

IMPROVING READING COMPREHENSION SKILLS OF AN OVERCROWDED AFRO-COLOMBIAN GROUP*

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ABSTRACT

In many Colombian high schools, students have difficulties developing their English reading skills. The main goal of this study was to motivate afro-Colombian teenage students in an overcrowded classroom in order to improve their English reading comprehension skills for communication by means of a unit of work, which was designed and implemented as part of a school project entitled 'Our region in the news'. The study was carried out with a group of African-Colombian teenage boys from Tumaco, a small coastal town located in Southwest Colombia and bordering on Ecuador. The results indicated that the students' motivation to study English increased, their reading comprehension skills bettered, and they were able to dramatize socio-cultural events.

Key words: motivation, school project, task, unit of work, reflective teaching.

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RESUMEN

Muchos estudiantes de bachillerato en Colombia tienen dificultades en el desarrollo de sus habilidades de lectura en inglés. Para contribuir a solucionar este problema, se realizó este estudio con el propósito de motivar a los estudiantes para mejorar sus habilidades de comprensión de lectura. Para el efecto se diseñó y se ejecutó una unidad de trabajo, como parte de un proyecto escolar titulado 'Nuestra Región en las Noticias'. El estudio se desarrolló con un grupo de adolescentes de una institución educativa de Tumaco, una ciudad costera ubicada en el sur-occidente de Colombia cerca a la frontera con el Ecuador. Los resultados indicaron que los estudiantes demostraron una mayor motivación para el estudio del inglés, sus habilidades de lectura mejoraron y al final de la unidad los estudiantes fueron capaces de participar en dramatizaciones sobre temas de su región.

Palabras clave: motivación, proyecto escolar, tarea, unidad de trabajo, enseñanza reflexiva.

RESUME

Cet article présente les fondements théoriques et méthodologiques ainsi que les circonstances qui participent à la conception et à la mise en œuvre d'un modèle d'une unité de travail, conçue comme unité de base d'un projet scolaire laquelle a été menée avec un groupe d'étudiants afro-colombiens à Tumaco, Nariño. L'objectif était de concevoir et de mettre en œuvre un modèle d'une unité de travail comme unité de base d'un projet d'école intitulé «Notre région dans les Nouvelles», afin de motiver un groupe de jeunes étudiants afro-colombiens et d'améliorer ainsi leurs compétences de lecture et de compréhension de textes en anglais.

Mots clés: La motivation, le projet d'école, tâche, unité de travail, l'enseignant réflexif.

INTRODUCTION

I have taught English as a foreign language to afro-Colombian teenagers in the Colombian public school system in Tumaco, Colombia for more than twenty years. In spite of my long-term teaching experience, this is the first time I have carried-out a teaching proposal different from traditional grammar-based design. For this study, I implemented a school project entitled "Our region in the news", with the intention of improving basic English-language reading skills.

I will refer to the theoretical and methodological academic foundations and also will describe the main circumstances surrounding the design and implementation of a model of a unit of work as a basic unit

of the syllabus. Rather than doing a blind application of any particular methodology, this research demonstrates how English teachers can take elements from their own experiences and use them in the design and implementation of an experimental study.

THEORETICAL BACKGROUND

Motivation in Foreign Language Learning. It is defined as the need or desire the learner feels in acquiring a second language and it is considered by Nida (1956), and Gardner and Lambert (1972) as the most important factor in the process of learning. Recent learner-centered approaches have emphasized the teacher's function as a 'facilitator', 'provider of materials' or 'helper', who guides the learner into taking more responsibility for his or her own learning. Girard (1977) insists that the teacher's job is to motivate learners. Motivation plays a key role in second language learning processes; if there is a lack of inclination towards language learning, it will not take place. Teachers also need to take into account students' interests, lacks, and needs. Learners should be allowed to make decisions by directly participating in the curricular program.

"Authentic" or "adapted" texts in the English Classroom. There is a strong belief that texts written for native speakers are authentic, and they are therefore the ones most commonly used in the English classroom. However, Widdowson (1978) makes a differentiation between "genuineness" and "authenticity" in teaching materials. "Genuineness" is a characteristic of the text itself, mainly according to its origin and its purpose, while "authenticity" is the relationship between the text and the reader, chiefly the attitude and response of the reader toward the text.

As a consequence, an "adapted" text would not be 'genuine', but a 'genuine' text is not necessarily better than an "adapted" text. What is really meaningful here is the response that the reader brings to the text. When the readers respond as they would in real life, we have an 'authentic' response. If after reading the text, however, students are called-on to answer questions of comprehension, they are denied the chance of eliciting an authentic response toward the text.

In general, it seems that language experts emphasize the 'authenticity' of the readers' response, rather than the 'genuineness' of the original text. This emphasis provides validity to the use of simplified texts, considering the positive effects upon motivation and confidence in students. Nevertheless, to simplify 'genuine' written texts may not be the only option. If the target of reading texts in a foreign language is to understand

'genuine' written discourse, a gradual introduction of these texts in the classroom would be an appropriate step.

Testing Reading as a Way of Integrating Skills. Grellet (1981) proposes the concept of "reading for communication" and supports the integration of reading with other skills, allowing the introduction of other related skills, such as speaking and writing about the written texts. In this way, the activity of reading becomes a means to an end in itself. The concept of "reading for communication" turns the reading activity into part of an integrative strategy of practicing English. Although reading a text can be the starting point for a classroom session, it can lead to the improvement of — and put into practice — other communicative skills, such as speaking, writing and listening to the content of the text.

Tasks for the Development of Reading Skills and Communication. The performance of a task is currently considered to be the most effective means of promoting Second Language Acquisition (SLA) in the classroom today. According to Nunan (1989) "recent findings in psycholinguistic research seem to back up the desirability of a task-based approach to second language teaching". For Burden and Williams (1997) a task is "anything that learners are given to do (or choose to do) in the language classroom to further the process of language learning".

For Batstone (1994) 'good' tasks encourage learners to attend to meaning, give learners flexibility in solving problems in their own way— calling upon their own choice of strategy and skill; involve learners in a way that their own personalities and attitudes are central, are challenging but not excessively demanding; raise the learners' awareness of the use of the language process and encourage them to reflect upon their own language usage.

Units of work and tasks. Units of work are tasks that tend to be short-term, are centered on a specific theme and take place within the classroom. For Estaire (1994) a unit of work is a series of class hours centered on a theme. The language learning objective is to develop students' ability and knowledge to do something in the foreign language which they were unable to do in the past. The main characteristics of a unit of work are: it takes three to five class hours and it is a coherent sequence of tasks leading to fulfill a goal. Students might learn new language (e.g. new vocabulary, grammar, functions) or they may rely on previous knowledge, which is then recycled to allow an on-going evaluation of the learning process.

Etaire (1990) proposes a six-stage framework in planning a unit of work:

- a. Determine the topic, taking into account students interests, experience and level.
- b. Plan final tasks to be done at the end of the unit.
- c. Determine the objectives.
- d. Specify contents which are necessary/desirable to carry out final tasks(s): thematic aspects to be dealt with, which will determine linguistic content or other content.
- e. Plan the process: determine communication and enabling tasks which will lead to final task(s); select/adapt/produce appropriate materials for them; structure the tasks and sequence them to fit into class hours.
- f. Plan instruments and procedure for evaluation of process and product (built in as part of the learning process)

Teacher and Learner Roles. The implementation of tasks implies a particular role for both teacher and learners. The teacher becomes coordinator of the learning process, according to a role, which is consistent with the greater independence and responsibility placed on the learner. The teacher carries the responsibility for the learning process as a whole and retains the right to intervene with help, advice, or to set fresh targets (Legutke and Thomas, 1991).

Also, the learner's role is more demanding because a certain amount of power and control is transferred over to him or her. This may cause conflict for learners who have previous learning experiences or cultural considerations opposed to this notion. For Legutke and Thomas (1991) project work is essentially a form of experiential learning because students learn through doing and experiencing.

GENERAL GOAL

To motivate afro-Colombian teenage students in an overcrowded classroom to improve their reading skills and comprehension of English texts by means of a unit of work as part of a school project entitled 'Our region in the news'.

Specific Objectives

- To determine the impact of the unit of work on increasing student motivation toward reading texts in English.
- To verify the impact of the project on teachers' concepts and practices in teaching an English curriculum.

JUSTIFICATION

In spite of my long-term teaching experience, this is the first time I carried-out a teaching proposal different from the traditional grammar-based approach. I implemented a project entitled "Our region in the news", in order to improve basic English-language reading skills.

My decision to implement this project was mainly to explore new ways of teaching English. Traditional Presentation Practice and Production (PPP) procedures have not satisfactorily responded to the types of problems encountered by English-language teachers, i.e.: lack of student motivation, short term learning, and lack of student autonomy and discipline. Efforts to improve traditional PPP procedures have proven insufficient, which have lead to a pervading sense of frustration in the area of teaching English as a foreign language.

According to a survey about student motivation involved in this project, (a group of 35 teenagers with an average-age of 16 from Tumaco, Nariño), their expectations to learn English were very low. However, when students were asked to express their opinion on the importance of English in relation to their present and future expectations, they exhibited a contradiction in their responses: they argued that speaking English was very important, and necessary to tackle present and future challenges in their lives.

METHOD

Action Research in the Classroom. Action research in the classroom is the research of an individual teacher in his/her classroom carrying out investigations into teaching and learning in very specific contexts, with very specific groups of learners. According to Kemmis and McTaggart (1988) action research has three main characteristics: It is carried out by classroom teachers rather than by outside researchers, it is collaborative, and it aims at changing things.

The aim of action research is not to arrive at universal truths, but only to learn more about ourselves (at the moment), our teaching (at the moment), our learners (at the moment) and their learning (at the moment) as Parrott (1996) proposes.

Collecting Data: Framed within the paradigm of doing and reflection at the same time, the study required a register of actions and their results together with ideas and reflections. The teacher diary was the main source of data collection. Although anecdotal, fragmented and subjective, it provided very important clues about what I observed, what

I thought and what I did during the process of the design and execution of the unit of work. Moreover I gathered the opinions and comments of the students. With this last component, the diary became a kind of inter-subjective instrument and I was able to focus on aspects of the proposal most relevant to the research.

Also I decided to devote five to ten minutes after each session to gather-up general group perceptions. The creation of this segment, which I called "complaint time," was meaningful for the students. They freely expressed their fears and insecurities during these sessions. Informal, open interviews with the students and my colleagues also were important sources of data. They were carried out both individually and in groups.

Together with the diary and interviews, a printed questionnaire was used to gather the general impressions and reflections of the students, once we finished the activities planned for the unit of work. Its topics were similar to those of the interviews, however, the written exercise gave the students' time to think, examine and reflect on their own; some responses were discussed collectively.

5. RESULTS

Data analysis. As a procedure to make data analysis, I opted to reconstruct the project experience through insight. While going through the process of reconstruction through insight, I thought back on the different phases of the project that had left a deep impression on me or my students. Reconstructive insight allowed me to search through personal and collective experiences of the project in order to evaluate, to consider alternative perspectives, and to feel and rethink the relationship between teaching and learning processes.

The data for this project were collected through conversations with the students, notes on the classroom activities, the facial expressions of the students, their comments, etc. One danger inherent to data collecting is that it may be biased by the subjective point of view of the collector. So, there is the risk that my own perceptions are being expressed through the data, but that is a necessary risk if one is to "exorcise" beliefs about the teaching and learning processes surrounding the acquisition of a foreign language.

Insight One: Designing a Unit of Work. I used to feel solely responsible, as the teacher, for establishing the content, goals, procedures, and evaluation of the syllabus. However, in carrying out this research I decided upon a shift of scenario, to put rote learning in parenthesis and introduce the idea of designing and executing a project together with the

students. The risks were enormous and so were fears and inhibitions. My first impression was that I had lost control of the group. I was no longer the only "determiner" of course directives.

Obviously, this shift in strategy also affected my students. The project required that they become more proactive and communicative. As the process advanced, I watched as the students took more of an interest in the project and their initial fears soon began to vanish. Their confidence increased as they became more involved in the project and saw that their ideas in planning the project were being taken into account.

In general, the participation of both students and teacher was an extraordinary novelty that gave another dimension to the whole teaching experience. As a teacher, I recognized the value of taking into account the students' ideas and opinions. As the ideas and opinions of the students became part of the plan, their interest in the project grew. Although they felt they were spending an inordinate amount of time on one topic, it did not bore them because they found the topic interesting, which motivated them to do their best.

Insight Two: Grammar, Vocabulary, Pronunciation, Writing and Reading on Demand. One crucial characteristic of the project became evident: its different activities contributed to the focus, knowledge, energy and skills, both the students and teacher brought to the accomplishment of the tasks. The project had a double purpose: firstly, to learn about the selected topic and learn English at the same time; and secondly, their comprehension English was subject to the level of their ability to express the topic of study in English. As the final task had been previously established, students knew in advance they needed to put into practice their skills for reading, writing and speaking.

Grammar and vocabulary were necessary only as far as the written texts required them. Additionally grammar was not as profusely exercised as it normally would be. Instead, supplementary examples were provided so that students were given the opportunity to understand the grammatical features of the assignments. From this point of view, they did not have much time to devote to the understanding and practice of grammar, because they were focused on its meaning; the emphasis was on the comprehension of the texts. Reading assignments were not done for the purpose of taking a test, but as a source of information necessary to accomplish a specific task.

Insight Three: The Socio-drama as an Enhancement to Student Motivation. The socio-dramas accomplished a twofold function: they contributed to the students' comprehension of a health problem and to the

improvement of their skills of communicating in English. They helped the students by involving their body expression, intonation, feelings and creativity, and all this was the result of reading a short text. As a task, the elaboration of a socio-drama in English class about Swine flu became a complex one that engaged the students' knowledge, linguistic skills and comprehensive abilities.

Results. The idea of doing a "project" was not a concept unfamiliar to the students but when I talked to them about the possibility of doing a school project intended to improve their ability in reading English texts, they complained and objected the idea. In general, the prevailing fear was that the mastery of English was a requirement toward the fulfillment of it.

The project was labeled "Our region in the news," because it consisted mainly of reading news items that referred to our country, state or region, in English. I intuitively felt it would be a way of motivating the students to read English. The primary textual source was the internet. Reading activities were strengthened by other activities such as short presentations, dramatizations or short conversations, to avoid relying on the exclusive use of texts.

The fact that news reports had recently revealed the first case of Swine flu in Colombia clearly influenced their decision that the starting topic for our school project would be "Swine Flu". We now needed to determine the specific aspects of the topic that the students would like to cope with. Once again we brainstormed. The students formulated their questions in Spanish and then we translated them collectively into English.

Curiously, after we had taken into consideration these crucial aspects of the project, we took some time to determine some of the formal aspects, such as the name, goals, and framework of the project.

- *Name of the project:* "Our region in the news"
- *Goal:* to improve the motivation for reading texts in English.
- *Topics to be covered :* Swine flu in Colombia, Global warming in Colombia, Violence in Colombia, drug-trafficking in Colombia, Colombian sport-people, Colombian singers, social and political problems of Colombia, Colombian actresses and actors.
- *Related subjects,* Health care, biology, history, geography reading comprehension, writing texts, Physical education, Artistic Education, Environment, economics, culture, etc. Once these key questions were collectively answered and comprehended by the students, I felt we

were ready to tackle the second step of the project: the design of the unit of work.

The unit of work and the school project. After brainstorming, the project required a plan. I knew a school project must be composed of a set of units of work, therefore I took the model proposed by Estaire and Zanon (1995) as the model for my draft. (Annex C): the key question was to determine the final task to be done by the students in which they would demonstrate their advancements in English. Finally, they decided on a dramatization about Swine flu disease. When the general plan was understood by the students, they expressed their concerns and doubts over the evaluation process and we agreed that the evaluation process was a necessary part of the project in order to verify the fulfillment of the task.

The Unit of Work under My Colleagues' Magnifying Glass. After designing the unit of work, I shared it with my colleagues. In general, teachers said that it was an interesting perspective to promote a more integrative perspective to the course. However, the task-based approach of teaching was not approved by my colleagues. They expressed some concerns. For example, they said the students were not ready or "mature" enough to participate in such a project. They argued that there were certain aspects of the course that would undermine the teaching of English, especially the grammar and linguistic components. They deemed it necessary to follow a grammar-based plan of study in order to cover the curricular program set by the school's English department.

Introductory Input: The First Case of Swine Flu in Colombia. The widely broadcast news about the Swine flu pandemic in Colombia produced concern in the general population. The students were particularly worried about the consequences and dangers of the infection. It was repeatedly stated in the news that schools could be strongly affected by the epidemic, though the information was fragmentary. The news about the infection was alarming and few students knew what to do about it. To some extent, that concern introduced the opportunity of understanding it better and responding to it through practical application.

I downloaded an international report about the first case of Swine flu in Colombia from the Internet, which I then photocopied and handed out to my students. The students were very interested. I helped them with the more complex sentence structures and unusual vocabulary. I realized that the project had already begun because the activities involved had taken on a whole new meaning for the students. I immediately introduced an article called "Key facts about Swine flu," which I found on a website devoted to the prevention of the pandemic.

Reading for Communication: "Key Questions about Swine Flu". As established in its underpinnings, one of the objectives of the project was to promote reading for communication, which meant basically two things: students were going to read a text in order to communicate something about it in terms of current-events; and secondly, they were not going to be graded by taking an exam, but by performing a dramatic re-enactment or socio-drama on the topic of Swine flu.

While doing the pre-reading activities, I found the students were having difficulties with basic grammar and vocabulary. I substituted the original text with an adapted version more suitable to students who exhibited difficulties in reading, but who had a relative knowledge of the topic. The main criteria for modifying the text were to ease the management of vocabulary, to avoid irrelevant information, to avoid complex grammatical structures, and to reduce the extent of the text to ease comprehension and pronunciation.

Checking Previous Knowledge. In order to refresh their previous knowledge of the subject, I posed a set of questions to the students. This activity showed me that the students possessed basic information about the disease, its causes and consequences, but they didn't have much knowledge about the symptoms or recommendations for staying healthy. Their difficulties with grammar and basic vocabulary, once again, became evident.

Introducing the Main Reading: Recognizing Cognates for Easing Comprehension. The identification of cognates — words exhibiting similar form and meaning in two or more languages — is a typical pre-reading activity to ease the comprehension of a text. In so doing, students realize that in spite of the linguistic differences existing between English and Spanish, it is possible, and even advisable, to determine similarities between the two linguistic systems.

Tackling the Text: I decided to turn the reading in a kind of interactive activity in which the students could participate by completing the text. I did so by erasing words from the text and adding possible options to complete the blanks. Although simple, the activity was very productive, requiring the students' effort to comprehend the text. A glossary was added to help with comprehension.

Pronunciation on Demand: The necessity of practicing pronunciation had been evident from the beginning of the project. The students realized they would be required to pronounce words properly in order to share information about Swine flu. Once the students had finished the reading comprehension activities, it became necessary to design a pronunciation

workshop. After that, most of the students were in much better condition to read the text aloud. I felt satisfied, because the students were almost ready to speak and write about the Swine flu in English.

Grammar on Demand: The text we were reading exhibited certain linguistic complexities. Moreover, the students were not well versed in dealing with either type of text or activities. 'Grammar on demand' was the strategy I found to be the most appropriate in solving the many inquiries regarding grammatical aspects of the text. In consequence, additional examples of grammatical feature in question were provided by me, in lieu of explicit explanations. A complementary activity to check the comprehension of vocabulary was added to the course plan wherein the students would write down the vocabulary definitions, followed by two examples, and then shares their work with the entire group.

Reconstruction of the Reading Material through Socio-drama: A socio-drama is a brief and informal dramatization of a specific problem or situation. Although short and informal, it requires previous preparation that involves discussions, agreements, and decisions by the participants. A socio-drama in English about swine flu had a double function: it should contribute to the comprehension of a health problem and contribute to improve English communication skills. The activity involved the students' body expression, intonation, feelings, and creativity. Students exhibited a clear sense of the activity and performed the task guided more by their intuition than their academic certitude. I suggested several situations in which the topic could be dramatized:

1. You are a doctor in a hospital and you are attending a patient with Swine flu.
2. You are a teacher in a school and a student is presenting suspicious symptoms.
3. You are watching TV and the news is talking about Swine flu.
4. You are programming a campaign to prevent Swine flu.
5. In your house a person is sick with Swine flu.

As a task, the elaboration of a socio-drama in English about Swine flu became a complex one that involved understanding a wide number of skills and abilities: Content (Symptoms and causes of Swine flu and related concepts), Linguistic knowledge (High frequency vocabulary, specialized vocabulary, pronunciation, intonation); Social reflection (Social issues involved in public health); Productive skills (writing and

speaking); Receptive skills: (reading and listening); Work in group (discussions, agreements and cooperation).

Evaluation: As the final activity of the first unit of work, we decided to do a socio-drama enactment. We invited several teachers of the school and a group of students from other classrooms. The students received a round of applause and congratulations. All students felt satisfied with their work mainly because they were able to carry out a task that at first seemed very difficult. The activity of evaluation was incredibly easy and fast. Pronunciation difficulties were evident; also some of them had difficulties with speaking fluently.

CONCLUSIONS

The present study was carried out with an afro-colombian group of tenth graders with an average age of 17, coming from the poorest suburbs of Tumaco, a small Colombian coastal town of 150. 000 inhabitants. In order to accomplish the research I took into account the underpinnings of the reflective paradigm that assumes that teachers themselves can improve their knowledge and skills by cultivating an enquiring attitude towards their own teaching practices and contexts.

I used the model of unit work proposed by Estaire and Zanon (1995). I had in mind that the key question in the process of designing a unit of work was to determine the ending product, which the students should elaborate. As the first topic was Swine Flu, they decided upon the presentation of a socio-drama written on that topic. The objective was to promote reading for communication; it meant basically that students would read a text in order to express something in the frame of a communicative event.

The necessity to practice pronunciation was evident from the beginning of the project. After the pronunciation workshop, most students were in better condition to read the text aloud. Referring to grammar, I realized that it was not necessary to explain in detail every grammatical feature, and secondly, I wanted my students to discover for themselves the responses to their concerns. So, 'grammar on demand' was the strategy I considered to be the most appropriate to solve the large amount of questions and inquiries about grammatical aspects of the text.

Finally, I felt that students were ready to tackle the challenge to do the final task, consisting of a socio-drama or dramatization about the studied topic. Socio-drama is a brief and informal dramatization of a specific problem or quotidian situation by a group of people. Although

short and informal it required some previous preparation that involved discussions, agreements, and decisions by the participants.

A socio-drama in English about swine flu had a double function: it contributed to the comprehension of health problems and improved reading skills in English. The activity helped the students by involving their body expression, intonation, feelings and creativity. As it was not standard protocol to be followed, students began to do the task guided more by their intuition rather than by their certitude.

The socio-drama became a complex task that involved content knowledge, linguistic knowledge, communication skills, work in group skills, and social reflection. To evaluate the task we decided to do a socio-drama presentation. Pronunciation difficulties were evident; also some of them showed difficulty in speaking their scripts fluently.

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Appendix

APPENDIX A:

UNIDAD DE TRABAJO SOBRE LA GRIPA PORCINA DEL PROYECTO ESCOLAR: "OUR REGION ON THE NEWS"

1. Tema: Causas, síntomas y precauciones para prevenir el contagio con gripa porcina
2. Trabajo final: Después de leer el texto: "Causas, consecuencias y precauciones sobre la gripa porcina", los estudiantes se organizarán en grupos de máximo cuatro estudiantes y colectivamente escribirán y dramatizarán un socio-drama cuyo asunto central es el tema leído, para demostrar su comprensión.
3. Objetivos:
 - Los estudiantes leerán comprensivamente el texto "Causas y consecuencias sobre la gripa porcina".
 - Los estudiantes utilizarán la información leída para escribir un socio-drama que ilustre la lectura.
 - Los estudiantes dramatizaran el socio-drama elaborado, pronunciando apropiadamente.
 - Los estudiantes cooperarán con sus compañeros y compañeras para garantizar que el trabajo final sea de buena calidad.
4. Contenido:
 - Contenido temático: Causas, consecuencias de la gripa porcina, y precauciones para evitar el contagio. Expresiones y vocabulario relacionado con el cuerpo humano y enfermedades.
 - Contenido lingüístico: Gramática. Cómo expresar sugerencias usando el verbo should, verbos de uso común, tiempos verbales en pasado simple y pasado perfecto, así como presente perfecto, en forma interrogativa, afirmativa y negativa.
 - Vocabulario: adjetivos, verbos y expresiones de uso cotidiano.
 - Otros contenidos.
 - Trabajo colaborativo para la producción oral del socio-drama.
 - Capacidad para gestionar su propio tiempo y sus recursos.

5. El proceso:
 - Actividades de pre-lectura (ver anexo C) Tiempo: 30 minutos.
 - Lectura del texto (Ver anexo D). Tiempo: 60 minutos.
 - Vocabulario y gramática por demanda (anexos C y D). Tiempo: 120 minutos.
 - Taller de pronunciación (Anexo E). Tiempo: 120 minutos.
 - Escritura: Escribir el libreto para el socio-drama. Tiempo: 120 minutos.
 - Jornada para explicaciones:
Gramaticales, vocabulario y pronunciación. Tiempo: 120 minutos.
 - Revisión y corrección de de libretos. Tiempo: 30 minutos.
 - Taller de pronunciación: pronunciación por demanda. Tiempo: 30 minutos.
 - Primera puesta en escena. Tiempo: 30 minutos.
 - Presentación de socio-dramas. Tiempo: 30 minutos.
 - Evaluación. Tiempo: 30 minutos.
6. Evaluación: La evaluación será realizada conjuntamente por el profesor y los estudiantes.

APPENDIX H:

A SAMPLE OF A SOCIO-DRAMA SCRIPT

- First case: Going to the hospital with symptoms of swine flu
- Julio: Good morning Marilyn
- Marilyn: Oh, Julio, good morning
- Julio: What do you have?
- Marilyn: I feel bad
- Julio: What do you feel ^
- Marilyn: Cough, fever, headache, muscle aches and vomiting
- Julio: Not, not, not, get dressed immediately and let's go to the hospital. You have the symptoms of the swine flu.

They go to the hospital

(In the hospital)

Julio and Marilyn: Good morning doctor.

Doctor: Good morning, youngs, what can I help you?

Julio: Doctor, my sister is bad

Gerardo: Bring her to bed and wait in the living room, please

Gerardo: Say me, what do you feel and how long you feel bad?

Marilyn: Doctor, I feel bad since three days ago and I have sore throat, headache, diarrhea, cough and vomiting

Doctor: Get dressed, please

Marilyn: Doctor, what do I have?

Doctor: Be calm, according to the symptoms, you have the swine flu.

Marilyn: That cannot be, I'm go to die.

Doctor: Not, be calm, to be sure, I will order exams

Marilyn: My name is Marilyn
Doctor: How old years old?
Marilyn: I am 50 years old
Doctor: Where do you live?
Marilyn: I live on Three Crosses district
Doctor: With this pill, you will feel better

Marilyn and Julio: Thanks you, doctor

Doctor: You are welcome, have a good day

Marilyn: Thank you, likewise.

Second case: Swine fly in the house (Conversation by telephone)

Magnolia: Hello

Liset: Hello Magnolia, this is Liset

Magnolia: Oh Liset. It's one o'clock in the morning, what's wrong?

Liset: Magnolia, I'm scared. I have a problem

Magnolia: What's the problem?

Liset: Heltin has symptoms of swine flu, and she is in the hospital, I need money.

Magnolia: It's too late, wait for me twenty minutes please.

Liset: Ok, bye

Magnolia: Bye, bye

(Conversation continues in the hospital)

Doctor: Good morning, I'm a doctor, sit down please.
What's your name?

Heltin: My name is Heltin Ninota

Liset: Nice to meet you

Doctor: Nice to meet you, too

Magnolia: I'm sister, my name is Magnolia Minolta

Liset: I'm the sister. My name is Liset Minolta

Doctor: What's your I.D.?

Heltin: Its fifty, nine, six, sixteen, six, five, cero, three

Doctor: How old are you?

Heltin: I'm 38 years old

Doctor: What's do you do?

Heltin: I'm a student

Doctor: Where do you live?

Heltin: I live on "Obrero" district

Doctor: What's your cell phone?

Heltin: My cell phone is three, eighteen, eight, twenty six, sixty three seventy six.

Doctor: Are you married?

Heltin: No, I'm not, I'm single

Doctor: What are the symptoms you have?

Heltin: The symptoms are diarrhea, fever, vomiting, soar throat, lost of appetite, muscle aches and headache

Doctor: I'm sorry; it seems you are infected with swine flu

Heltin: Oh, my god

Doctor: You have to stay in the hospital to be examined

Magnolia: Excuse doctor, what are the main precautions?

Doctor:

The precautions are:

- Wash your hands often with soap and water
- Cover your mouth and nose with a tissue when you cough or sneeze
- Be sure to dispose the used tissues in a waste-basket.
- Try to avoid close contact with sick people
- Stay at home if you are experiencing swine flu symptoms

Liset:

Thank you, doctor, bye

Doctor:

Ok, see you the next weekend

Magnolia:

Thank you doctor, bye

Heltin:

Thank you, bye.