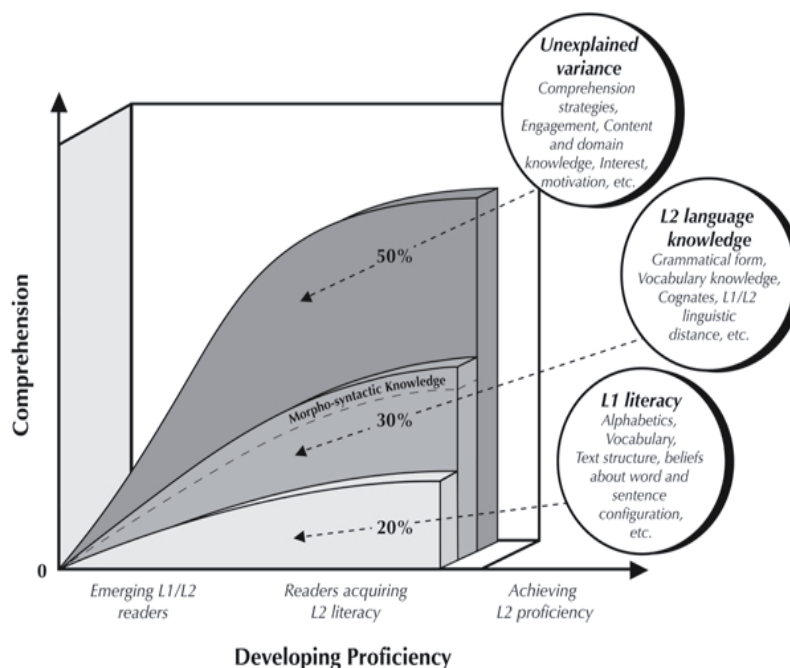


Figure 1: Bernhardt's Compensatory Model of Second Language Reading

Similarly, Grabe (2009) adds that the differences between a reader's L1 and L2, in terms of language systems, may account for a great influence in the paths that that reader will follow into reading in a second language; and so, there may be no significant transfer, but rather a “dual-language processing system” (Grabe, 2009:129). This dual-language “implies continual interactions between the two languages as well as incessant adjustments in accommodating the disparate demands each language imposes” (Koda, 2007:1). However, it is very complex to verify the working system of the dual-language because of the different L1 experiences readers may have (Koda, 2007).

Although Grabe's dual-language processing system deciphers the relationship between the L1 and L2 language systems, Bernhardt's Compensatory Model of L2 reading helps situate this study because it proposes a more practical approach for reading. It describes reading as a continuum in which the L2 student processes the text from the more particular to the more general in order to build a deeper comprehension.

1.2. Approaches to Reading Comprehension

In reading, Loucky (2005) distinguishes Intensive and Extensive reading (Table 1), two approaches that assist learners in the process of gaining fluency, critical thinking, and vocabulary and word recognition. On the one hand, for Loucky (2005), intensive reading emphasizes comprehension in which readers focus on managing the different areas of the text—text type and organization, and core vocabulary—while using reading strategies necessary to generate that knowledge. On the other hand, even though extensive reading aims at giving freedom of choice and reading pace of the reader, it also stresses the importance on analytical and synthetic reading.

INTENSIVE READING SKILLS versus	EXTENSIVE READING SKILLS
Stresses Development of Specific Reading Skills:	A. Self-Chosen Materials often more interesting
A. Word-Recognition (Basic Elementary Phonics)	B. Broader Cross-Cultural Content Encouraged
B. Meaning Comprehension Skills Stressed	
C. Focused Development of Vocabulary,	C. Faster Reading to Increase Speed
Grammar, Study Skills, Inferencing	
D. Comprehending Details vs. Main Ideas	D. Analytical Reading
E. Understand Literal vs. Inferential Data	
F. Understanding Patterns of Organization	E. Synthetic Comparative Reading (Topical)
G. Transitional vs. Relational Words	
H. Understanding Author's Bias & Purpose	F. Improved Motivation for L2 Reading
I. Reading to Increase Comprehension Speed	
1) Scanning to Locate Specific Information	G. Greater Entertainment & Enjoyment
2) Skimming for Main, General Ideas	(Lower Anxiety & Better Affective Factors)
J. Encourages Repeated Encounters (shown to be needed for acquisition of new vocabulary)	H. Wider Range Reading for Pleasure
K. Often uses Simplified Texts & Exercises	K. Stress on using Authentic Readings

Table 1: Intensive and Extensive Reading Skills (Loucky, 2005)

This graduation project focuses on an interactive approach in which both intensive and extensive reading skills are taken into consideration to improve L2 reading comprehension. According to Mountain (2003), ESL/EFL readers benefit from the learning of comprehension, text organization, reading strategies, and literacy skills that intensive reading provides. Similarly, Newman and Green (2004) add the importance of working with “re-telling, summarizing, reflecting, clarifying and sharing reactions” (2004:24) of an extensive course.

1.3. Reading Comprehension processing

In L2 reading, readers apply several processes that help them carry out comprehension. These include bottom-up, top-down, and interactive processes. The first one—bottom-up—is the process in which readers make sense of the text information word by word with little influence on background knowledge (Grabe, 2009).

The second one—top-down—is an active process in which readers actively use a set of strategies to accomplish comprehension. The difference between top-down and bottom-up processes is that with bottom-up, L2 comprehension is done first by the text and then processed by the reader; on the contrary, with top-down processing L2 comprehension is achieved when readers process the text after raising expectations and goals towards it (Grabe, 2009).

Finally, the interactive processing is the mixture of some components from each of the previous models. For example, to contribute to the comprehension of a text, readers might use inferencing and background knowledge combined with word recognition and syntactic parsing (Grabe, 2009). This project focuses on an interactive approach in which L2 students work with both bottom-up and top-down activities to successfully achieve comprehension. Because the students are 10th graders, it is important not to overwhelm them with top-down strategies only, but to combine them with bottom-up strategies as well.

1.4. Model of Comprehension for L2 reading

Instruction should focus on reading components that can successfully contribute to reading comprehension, such as vocabulary, grammar, inferencing, motivation, among others. This idea is based on the premise that each of these components presents a dangerous ground that negatively affects L2 reading comprehension, if they are not mastered by L2 readers (Grabe, 2009).

The inability to move into higher-level thinking without a proper instruction in the lower thinking skills. For this, “a range of fluency practices should be considered in any reading curriculum” (Grabe, 2009:105).

The knowledge of a wide range of vocabulary. This assumption includes knowledge at the levels of phonology, meaning, morphology, collocation and formality, which help build a complex comprehension. Word recognition helps to build deeper knowledge and it is a rich resource for lexical growth (Grabe, 2009).

2. Intertextuality

The term intertextuality was first coined by Julia Kristeva in her research of Bakhtin's relation between discourse and the different class and generational dialects (Haberer, 2007). For Bakhtin (1984), "the life of the word is contained in its transfer from one mouth to another" (202).

From this initial approach, there have appeared a wide range of definitions of intertextuality. Anderson (1977) states that this concept agrees with the psycholinguistic view of reading, the idea that reading is more than just decoding explicit information, but a construction of meaning from an intertextual interaction between reader and text. King-Shaver (2005) connects the term with literature, and states that intertextuality is the readers' connections—consciously or not—between a written work and previously read texts. During the act of reading, readers do not only remember characters, images, or themes from other texts, but also weave them with their own experiences.

Short (2004) makes a comparison between intertextuality and learning. This comparison is very familiar to the one made by Anderson in that, when students learn, they are shaping old concepts with new ones. Similarly, the environment in which such learning occurs needs to foster social interactions, as it is within a collaborative classroom that intertextual thinking and learning are carried out.

The importance of intertextuality for this project relies on King-Shaver's (2005) definition as she offers a framework for developing intertextual studies in the classroom. This framework focuses on the aspects of characters, themes and images that are presented in all literary texts. Also, it suggests that reading strategies that support thinking and analysis would help students make connections with their own lives as they read and share their findings with others.

2.1. *Intertextuality in the L2 Reading Classroom*

Intertextual links, or making comparisons, is a form of higher-level thinking (King-Shaver, 2005). Thus, when teachers encourage students to make connections and provide the context for a correct juxtaposition of texts, readers use higher-level thinking skills of analysis and synthesis.

One way to achieve this is through questioning. Lensky (1998) researched the importance of questioning with 11th graders. After the students finished reading Ibsen's *A Doll's House* and

a number of essays regarding gender issues, the teacher asked questions that activated their higher thinking skills. The students' answers reflected not only great metacognitive skills of their own reading process, but also analysis and critical evaluation of the texts read that were triggered by the style of the questions.

Hathaway (2009) expresses the importance of intertextual links for L2 readers to understand classics. According to the author, intertextuality provides an opportunity for readers to realize that the plots of those texts appear in other texts. For example, the movie *Clueless* is representing Jane Austen's *Emma*. As a consequence, Hathaway recognizes that this study can make L2 readers successfully analyze more complex texts. Her research with pre-service teachers in a YAL (Young Adult Literature) course concluded that a text such as *American Born Chinese* might be helpful to use with high school students because it portrays the difficulties Asian American cultures face. In this way, an intertextual study of both societies, the one in the novel and the one in real life, can give the students the analytical and critical skills necessary to discuss ethnic stereotypes in their own culture.

These studies demonstrate that making connections between texts or with students' experiences improve the understanding of such texts. The reflections made by the readers are intensified with their collaborative work and the strategies used to accentuate the importance of intertextuality in the classroom.

To my knowledge, no studies have addressed intertextuality in the Chilean classrooms or in the Latin American context. Thus, it is a gap the current proposal addresses in order to connect the theory of intertextuality with the practice of it in Chilean schools. Both Hathaway and Lensky's studies provide an empirical ground that opens the research scope to this context.

3. Higher Order Thinking Skills (HOTS)

Dewey (1933) was the first to distinguish between lower and higher order levels of thinking. However, Bloom et.al. (1956) identified a continuum among the strategies and activities, which go through the concrete or low order thinking to a more abstract or higher order thinking. Bloom's taxonomy recognizes lower order thinking skills as knowledge, comprehension and application; and, higher order thinking skills as analysis, synthesis and evaluation.

3.1. HOTS in the EFL classroom

Limbach & Waugh (2010) have developed a five-step process method that encourages higher order level thinking (Figure 2). The first step is focused on writing learning objectives which clearly demonstrate the different uses of higher order level thinking skills. The objectives of the lessons need to successfully lead students from lower order thinking skills to higher skills.



Figure 2: Five-step method for higher level thinking (Limbach & Waugh, 2010)

The second step is teaching through questioning. Limbach & Waugh (2010) state that the first thing teachers need to take into account is the students' background knowledge. The questions need to be in concordance to the level of the students, not only to the students' thinking level, but also to the students' language level. It is important that students get used to higher-level questions and that teachers foster their use in the classroom.

The third step is practice. Teachers must plan activities to practice higher order thinking because "choosing learning activities that allow them to practice, while causing them to critically think, is important" (Limbach & Waugh, 2010:5). The more practice the students have, the more successful the future activities will be.

The fourth step is review, refine, and improve. In this step, teachers need to make sure of what students have or have not learned. That feedback exposes the areas that need to be improved and create new opportunities to move students towards higher order level thinking (Limbach & Waugh, 2010).

Step five is the evaluation of the learning process by the students. It is important that they understand the assessment criteria that will evaluate their work, as well as the criteria they need

use to self-assess their work. Also, the students' feedback provides a substantial source of data for evaluating the outcomes, the effectiveness of the course, and the standards of the curriculum (Limbach & Waugh, 2010).

4. Rationale

This workshop based on the task-based approach provide a real learning opportunities for L2 learners, in which they are encouraged to use the language communicatively in tasks that enhance learning and that yields the needs of the learners recognized from the needs analysis. Thus, the learners use different language functions and skills in completing the pedagogical tasks proposed in this elective course.

The units provide a great amount of authentic, stimulating and challenging material and communicative situations that integrate the four language skills—reading, speaking, writing and listening. “One needs not only to specify both the content (or ends of learning) and the tasks (or means to those ends) but also to integrate them” (Nunan, 1989:15). Thus, this workshop provides learners the opportunity to develop language skills and knowledge with explicit instruction and guided practice to mobilized the language learned during this process.

Pedagogical Proposal

1. Syllabus

Name of the course: Let's read!

Type of Workshop: Elective course

Audience: 10th grade students

English Level: Advanced

Course Length: 1 semester: 16 lessons / 2 semester: 12 lessons

Class Hours: 90 minutes per lesson

Teacher: Marcela Mora Espinoza

E-mail Address: marcelam.espinoza@gmail.com

The design of this 28-pedagogical hour course is based on the task-based approach. The aim is focused on the communicative dimension of the language, as opposed to focus on the form used to create utterances. Also, this course is designed based on Bloom's Taxonomy, in which the lower order thinking skills help develop the right path towards a successful use of the higher order thinking skills, such as critical thinking, analysis, evaluation and making connections.

The course syllabus is based on the results of a Needs Analysis (Appendix A) conducted with tenth graders at school Rubén Castro of Viña del Mar who showed the necessity for using higher order thinking skills in order to achieve reading comprehension. Also, the Needs Analysis informed the design of this elective course with regards to:

- Topic of interest: Teenage issues
- Types of skills: Higher order thinking skills (analyzing, evaluating and creating)
- Preferred type of grouping: pair or group work
- Type of texts: novels

2. Course Description

This elective course seeks to enable students to develop their higher order thinking skills to reach complex comprehension of texts. Students will be able to apply different strategies and higher order thinking skills throughout the lessons. This course is intended for tenth graders from

subsidized schools who, according to *Mapas de Progreso* proposed by MINEDUC in 2009, are able to connect text's content and structure to previous knowledge.

The first two units focus on implementing activities that develop the lower thinking skills. These skills successfully build the development of higher thinking skills in L2 readers.

Instruction for L2 readers will be explicit and will provide direct explanations, guided and independent practice. Reading, speaking, listening and writing competencies are integrated throughout the entire learning process. Technology will be used to enhance and support their development in L2 reading.

3. Course Organization

Each lesson works with, at least, three English language skills and it is expected that students be able to communicate in the target language, solving comprehension tasks through collaborative work. The first two units serve as an introduction to novels and narrative concepts in which the learning focus is on the lower thinking skills, identification, comprehension and application of the elements of a story, like *Geography Club*. The third and fourth units are focused on the fourth and fifth levels of the Bloom's Taxonomy analysis and evaluation of the teenage issues and themes, respectively, presented in the text *The Absolutely True Diary of a Part-Time Indian*. Finally, the fifth unit is a consolidation unit in which the aim is to apply and use existing knowledge to criticize an event of the plot of one of the texts previously mentioned. These texts were selected because of both the proximity to the themes the students will be learning in their English classes—technology, sports and personal relationships—and the proximity to the students' own experiences—problem of identity, love, sexuality, discrimination—and, finally, the daily-life language presented.

The assessment of the units (Appendix C) is done with different activities in which the students show their intertextual connections, reflections, and understanding of the contents and texts. One of the assessments is the KWL (what I already Know, what I Want to know, what I Learned) chart, which seeks to help the readers reflect on their learning. The Reflection Paper Prompt aims to help the learners reflect on their learning process, identify their strengths and weaknesses, and develop metacognitive skills. The Intertextual Handout is a set of questions that encourage readers to make connections between texts in terms of characters, genre, media, and

plot. The Reading Journal aims to help the learners identify instances in the plot, characters' traits, or themes that they find relevant to discuss and to analyze individually during and out of class. The Letter seeks to identify the connection the students establish with another character and their reflection skills. Finally, the Zine is a small magazine in which the students can demonstrate their analysis and research skills.

4. General Objective

At the end of the course, students will be able to present a critical review of a moment of the plot of *Geography Club* or *The Absolutely True Diary of a Part-Time Indian* that includes intertextual links.

5. Course Syllabus

Skills	Unit	Objectives	Proposed Assessment
Lower Order Thinking Skills	Unit 1: Getting to know the text Students will be able to distinguish, show understanding, and identify elements of a story	<ul style="list-style-type: none"> - Lesson 1: Students will define plot, setting and character relating them as part of a story - Lesson 2-3: Students will identify elements of plot using vocabulary from <i>Geography Club</i> - Lesson 4-5: Students will understand the setting relating vocabulary from <i>Geography Club</i> - Lesson 6: Students will identify archetypes in <i>Geography Club</i> 	<ul style="list-style-type: none"> - KWL chart - Reflection Paper Prompt - Reading Journal
	Unit 2: The text and my life Students will be able to understand, describe, and classify types of characters	<ul style="list-style-type: none"> - Lesson 1: Students will describe physical and psychological traits in characters - Lesson 2: Students will describe a character's changes using descriptive language 	<ul style="list-style-type: none"> - KWL chart - Letter - Reading Journal

		- Lesson 3: Students will connect a character's personality and changes with their own personal lives.	
Higher Order Thinking Skills	Unit 3: The text and media Students will be able to analyze, summarize, and suggest solutions to teenage issues presented in the plot	- Lesson 1-2: Students will analyze a teenage issue - Lesson 3: Students will analyze a teenage issue relating the text with videos - Lesson 4-5: Students will summarize facts and opinions - Lesson 6-7: Students will suggest solutions to teenage issues	- KWL chart - Intertextual handout - Reading Journal
	Unit 4: The text and other literary work Students will be able to compare and contrast, evaluate, and give opinions about plot themes presented in poems and short stories that deal with teenage issues	- Lesson 1-2: Students will compare and contrast the theme of identity between the text and a poem - Lesson 3-4: Students will evaluate the theme of prejudice between the text and a short story - Lesson 5-6: Students will give and justify opinions on the theme of discrimination between the text and a poem/short story	- KWL chart - Reading Journal - Intertextual handout
	Unit 5: Criticizing the text Students will be able to criticize a character and plot of a text	- Lesson 1-2: Students will learn about the language of criticism - Lesson 3-4: Students will criticize a dynamic character - Lesson 5-6: Students will criticize the ending of the story	- Zine - Critical Review - Intertextual handout

6. Assessment

The assessment of this workshop will be divided in five sections: class participation/attendance (15%) is assessed each week and depends on the students' delivery each class with a point or a tick (✓). Process assessments (15%) correspond to the three outcomes for each unit. Class work (15%) relates to the individual, peer, and group work of each student; this will be assessed each class with a tick (✓). Journal Entries (25%) correspond to the writing exercise of analysis, synthesis and critical evaluation of a text. The Final Project (30%) correspond to the final outcome of this workshop.

The class grades are assessed according to the following table:

0-59%	3,5	
60-69%	4,0	Lowest acceptable progress
70-79%	5,0	Average progress
80-89%	6,0	Above-average progress
90-100%	7,0	Outstanding progress

SAMPLE ACTIVITIES

The following sample activities belong to Unit 5,
which are divided into 6 lessons (90 minutes per lesson).

Unit 5 Lesson 1-2: Criticism in Literature

Today's objective: To learn about the language of criticism



WARM-UP: Stand up and form a circle. Turn to your right and massage each other's shoulders for 2 minutes. Then, turn to your other classmate, and repeat for another 2 minutes. Then, make a circle with your desks and take a sit.



PRE READING

Activity 1: Imagine the worst or the best text you have read. Tell the classmate sitting next to you what makes it the best/worst.

E.g.: The book is the best one I have read because....
The worst book I have ever read is because

Activity 2: Answer the following questions:

What type of language would you use to criticize (argumentative, descriptive, etc.)?

What other language function, other than criticizing, would you employ (suggestion, giving advice, giving an opinion, etc.)?

Activity 3: Now, share your answers with the class.



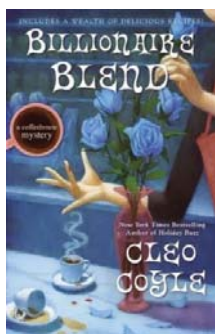
WHILEREADING

Activity 1: Read the book critique (next page) and highlight with different colors adjectives, verbs and collocations that the author uses to critique. Write the ones you are unfamiliar with, look for the word in the dictionary, and create a sentence with each word.

_____: _____
_____: _____
_____: _____
_____: _____
_____: _____
_____: _____
_____: _____

Billionaire Blend by Cleo Coyle

Cleo Coyle always manages to blend topical issues with coffee, recipes, and murder in the Coffee house mysteries. In *Billionaire Blend*, the highly competitive technology and Internet world explodes into Clare Cosi's The Village Blend coffeehouse leaving her to juggle business, a murder investigation, and a rocky relationship.



When the mysterious "Quiz Master" shows up at The Village Blend, Clare's ex-husband Matt Allegro is the only one who recognizes him. But a car bomb blows up the man's limo, knocking out windows and leaving him bleeding in Clare's arms. It's only after she saves his life that she learns he's Eric Thorner, a billionaire who made his money as a tech whiz, developing apps and games. Before he's even recovered, Eric draws Clare into his world of battling billionaires, an elite, dangerous world. But, he offers Clare and Matt an opportunity they find irresistible, the chance to jet around the world to put together a blend of coffee for the wealthiest people in the world. While Matt wants to help the people in poor countries who are growing and harvesting coffee beans, Clare is hoping to get close enough to find the person responsible for almost destroying her beloved coffeehouse, and endangering her staff. To do that, she'll have to find her way into Eric's world.

NYPD detective Mike Quinn isn't happy with Clare's interest in the bombing, but he isn't close enough to help her. Quinn's special assignment in Washington, D.C. has caused a few issues in their relationship. While Clare struggles to maintain a long distance relationship, her daughter, Joy, is going through the same problems with a long distance relationship with another cop. And, a billionaire enticing both mother and daughter doesn't help the suspicions.

I've often said Cleo Coyle's books are not cozy mysteries despite the food and coffee. *Billionaire Blend* deals with issues of third world economies, rivalries in the tech world, and threatening activists. Cleo Coyle is as skillful in blending issues with mystery as Clare Cosi is at blending coffee. In Clare's case, the customers benefit. In Cleo Coyle's case, readers are the beneficiaries of a mix of mystery, money, and menus.

Taken from: lesasbookcritiques.blogspot.com

Activity 2: Read the text again and complete the following graphic organizer:

Word/Phrase	Definition
Nouns: E.g.: <i>Apps</i> <hr/> <hr/> <hr/> <hr/>	<i>Abbreviation for application. A program that performs a task in a computer, cellphone, etc.</i> <hr/> <hr/> <hr/> <hr/>
Verbs: E.g.: <i>Enticing</i> <hr/> <hr/> <hr/> <hr/>	<i>To attract (someone) by offering or showing something that is appealing or interesting.</i> <hr/> <hr/> <hr/> <hr/>
Expressions: E.g.: <i>tech whiz</i> <hr/> <hr/> <hr/> <hr/>	<i>Slang expression to express that a person is talented with technology.</i> <hr/> <hr/> <hr/> <hr/>

Activity 3: Answer the following questions:

- What is Lisa's opinion about the book?

- Does she provide evidence to support her opinion? Can you identify them?

1. Author: _____
2. Character: _____
3. Themes: _____

- Does she examine the elements of the story (characters, plot, setting)? Support your answers with examples.



POST READING:

Activity 1: Check your predictions of the questions from the Pre-Reading section. Were you correct? Explain.

Activity 2: Read the following steps for writing a book critique. Identify the steps in the critique of *Billionaire Blend*. Is the critique of *Billionaire Blend* a good example? Why? Why not?

- **Read the book you will be criticizing:** Pay attention to meaning of the title and the content that support its meaning.
- **Examine the elements of the story:** Plot, setting, character and themes.
- **Create an interpretation of the text taking into consideration the elements of the story:** Decide the author's intended meaning and how successful it is at conveying it.
- **Summarize your interpretation in a concrete and powerful thesis statement**
- **Prove your interpretation:** Use quotations and supportive arguments.

Adapted from: www.wikihow.com/Critique-Literature



REFLECTION: Check on the box that best reflects your performance.


Statement:		
I was able to understand the text		
I was able to discuss with my classmate		
I was able to identify elements of a story		
I was able to analyze the critique		
I learned about the language used for criticizing		

Once you complete the form, cut it and give it to the teacher.



Unit 5 Lesson 3-4: Criticism in Literature

Today's objective: To criticize a dynamic character

 **WARM-UP:** Circle Scramble. Make a circle with your chairs. One student start the game by saying what he likes (e.g.: I like Chinese food). All of you who like Chinese food need to stand up and change seats with another student who stood up.



PRE READING:

Context: Junior is an Indian teenager living in a reservation. He finds out that his life in the *rez* is already written for him, so he decides to change into a white-school and see if there is any hope for him in the outside world.

Activity 1: Read the text and fill in the information with your notes on the characteristics of Junior and the changes you see and remember from your reading.

Junior, <i>The Absolutely True Diary of a Part-Time Indian</i>	
Characteristics	Changes over time

Activity 2: Practice your drawing-conclusions skill by choosing an alternative.

1. The horse reared up on its hind legs, pawing the air and neighing loudly.

What conclusion can you draw from the sentence above?

- | | |
|--------------------------|---------------------------|
| A. The horse was white. | B. The horse was excited. |
| C. The horse was sleepy. | D. The horse was calm. |

2. As his mother honked the horn outside, Tom ran down the stairs, buttoning his shirt.

What conclusion can you draw from the sentence above?

- A. Tom liked to run.
B. Tom was hungry.
C. Tom was hurrying.
D. It was raining

3. As she sat on the front porch, Lulu wiped the sweat from her face and took another drink of water.

- A. It was cold.
- B. Lulu lives in Michigan.
- C. A storm was coming.
- D. It was hot.

4. The line of voters at the voting place grew larger, but no one wanted to leave, although the wait would be very long.

- A. The voters were interested in the election. B. The election workers were gone.
C. There was going to be a riot. D. The voters were being paid.

Copyright © 2013 K12reader.com

Activity 3: Read the following situation and write your conclusion.

Jack is a second-grader who constantly picks on other students in his class. He makes fun of those students who aren't as fast as he is; he picks on those students who are shy; he laughs at students who get in trouble. All in all, Jack doesn't discriminate who he ridicules. One day his teacher, Mr. Miller, kept him inside for recess to talk to him about the behaviors he had been observing. When Mr. Miller asked Jack why he acts the way he does, Jack told him that he thought he was being funny and that the other students laughed when he picked on kids in the room so they must think it's funny, too.

What conclusions can you draw about Jack? _____



READING

Activity 1: Look at the following quotes, find them in the novel *The Absolutely True Diary of a Part-Time Indian* and draw conclusions about Junior.

- ‘I am zero on the rez. And if you subtract zero from zero, you still have zero.’ (p. 16).

- ‘Reardan was the opposite of the rez. It was the opposite of my family. It was the opposite of me. I didn’t deserve to be there. I knew it; all of those kids knew it. Indians don’t deserve shit.’ (p. 56).
-

- ‘. . . I woke up on the reservation as an Indian, and somewhere on the road to Reardan, I became something less than Indian. And once I arrived at Reardan, I became something less than less than less than Indian.’ (p. 83).
-

- ‘I was half Indian in one place and half white in the other. It was like being Indian was my job, but it was only a part-time job.’ (p. 118).
-

- ‘Well, life is a constant struggle between being an individual and being a member of the community.’ (p. 132).
-

- ‘I always knew you were going to leave us behind and travel the world. I had this dream about you a few months ago. You were standing on the Great Wall of China. You looked happy. And I was happy for you.’ (p. 229).
-

Activity 2: Read the quotes again. Complete the following graphic organizer with the quotes. Then, provide other examples from the novel.

Arnold is an Indian	Arnold is a part-time Indian
Arnold is a fighter	Arnold is a nomad



POST READING

Activity 1: Get in groups of 4 and discuss the changes that Arnold has gone through during the novel. You can guide your discussion with the following prompts:

- Think of 3 adjectives of Junior at the beginning and end of the novel

Beginning

End

1: _____ 1: _____
 2: _____ 2: _____
 3: _____ 3: _____

- Think of turning points for Junior (a change with beneficial results)

1: _____
 2: _____

- Complete the image with his physical and psychological description





Activity 2:  Share your discussion with the class.

[illegible]



REFLECTION: Check on the box that best reflects your performance.


Statement:		
I was able to understand the video		
I was able to retrieve information from the video		
I was able to draw conclusions		
I was able to support information		
I was able to identify information and analyze it		
I was able to criticize a dynamic character		

Once you complete the form, cut it and give it to the teacher.



Unit 5 Lesson 5-6: Criticism in Literature

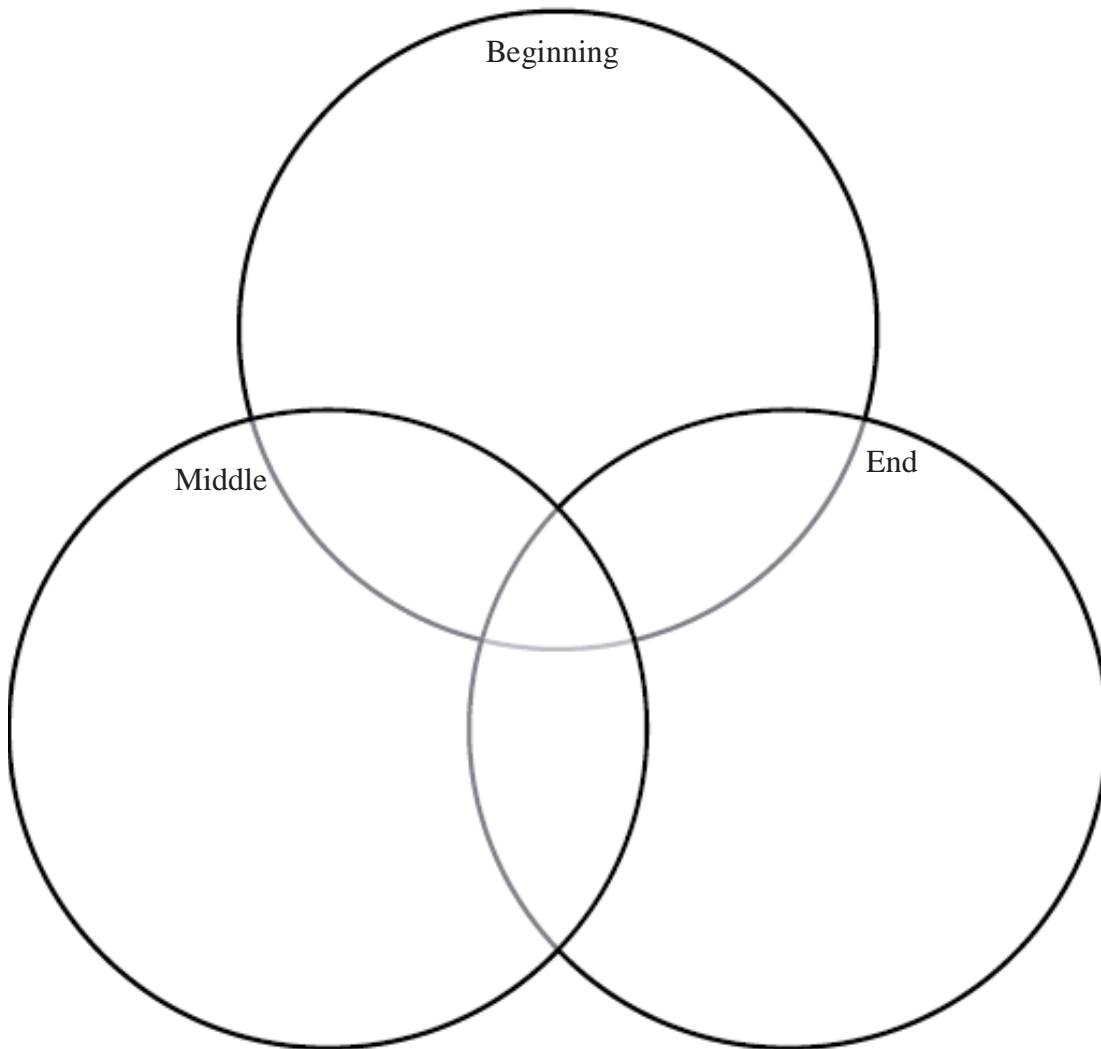
Today's objective: To criticize the ending of the story

 **WARM-UP:** Get in 2 groups. Each group will answer 5 questions in which you will watch extracts of the endings of films. You need to choose the right title of the movie as fast as possible. You will have 5 seconds to watch and answer.



 **BEFORE SPEAKING**

Activity 1: Complete the following Venn diagram with information you remember from last class about Arnold at the beginning, middle and end of the story. You can complete your answers using the text.



Activity 2: Write a paragraph of at least 8 sentences synthesizing the events you identified in the previous activity. Use the vocabulary from the ‘Language of Literary Analysis’ handout given during Unit 3.

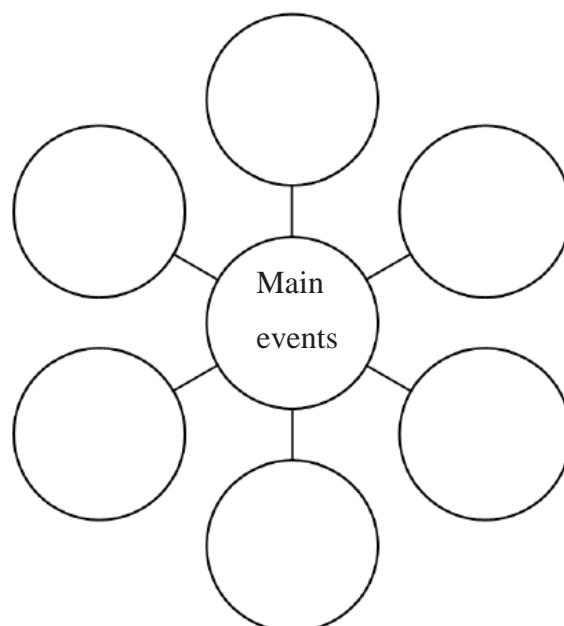
Remember that for synthesizing you need to:

- ✓ Gather all the information
- ✓ Discriminate what is more important
- ✓ Use the information to make a decision, solve a problem or draw conclusions



SPEAKING

Activity 1: In groups of 4, discuss and write down, in this bubble map, the main events from the end of the story. Use the ‘Language of literary analysis’ handout to express your ideas to the group.



Activity 2: Get together with other classmates, analyze the ending of the story (events, resolutions, etc.) and write the ideas from the discussion in this Think-Pair-Share activity.

Prompt or Question	What I Thought	What My Partner Thought	What We Will Share
EX: How does Arnold change throughout the story?	He changes in personality. He embraces his identity.	He has more friends and realizes that the color of the skin or the identity of someone does not matter.	We will share that Arnold goes through several changes. One of them is the change in identity.

Activity 3: Now, share with the class.

POST SPEAKING:

Activity 1: Look at the following definition of the Reader Response Criticism. Use it to criticize the end of the story (events, resolutions, etc.). Before writing your insights, plan your work and write the steps you will take in the following list.

* Reader-Response Criticism: This approach takes as a fundamental tenet that "literature" exists not as an artifact upon a printed page but as a transaction between the physical text and the mind of a reader. It attempts "to describe what happens in the reader's mind while interpreting a text" and reflects that reading, like writing, is a creative process. According to reader-response critics, literary texts do not "contain" a meaning; meanings derive only from the act of individual readings. Hence, two different readers may derive completely different interpretations of the same literary text; likewise, a reader who re-reads a work, years later, may find the work shockingly different. Reader-response criticism, then, emphasizes how "religious, cultural, and social values affect readings. Though this approach rejects the notion that a single "correct" reading exists for a literary work, it does not consider all readings permissible: "Each text creates limits to its possible interpretations."

Adapted from: <http://www.olemiss.edu/depts/english/courses/web/fall96/litcrit.txt>





Process Steps

☆	
☆	
☆	
☆	
☆	
☆	
☆	



REFLECTION: Check on the box that best reflects your performance.

Statement:		
I was able to make connections within the text		
I learned new vocabulary		
I was able to use new vocabulary in speaking activities		
I was able to discuss with my classmates		
I was able to analyze the ending of the text		
I was able to plan my process and organize it into steps		
I was able to criticize the end of the story		

Once you complete the form, cut it and give it to the teacher.



References

- Anderson, R. (1977). The Notion of Schemata and the Educational Enterprise. In R.C. Anderson, R.J. Spiro, and W.E. Montague (Eds.). *Schooling and the Acquisition of Knowledge*, 415-32. Hillsdale, NY: Erlbaum.
- Bakhtin, M. (1984). *Problems of Dostoevsky's Poetics*. Minneapolis: University of Minnesota Press, 201.
- Bernhardt, E. (2005). Progress and Procrastination in Second Language Reading. *Annual Review of Applied Linguistics* 5(133-150)
- Bloom, B., Krathwohl, D. & Bertram Masia. (1956). Taxonomy of Educational objectives—Handbook 1: The Cognitive Domain. New York: David McKay.
- Chilean Government. (2000). Plan Nacional de Fomento de la Lectura: Lee Chile Lee. Santiago: Consejo Nacional de la Cultura y las Artes.
- Dewey, J. (1933). *How we Think*. New York: D.C. Heath and Company.
- Grabe, W. (2009). *Reading in a Second Language: Moving from Theory to Practice*. New York: Cambridge University Press.
- Grabe, W. & Stoller, F. (2002). *Teaching and researching reading*. Pearson Education.
- Haberer, A. (2007). Intertextuality in Theory and Practice. *Literatiura* 49(5).
- King-Shaver, B. (2005). *When Text Meets Text: Helping High School Readers Make Connections in Literature*. Portsmouth, NH: Heinemann.
- Hathaway, R. (2009). More than Meets the Eye: Transformative Intertextuality in Gene Luen Yang's *American Born Chinese*.
- Koda, K. (2007). Reading and Language Learning: Crosslinguistic Constraints on Second Language Reading Development. *Language Learning*, 1(44).
- Lensky, S. (1998). Intertextual Intentions: Making Connections across Texts. *Clearinghouse* 72(2) 74-80.
- Limbach, B. & Waugh, W. (2010). Developing Higher Level Thinking. *Journal of Instructional Pedagogies*.
- Loucky, J.P. (2005). Combining Beneficial Strategies from both Intensive and Extensive Reading Approaches for more Effective and Enjoyable Language Learning. In K. Bradford-Watts, C. Ikeguchi & M. Swanson (Eds.). *JALT2004 Conference Proceedings*. Tokyo: JALT.

- Mineduc. (2009). Mapas de Progreso del Aprendizaje. Santiago, Editorial Valente.
- (2009). Programa Inglés, Actualización Curricular. Santiago, Editorial Valente.
- Mountain, L. (2003). *Ten essential vocabulary strategies: Practice for success on standardized tests*. Educators Publishing Service.
- Newman, K., & Green, B. (2004). Book Clubs for Extensive Reading. *Language Magazine*, 3(12), 24-29.
- Nunan, D. (1989). Designing Tasks for the Communicative Classroom. Cambridge: Cambridge University Press.
- Short, K. (2004). Researching Intertextuality with Collaborative Classroom Environments. In *Uses of Intertextuality in Classroom and Educational Research*, 376. Greenwich, CT: Information Age Press.
- Universidad de Chile (2011). Estudio sobre el Comportamiento Lector. Santiago, Universidad de Chile.
- Vasegui, R., Gholami, R., & Barjesteh, H. (2012). Critical Thinking: an Influential Factor in Developing English Reading Comprehension Performance. *Advances in Asian Social Science (AASS)* 2(1).

Appendix A: Questionnaire

Needs Analysis

General Objectives for the needs analysis:

1. To self-assess the students' English abilities
2. To identify the students' preferences for reading & speaking activities
3. To identify the students' preferences for higher-order thinking activities that involve texts.

Instruction: Choose the alternative that best represents your situation:

1. Tick (✓) the option that best describes your situation in the box.

	Poor	Average	Good	Excellent
Reading skill				
Speaking skill				
Writing Skill				
Listening Skill				

2. Tick (✓) the option that best describes your situation in the box.

	Strongly disagree	Disagree	Agree	Strongly agree
I would like to improve my speaking skill				
I would like to improve my reading skill				
I would like to improve my writing skill				
I would like to improve my listening skill				

3. Order the following skills from 1 (less important) to 4 (more important).
 - a. Speaking ____
 - b. Listening ____
 - c. Reading ____
 - d. Writing ____
4. Which of these types of texts do you read in Spanish?
 - a. Short novels ____
 - b. Short stories ____
 - c. Poems ____
 - d. Classics ____
5. Which topic are you most interested in?
 - a. Romance ____
 - b. Cross-cultural ____
 - c. Teenage issues ____
 - d. Social issues ____

6. How much time do you dedicate to reading?

- a. No time ____
- b. 1 hour/day ____
- c. 2-3 hours/day ____
- d. 4+ hours/day ____

7. Tick (✓) the option that best describes your situation in the box.

	Strongly disagree	Disagree	Agree	Strongly Agree
1.- I have a great time comprehending a text				
2.- I have a great time summarizing the main ideas of a text				
3.- I have a great time identifying different elements in a text (plot, characters, etc.)				
4.- I have a great time analyzing main ideas of a text				
5.- I have a great time critically evaluating a text				

8. Tick (✓) the option that best describes your situation in the box.

	Strongly disagree	Disagree	Agree	Strongly agree
I prefer discussing in small groups				
I prefer giving my opinion to the class				
I prefer presenting in front of the class				
I prefer performing a dialogue to the class				
I prefer reading aloud to the class				
I prefer starting or closing a conversation				
I prefer conducting a debate				

9. Tick (✓) the option that best describes your situation in the box.

	Strongly disagree	Disagree	Agree	Strongly agree
I have a great time explaining my ideas				
I have a great time describing something				
I have a great time asking questions				
I have a great time justifying my opinions				
I have a great time clarifying my understanding				
I have a great time making comparisons				
I have a great time agreeing or disagreeing				

10. How much time do you dedicate to speaking in English?

- a. 1 hour/day ____
- b. 2 hours/day ____
- c. 3-4 hours/day ____
- d. 4+ hours/day ____

11. What do you do when you do not understand a text? Tick (✓) in the box.

	Never	Sometimes	Often	Always
I read more texts about the author				
I read more about the topic of the text				
I read other texts on the same topic				
I ask a teacher or adult for help				

12. When you read an interesting text, what do you prefer to do to keep exploring the topic?

Tick (✓) in the box.

	Never	Sometimes	Often	Always
I listen to songs related to the topic				
I read more texts related to the topic				
I explore other genres that have the same topic. Ex: plays, poetry, novels, etc.				
I look for videos related to the topic				

Appendix B: Needs Analysis' Results

The Needs Analysis was designed following Dudley-Evans' guidelines.

In this graduation project, the objectives are written based on the students' Needs Analysis. The participants who answer the questionnaire were thirty tenth graders from Colegio Rubén Castro Diurno from Viña del Mar, which is a subsidized school. The students have 4 hours of English a week and work with the textbooks given by the Ministry of Education.

The questionnaire was presented in English because the students' levels of English are intermediate and advanced. The questions sought to find out the students' preferences toward reading comprehension and speaking, as well as their preferences and for activities that involve higher thinking skills and intertextual connections.

Most of the students showed that they would like to improve reading and speaking, as they are thought to be an important way to improve vocabulary, comprehension and communication skills in English. Even though the results showed that the students are good at these two skills, they do not dedicate much time to them outside of school—49% of the students indicated they do not spend any time in reading, and 67% spend 1 hour a day in speaking outside the classroom.

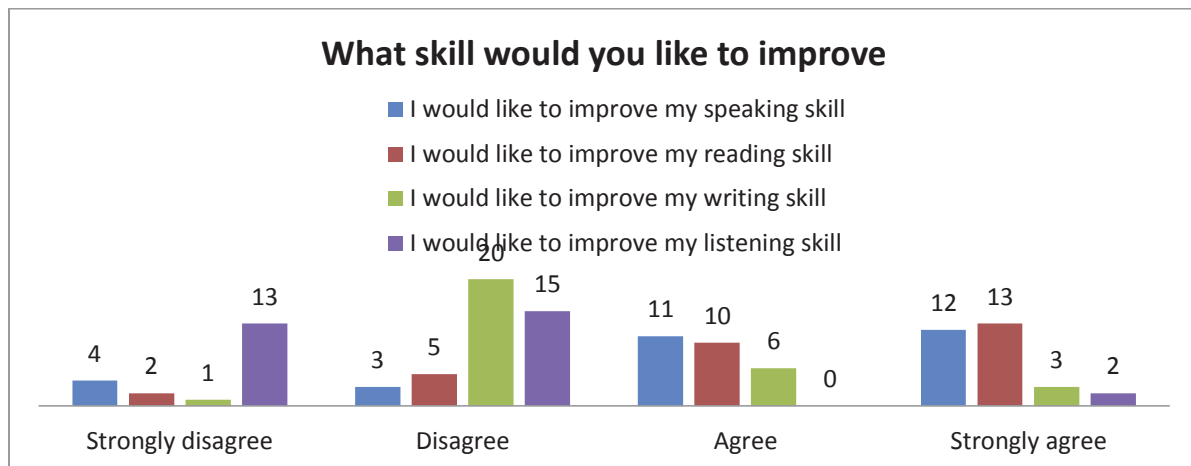
The results also showed the need for working on their HOTS and lower order thinking skills, as 15% of the students indicated that they are able to neither comprehend a text, nor identify elements in a text, such as plot, characters, etc. This result shows a real need for instruction in the lower and higher order thinking skills to help students be able to better understand a text. Although this, most students stated they can apply both the lower and higher order thinking skills. Also, their results in the intertextual strategies section showed that they are familiar with the strategies, but needed to be refined—for example, 44% of the students indicated they always read more texts about the author when they do not understand a text, against a 3% who never do it. All of these results provide a gap for this proposal.

The English language should not be just about grammar or the skills, but also to facilitate learning in other areas that help the students be better individuals and critical of the world they live in.

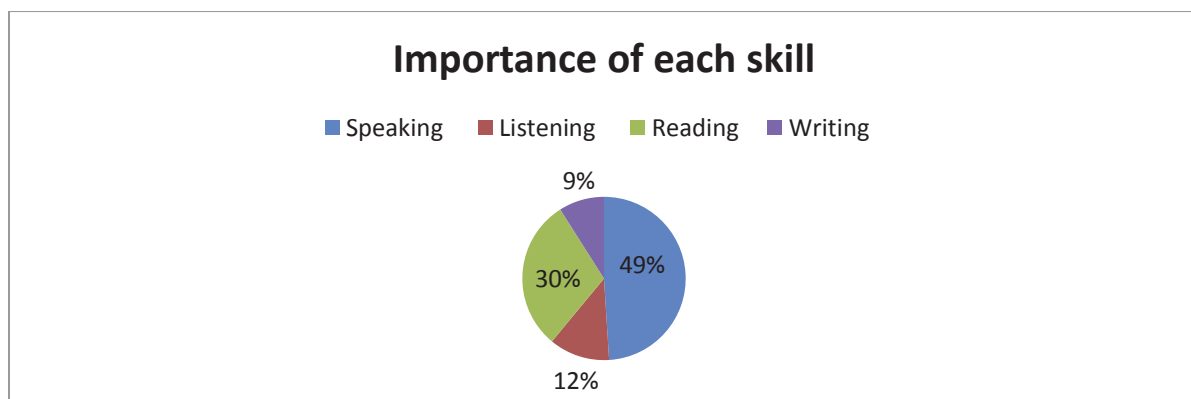
1. Tick (✓) the option that best describes your situation in the box.



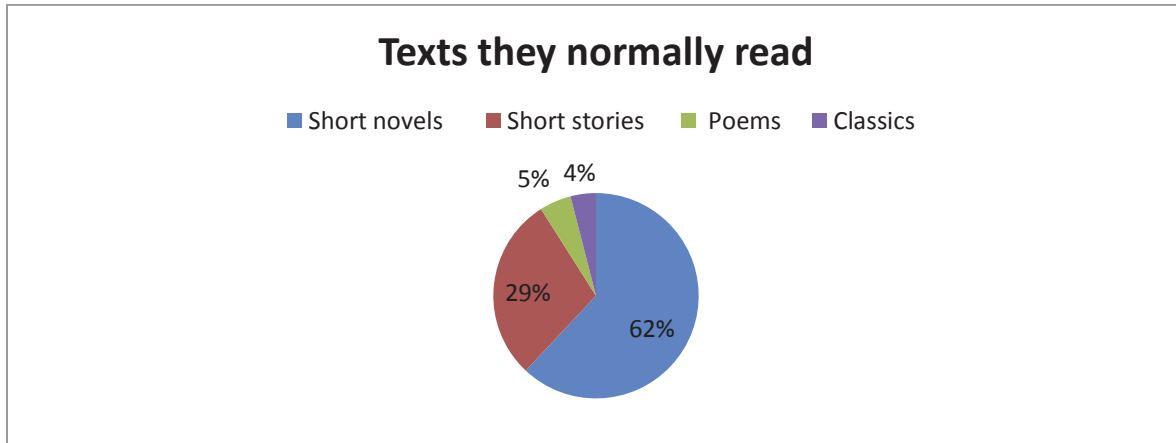
2. Tick (✓) the option that best describes your situation in the box.



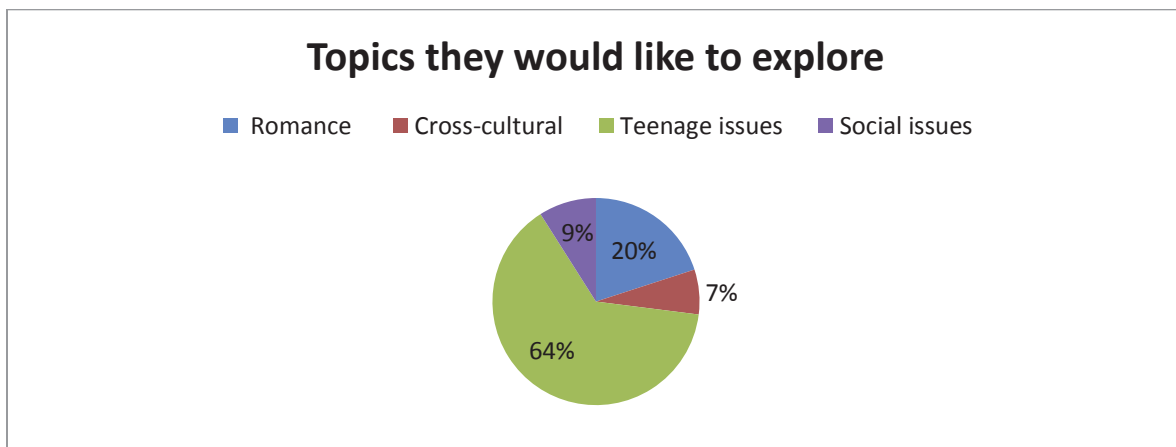
3. Order the following skills from 1 (less important) to 4 (more important)



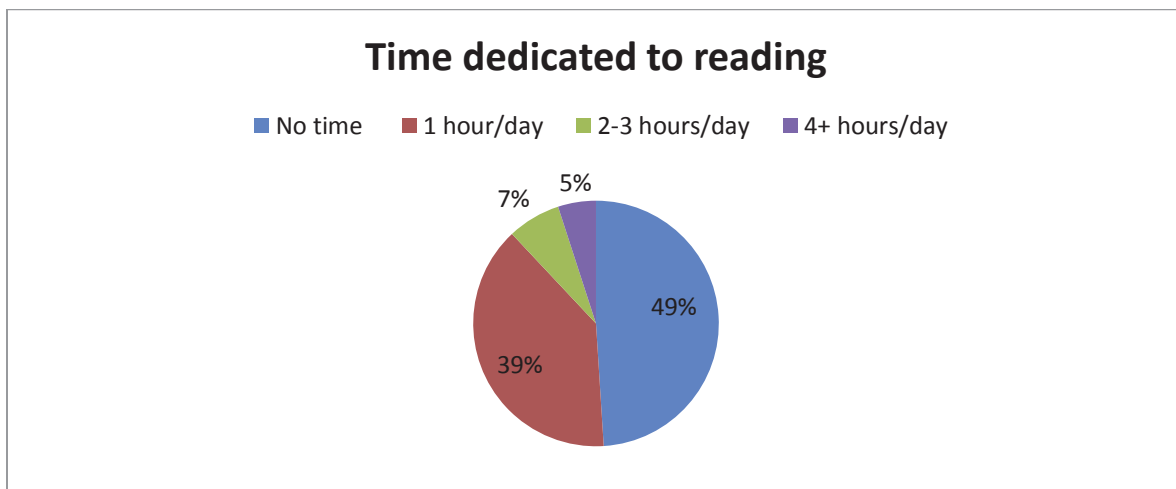
4. Which of these types of texts do you read in Spanish?



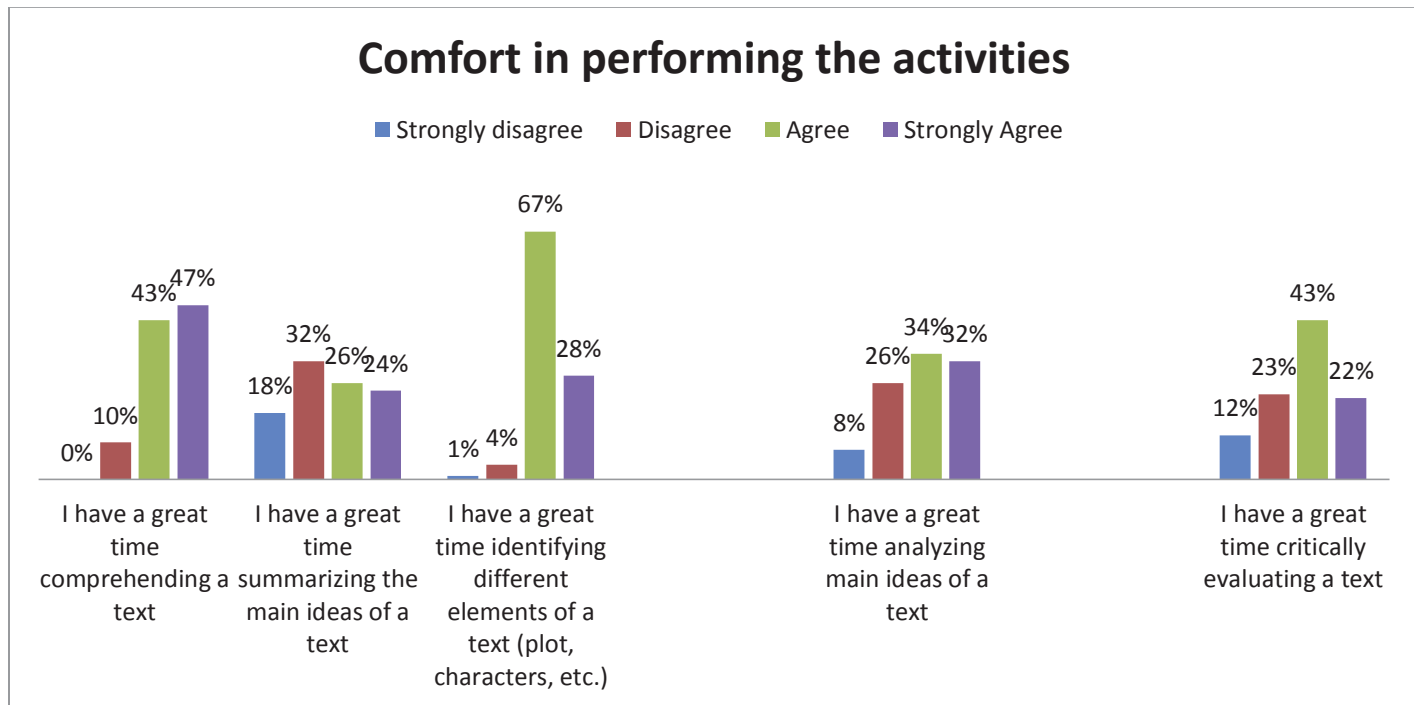
5. Which topic are you most interested in?



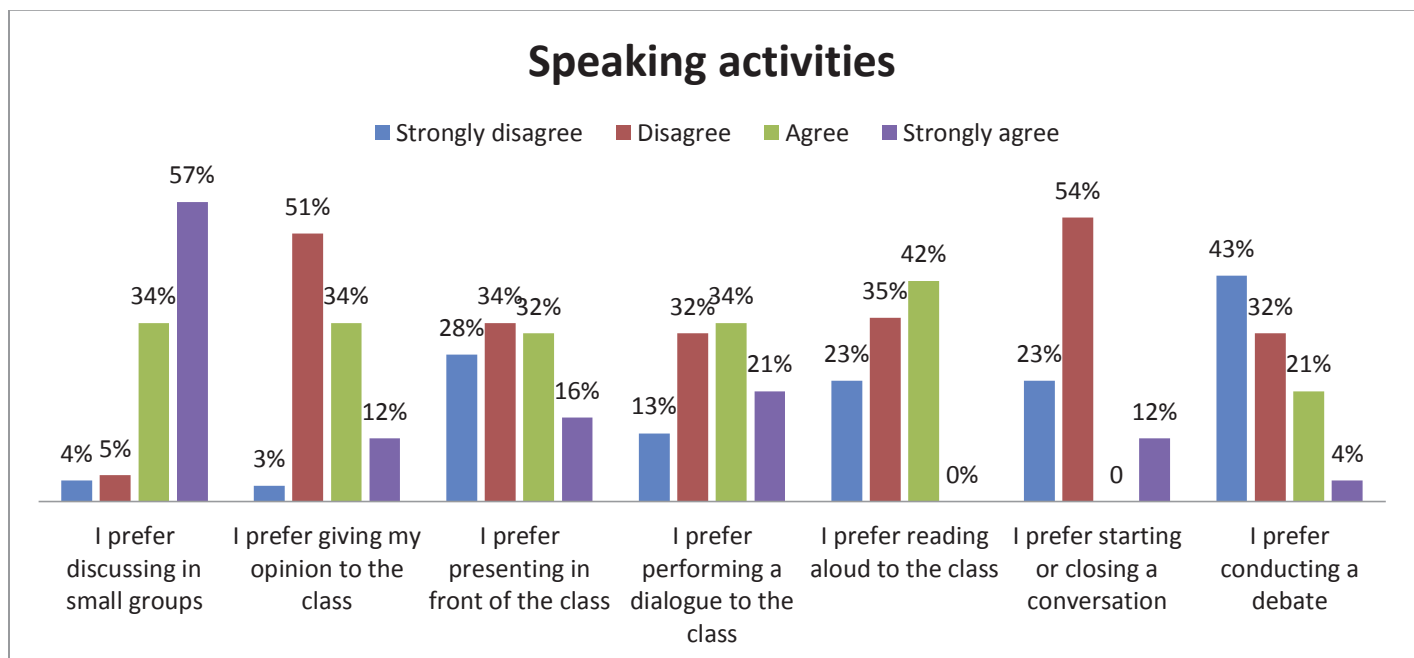
6. How much time do you dedicate to reading?



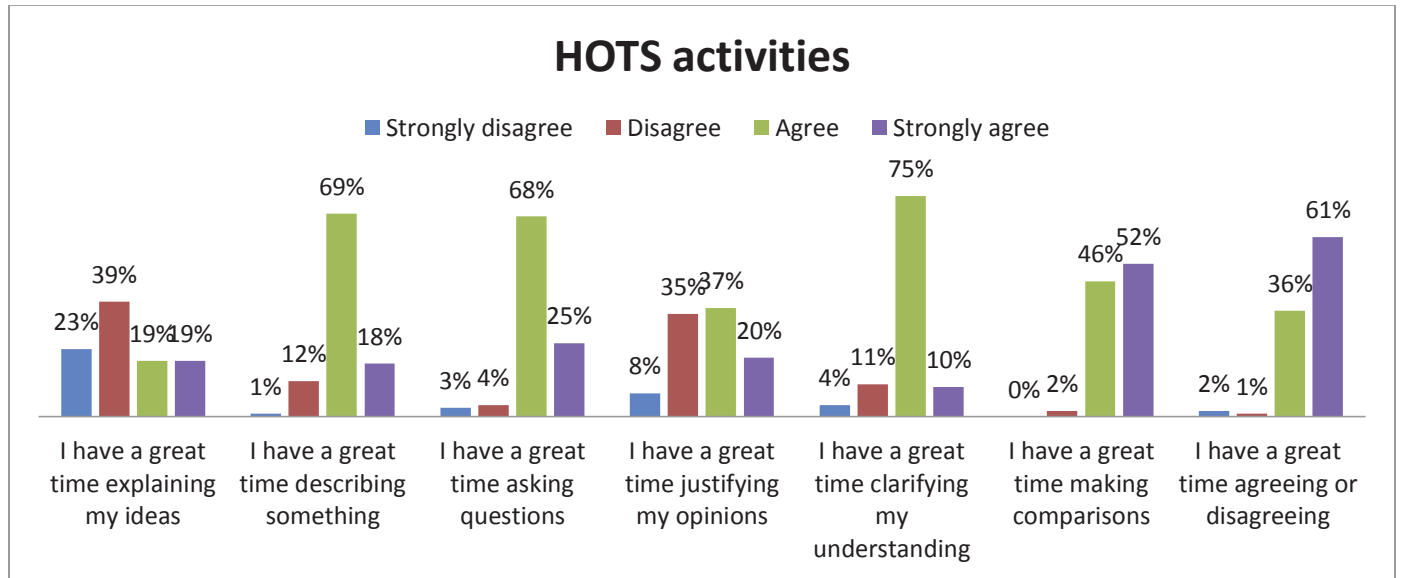
7. Tick (✓) the option that best describes your situation in the box.



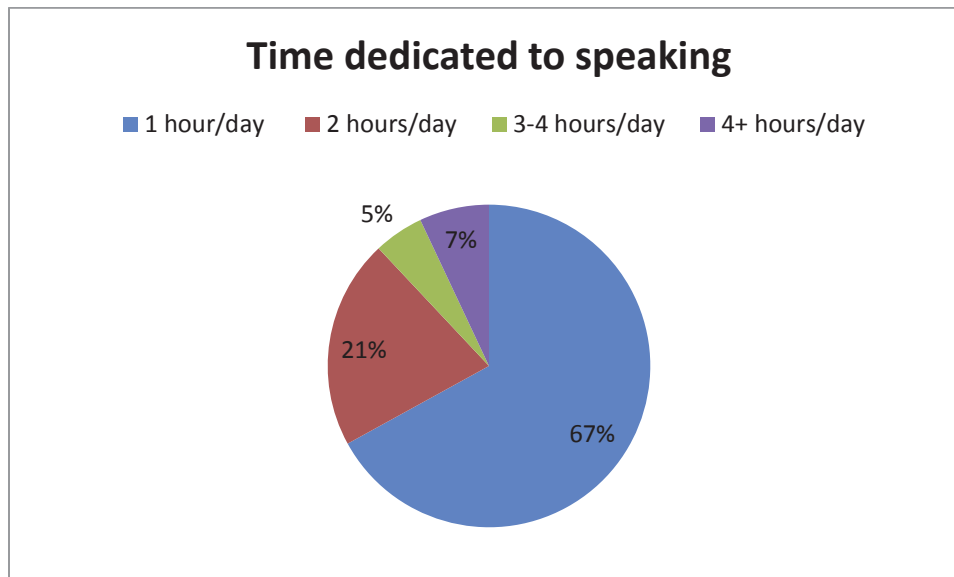
8. Tick (✓) the option that best describes your situation in the box.



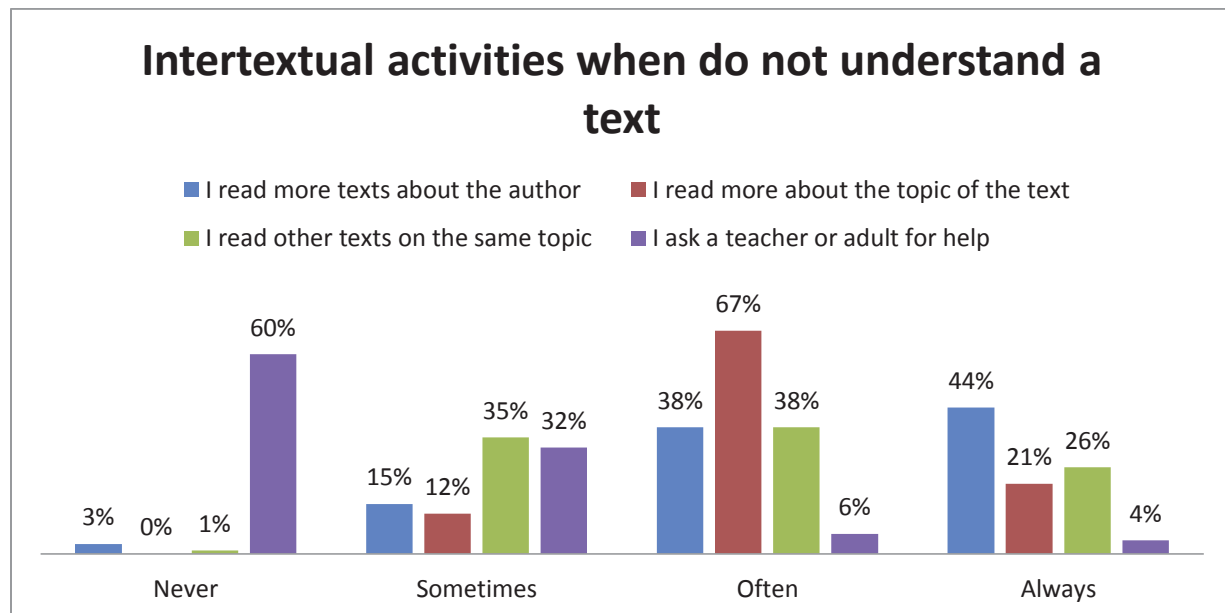
9. Tick (✓) the option that best describes your situation in the box.



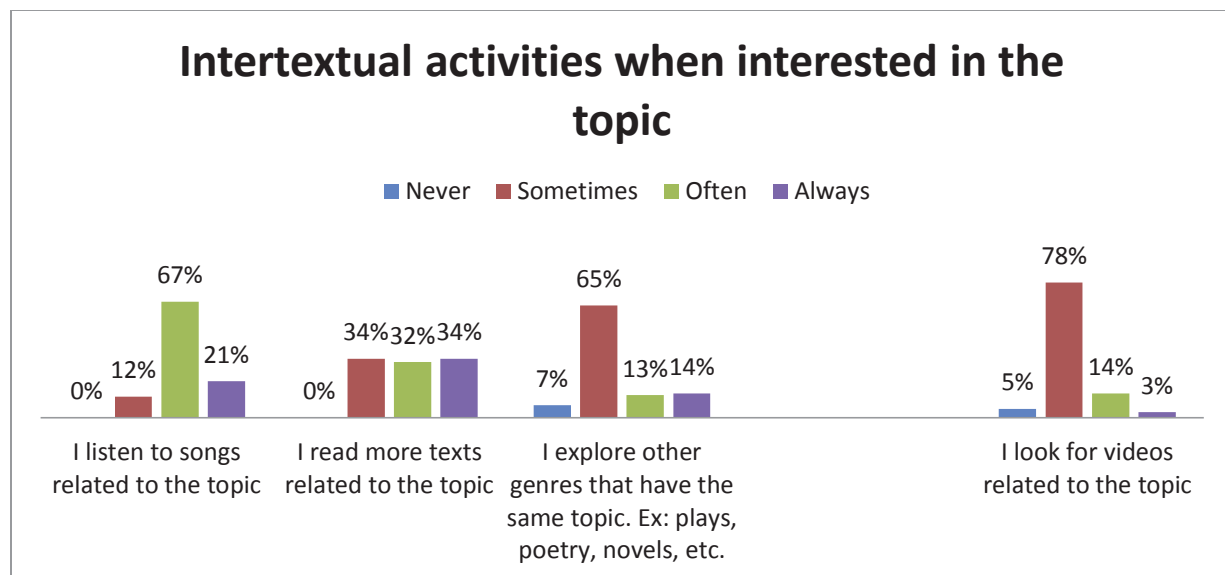
10. How much time do you dedicate to speaking in English?



11. What do you do when you do not understand a text?



12. When you read an interesting text, what do you prefer to do to keep exploring the topic?
Tick (✓) in the box.



Appendix C: Assessment

Name: _____ Date: _____

KWL Chart: List details in the first two columns during the first class. At the end of the unit, fill in the last column after completing the unit.

TOPIC: _____		
What I Know	What I Want to Know	What I Learned

Name: _____ Date: _____ Grade: _____

Reading Journal Rubric

Criteria	1	2	3	Result
Summary of what was read	The entry does not include any summary of the text	Summary is weak in content and difficult to follow	Summary is very clear and precise. It is also informative and strong in content	
Personal reactions to characters, plot and text	The entry does not include any personal reaction	The reaction presented does not include examples or explanations. The word choice is average	The reaction is explained with great details using clear explanations and examples from the text	
Connections with the characters, plot or themes.	The entry does not show any connections, or they are irrelevant	The connections are relevant, but lacks support and details	Connections are relevant and are explained with great details	
Predictions of what is to come	The prediction is unrealistic and does not include any explanation	The predictions are not relevant but show adequate support and explanation	The predictions are relevant and realistic which are explained and supported thoroughly	
Reflection	The entry does not include a reflection	The reflections do not connect to the content of the entry or are weak	Reflections are thoroughly explained and supported	

Comments: