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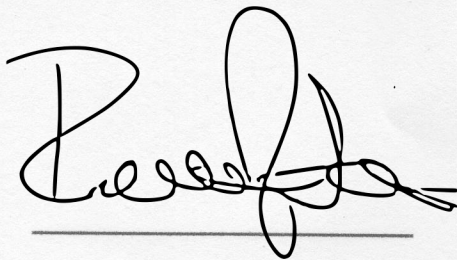
Asunto: Remisión Trabajo de Grado de Cristian David Mahecha Parra del programa de Licenciatura en Lengua Castellana e Inglés para asignación de jurados.

Cordial Saludo,

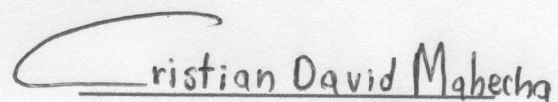
Por medio de la presente informo que apruebo y hago entrega del trabajo de grado titulado Reading and Writing an online course for Eighth Graders, elaborado por el estudiante Cristian David Mahecha Parra identificado con código número: 116916144455

Se solicitan sean asignados jurados para su lectura y evaluación para sustentación.

Atentamente,

A handwritten signature in black ink, appearing to read 'Rosa Delia Acosta León', written over a horizontal line.

Rosa Delia Acosta León
Asesor

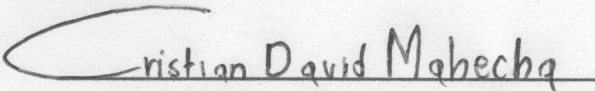
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Education Faculty

Improving Reading and Writing skills using an e-learning platform for Eighth graders

A thesis submitted in fulfillment of the requirements for the Bachelor degree of Spanish and English

by

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Advisor:

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**ANTONIO NARIÑO UNIVERSITY
EDUCATION FACULTY
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First of all, I thank god and my family for their support and confidence. Also, I want to thank my teachers who helped me with their experience and knowledge during this great stage of my life.

DEDICATION

I am grateful to my parents. They were the people who accompanied me in this great formation process. Also, they have always been not only a support and a source of confidence in difficult moments, but also, they have given me moments of smiles in those gray days and in times of trouble.

In addition, I want to thank my grandmother, who despite distance, was my support all the time, specially to fulfill my dream of becoming a professional.

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ABSTRACT

This reading and writing online course proposal is designed to help eighth grade students who have shown a low performance in reading and writing English skills at Gimnasio Moderno Maria Auxiliadora School in Fusagasugá. The goal is to support students' weakness and difficulties in reading and writing skills to improve their English language level. A need analysis based on reading and writing was carried out in class and some instruments were applied to determine students failed causes. Different classroom observations were followed out, and students' attitudes to English Class were considered. A pre-test to measure student's language level was applied. Some findings showed a significant lack of motivation towards language learning. Students showed special interest in digital activities, like games, or online challenges. An important necessity to increase and expand the use of technology in the classroom was detected. For mentioned reasons, an on-line improvement reading and writing course was designed. Some researchers' guidelines for designing Effective E-learning English Teaching Materials were applied to design the course using "Chamilo LMS" e- learning platform.

Key words: Learning Management System, teaching, learning, reading, writing

RESUMEN

Esta propuesta de curso en línea de lectura y escritura está diseñada para estudiantes de octavo grado que han mostrado un bajo rendimiento en lectura y escritura en su clase de inglés en la Escuela Gimnasio Moderno María Auxiliadora en Fusagasugá. El objetivo principal es apoyar las debilidades y dificultades de los estudiantes en las habilidades de lectura y escritura para mejorar su nivel de inglés. Se realizó un análisis de necesidades en clase; Se aplicaron algunos instrumentos para determinar las causas fallidas de los estudiantes. Se siguieron diferentes observaciones en el aula y se consideraron las actitudes de los estudiantes hacia la clase de inglés. Se aplicó una prueba previa para medir el nivel de idioma del alumno. Algunos hallazgos mostraron una falta significativa de motivación hacia el aprendizaje de idiomas. Los estudiantes mostraron especial interés en actividades digitales, como juegos o desafíos en línea. Se detectó una necesidad importante de aumentar y ampliar el uso de la tecnología en el aula. Por las razones mencionadas, se diseñó un curso de lectura y escritura de mejora en línea. Se aplicaron las pautas de algunos investigadores para diseñar materiales de enseñanza de inglés e-learning efectivos para diseñar el curso utilizando la plataforma de aprendizaje electrónico "Chamilo LMS".

Palabras clave: Sistema de gestión de aprendizaje, enseñanza, aprendizaje, lectura, escritura.

Introduction

Nowadays, reading and writing skills are crucial for communication with the environment and reading-writing connection is constant. These ones allow immense communication possibilities, so it is essential that students in training acquire and dominate these skills. The good domain of reading and writing allows understanding the meaning of what is read, and transmit ideas so that others can understand them, being essential for the construction of learning.

The purpose of this document is to present an online material proposal for improving language skills in eight grade students who have had difficulty in their language level in reading and writing skills and are failing English subject due to their low level.

A needs analysis was conducted in eighth graders English class; to asses student's language level and identify the main difficulties in reading and writing skills. It was detected that students present misunderstanding readings and they are not able to write short texts. A virtual set of activities were designed for improving their weakness. Activities are part of the short on-line recovery course designed special for them. A set of reading and writing activities were designed and considered bear in mind standards proposed by (MEN, 2016), and also the micro and macro skills that students should develop for these skills. Basic Learning Rights for eighth grade were considered, for example: “student recognizes specific information in short oral and written texts on topics of general interest and can establish relationships of addition, sequence, and cause and effect as well as simple comparisons” (MEN, 2016).

Therefore, a platform with three modules with different activities is presented, based on three moments remembering, understanding and applying, it is important to clarify that some

activities were tested by two students, even though they were not fully developed, so I hope to be able to present them in second semester.

1. Identifying Step

1.1. Need Analysis

In relation to need analysis, Weber (1985) cited in (Handoko, 2014) states that is “the process of determining the needs for which a learner or group of learners requires a language and arranging the needs according to priorities”. In other words, with this process, we can determine the wishes, requests, expectations, and motivations of the students in a learning process. This NA (Need analysis) becomes an effective pedagogical tool to identify the children context, language learning strengths, and weaknesses with the purpose of improving reading and writing skills.

To identify eighth grade students’ problems and needs in English learning level, different instruments were applied.

To start, it was necessary to design and apply a diagnostic test based on reading and writing skills. This one was divided in two parts to test micro and macro skills in reading and writing. So, the results allowed to determine students’ strengths and weaknesses in both skills. Secondly, a classroom observation, which was registered to obtain information from the population about learning context, classwork activities, English proficiency level and preferences for language learning. Thirdly, an interview that allowed to know student’s suggestions and opinions about English classes. Fourthly, a survey to obtain a collection of information through different questions to identify students’ preferences, habits in reading and writing skills. Finally, the conclusions that allowed a final interpretation of all data obtained through data collection instruments.

1.1.1 Instruments for diagnostic process

1.1.1.2 Observation

The observation was carried out with eighth graders students at Gimnasio Moderno Maria Auxiliadora School, located in Fusagasugá, Cundinamarca, street 2 N 4-39, in Santander neighborhood. The school has Preschool, Primary and Secondary education levels. The group is composed by 30 students; however, for this proposal, only ten failed students were diagnosed. These ones were chosen because they must take a recovery course to improve English language. They are girls and boys among 12 and 15 years old. Most of them live in Pekin, Potosi, Cedritos neighborhoods, and surrounding places. It should be noted that the School mission is focused on the integral formation under moral, spiritual, and academic principles, in order to form just and socially meaningful people. As a proposal, different factors are considered, such as the existence of clear norms that do not allow violence and promote cooperation and academic work in order to prevent indiscipline problems.

Observation Results

For English classes students take 6 hours per week divided into 3 hours on Tuesdays and 3 hours on Fridays, which turns out to be little for such an important subject. Besides, workshops, it should be noted that classes are carried out, by using the board frequently as well as didactic materials that allow students to interact. It was found that students' English level is beginners; it is difficult for them to understand what teacher says, and writing is difficult for them too. Finally, student classroom has several tools such as television, video beam, and speakers.

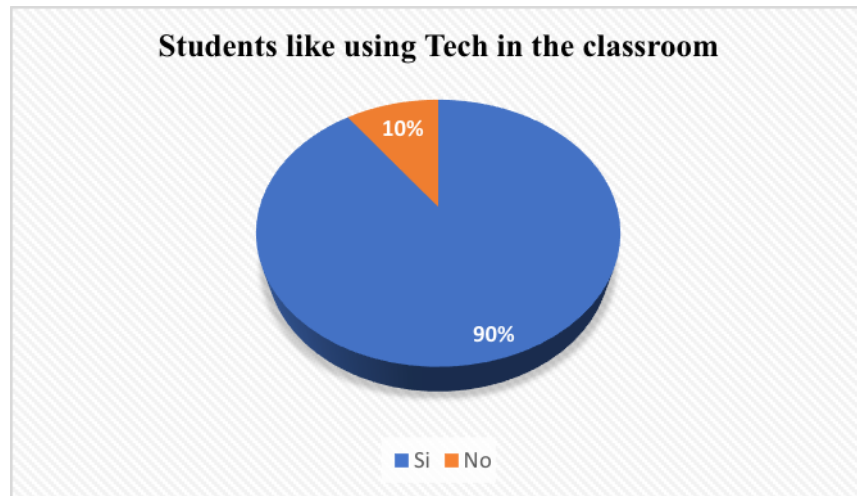
1.1.1.3 Interview

According to (Crandall, 1998), “the purpose of an interview is to gain in depth into someone's perspective”. Hence in this part, the interview allows to better understand and explore the opinions, and students’ experiences. Then, the interview consists of three questions that aim to know students ‘opinions about using technology in the classroom, such as: What do you think about using technology in English classes? What would you like to change about methodology in your English classes? and finally, What is your opinion about the integration of technological resources when learning a foreign language?

Interview Results

Thus, the students' answers to these questions were: What do you think about using technology in English classes at school? The answer shows that 90% of the students think using these tools would help classes to be more didactic since the use of the board is frequent.

In relation to the second question ¿What would you like to change about English classes?, 90% of the students points out they would like the teacher to use the technological tools in the classroom, while 10 % suggest they would like to have more speech exercises. Finally, for the question ¿What is your opinion of integrating technological resources when learning a foreign language?, 90% of the students think the use of technological resources can change traditional classes and make them funnier. In contrast, 10% considers technological material isn´t useful in the classroom.



This figure shows students' answers related to the preferences in using technology in class. 90% would like to use the technological tools in the classroom, and only 10% do not like the implementation of technological tools.

1.1.1.4 Survey

The third instrument chosen was the survey, also called questionnaire. Hernandez and Baptista (2003) as cited in (Herrera, 2017) state that "it is a set of questions regarding one or more variables to measure". A survey involves the collection of information from a sample of individuals through their responses to questions. In this case, the survey questions are closed. This survey was designed to know the habits, tastes, and strategies that students use in reading and writing in a foreign language. The first question is subdivided into four strategies, the second one is subdivided into three, the third one is subdivided into two, and the last one is subdivided into six, for a total of fifteen strategies. Additionally, the survey was selected from the study carried out by Oxford and Chi (2005) as cited in (Rose Dayang Anak Suran, 2016). It was to identify successful learning strategies preferred by students in learning a foreign language.

Table 1	QUESTIONS AND STRATEGIES	FREQUENT	SELDOM	NEVER
	<i>What I do to read more?</i>			
	I look at pictures and what is under the pictures			
	I read things more than once			
	I underline parts that seem important			
	I mark the reading in different colors to help me understand			
	<i>What I do to understand what I read?</i>			
	I read a lot in the language			
	I read for fun in the language			
	I look for things to read that are not too hard			
	<i>Strategies to overcome reading difficulties</i>			
	I guess the meaning by using clues from other parts of the passage			
	I use a dictionary to find meaning			
	<i>What I do to write more?</i>			
	I take class notes in the language			
	I use words from my own language			
	I write letter to other people in the language			
	I plan what I am going to write			
	I use a dictionary or glossary			
	I ask someone for the word or phrase I want to write			

Table 1 shows the survey applied. Taken from (Rose Dayang Anak Suran, 2016)

Survey Results

Table 2	STRATEGY	FREQUENT	SELDOM	NEVER
	<i>What I do to read more?</i>			
	I look at pictures and what is under the pictures	70%	20%	10%
	I read things more than once	80%	10%	10%
	I underline parts that seem important	20%	40%	40%
	I mark the reading in different colors to help me understand	20%	20%	60%
	AVERAGE	48.%	22.%	30%

Table 2 shows the frequency of percentage in relation to the most used strategies. The most used strategy corresponds to reading things more than once with 80%, followed by 70%,

which consists of looking at pictures and what pictures order are. On the other hand, it is evident that the other ones are not of students 'preference. Finally, the average using strategies is showed.



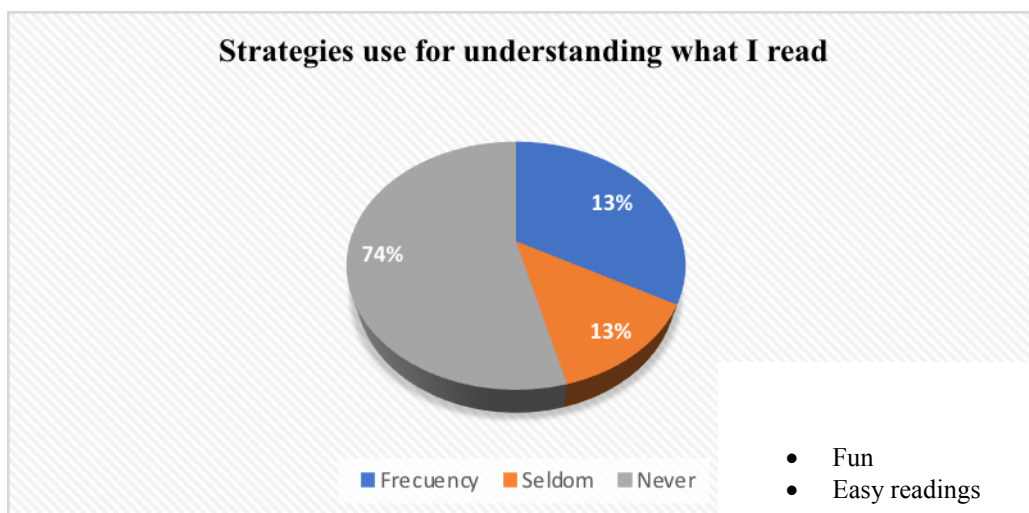
This figure shows the frequency strategies used to read more. The questions were: Look at the pictures, what is under the pictures, read things more than once, underline parts that seem to be important and mark the reading in different colors. Student's answer 40% frequently use strategies, 22% rarely use strategies and 30% never uses strategies.

Table 3

What I do to understand what I read

STRATEGY	FREQUENT	SELDOM	NEVER
I read a lot in the language	10%	20%	70%
I read for fun in the language	20%	10%	70%
I look for things to read that are not too hard	10%	10%	80%
AVERAGE	13%	13%	74%

Table 3 shows the percentage of frequency about strategies students use to understand what they read. It is evident that only 20% use one of the strategies, while the other two use the 10%. On the other hand, 80% of the students never use them. Finally, the sum of each column was made and divided by the number of strategies.

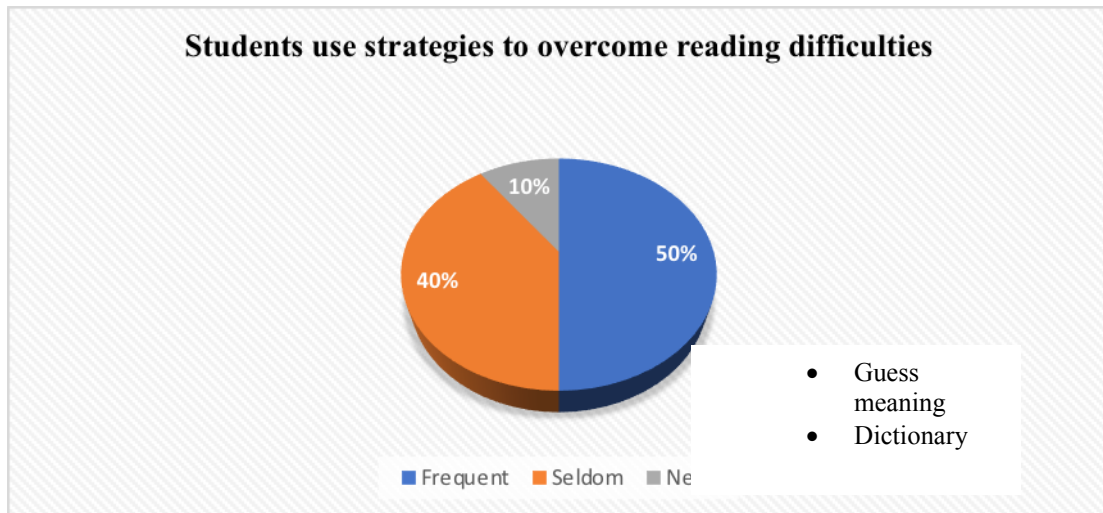


This figure shows the frequency about information students understand when they read. The questions were: Read a lot in the language, read for fun in the language and look for things to read that are not too hard. 74% of the students never use any strategy, 13% frequently use strategies, and 13% seldom use these strategies.

STRATEGY	FREQUENT	SELDOM	NEVER
I guess the meaning by using clues from other parts of the passage	40%	60%	20%
I use a dictionary to find meaning	70%	20%	10%
Average	50%	40%	10%

Table 4 shows the percentage of frequency about strategies to overcome reading difficulties. The results were interesting since 70% use the dictionary and 40% guess the meaning

by using clues from other parts of the passage while only 20% rarely use the dictionary and 10% do not use it. Finally, the sum of each column was made and divided by the number of strategies.

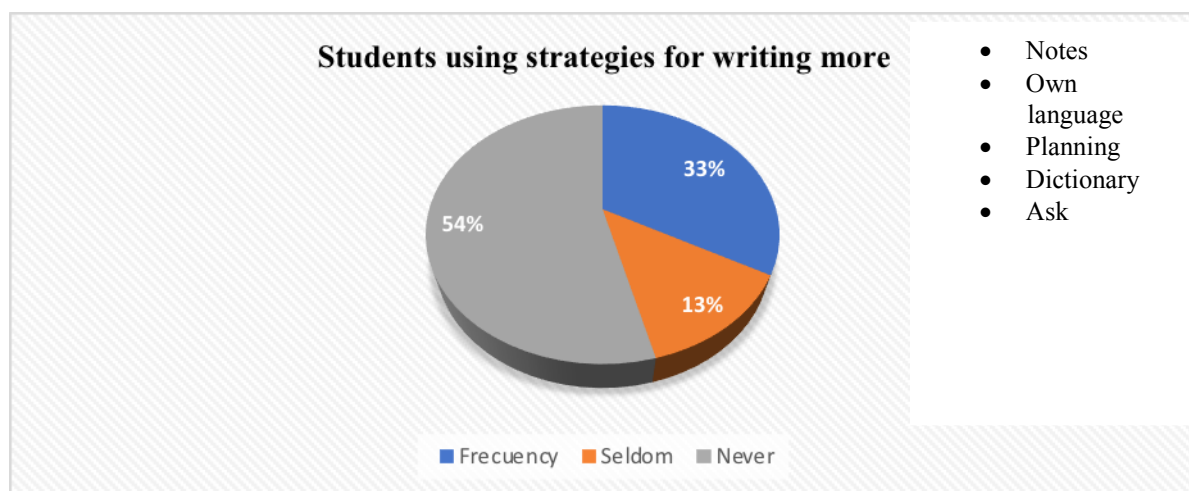


This figure shows the frequency of strategies to overcome reading difficulties. The questions stated were students had to guess the meaning by using clues from other parts of the passage. Also, they had to find meaning in a dictionary. It is found that 50% of the students frequently use strategies, 40% seldom use strategies and 10% never use any strategy.

Table 5
What I do to write more

STRATEGY	FREQUENT	SELDOM	NEVER
I take class notes in the language	10%	10%	80%
I use words from my own language	10%	20%	70%
I write letter to other people in the language	10%	10%	80%
I plan what I am going to write	10%	10%	80%
I use a dictionary or glossary	70%	20%	10%
I ask someone for the word or phrase I want to write	90%	10%	0%
Average	33%	13%	54%

Table 5 shows the percentage of frequency about strategies students do to write more. 90% of the students ask someone frequently for the word or phrase they want to write, 70% use a dictionary or glossary and 10% use the other strategies. Besides this, they need to plan what they are going to write, such as: write a letter to other people in the language, use words from their own language, and take class notes in the language; this one is the least preferred strategy where 80% of the students never practice them.



This figure shows the percentage of frequency about what students do to write more. The questions were: Take class notes in the language, use words from my own language, write letter to other people in the language, plan what you are going to write, use a dictionary or, and ask someone for the word or phrase they want to write. 54% of the students never use any strategy, 33% frequently use strategies and only 13% seldom use these strategies.

1.1.1.5 Diagnostic Test

The diagnostic test consists of two parts, reading comprehension and writing skills. In relation to the Micro and macro skills for reading and writing described by (Brown, Teaching by Principles , 2007) “Micro-skills refers to bottom-up processing, attending to smaller bits and chunks of language getting better upward from the lowest levels and macro-skills are involved in top-down processing and focus on broader elements, is based on skill needs”.

The first part is reading comprehension skill test composed of five readings with multiple choice answers. With these readings, the level of handling of micro and macro skills were measured. The following micro and macro skills were taken from (Brown, Teaching by Principles , 2007, p. 367).

Microskill:

- Recognize a meaning in the reading.

Macroskills:

- Recognize literal meanings.
- Recognize implied meanings.
- Infer links and connections between events and ideas.
- Infer context that is not explicit by using background knowledge.

Table 6

Microskill

Questions No.

Recognize a meaning in the reading	1,2,3,4,5,11,12,13,14,15,16,17,18,19,20,21,22,23,24,25
------------------------------------	--

Macroskills

Recognize literal meanings	1,2,3,4,5,11,12,13,14,15,16,17,18,19
Recognize implied meanings	6,7,8,9,10,20

Infer links and connections between events and ideas	6,7,8,9,10,21,22,23,24,25
Infer context that is not explicit by using background knowledge	6,7,8,9,10,21,22,23,24,25

Table 6 shows the micro and macro skills of reading and questions where they are tested in a diagnostic test.

The second part is a writing skill test composed of five exercises where students find different types of questions such as complete sentences, answer questions, write sentences according to a picture, fill the gaps, write about the routine, and write from a carton. With these exercises, the level of handling of micro and macro skills was measured. These ones were taken from (Brown, 2007, pág. 399).

Microskills:

- Produce an acceptable core of words and use appropriate word order patterns.
- Picture description tasks.
- Paragraph construction tasks

Macroskills:

- Use cohesive devices in written discourse.
- Communicate such relations as new information and given information.

Table 7	
<i>Microskills</i>	<i>Questions No.</i>
Produce an acceptable core of words and use appropriate word order patterns	26, 29,30
Picture description tasks	29, 30
Paragraph construction tasks	29,30
<i>Macroskills</i>	
Use cohesive devices in written discourse	27, 27, 28, 29, 30
Communicate such relations as new information and given information	26,27,28,29,30

Table 7 shows the micro and macro skills of writing and questions where they are tested in a diagnostic test.

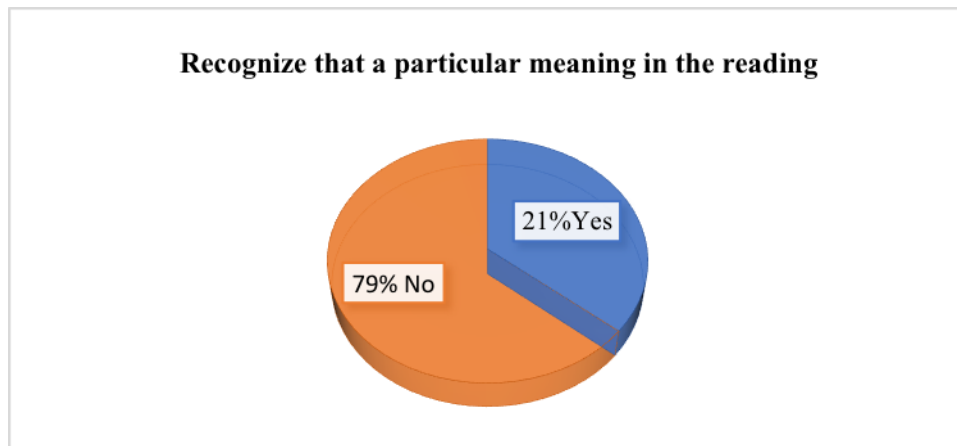
1.1.5.1 Diagnostic test results

This section considers the diagnostic test results and how data was tabulated. To know the average, each one of the tables shows a percentage that corresponds to the correct answers. To obtain the result, it was necessary to add the totality of the percentages and divide by the number

Table 8	
<i>Recognize that a particular meaning in the reading</i>	
Question number	1 2 3 4 5 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25
Percentage %	100 90 50 10 0 80 60 20 10 0 50 50 20 10 30 70 60 40 60 50
Correct answers average	21.%

of questions. Thus, it was possible to know the micro and macro skills percentage use.

Table 8 shows the percentage of use of the micro skill recognizes a meaning in the reading for each of the questions in the reading test. The results are evident, and in most of the questions they are too low. This is due to the lack of vocabulary presented in students.



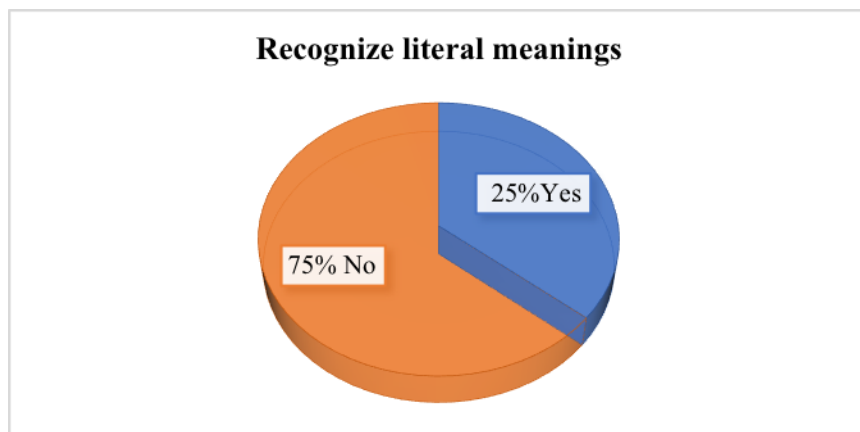
This figure shows students answers in which 79% are not able to recognize a meaning in the text. Meanwhile, only 21% are able. This implies that besides improving reading comprehension, students must handle a broader vocabulary.

Table 9

Recognize literal meanings

Question number	1	2	3	4	5	11	12	13	14	15	16	17	18	19
Percentage %	100	90	50	10	0	80	60	20	10	0	50	50	20	10
Correct answers average	2.5%													

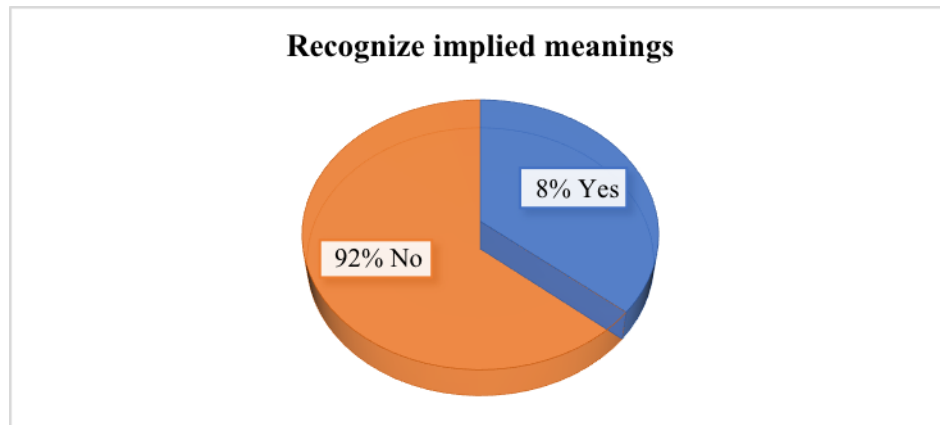
Table 9 shows the percentage of use of the macro skill recognizes literal meanings for each of the questions in the reading test. The results were low because there is lack of vocabulary; therefore, there is no understanding of the meaning.



This figure shows students answers in which 75% are not able to recognize literal meanings in the text. Meanwhile 25% are able to identify them. It means that the reading process must be improved as well as the use of the dictionary and tools to expand the vocabulary.

<i>Recognize implied meanings</i>						
Question number	6	7	8	9	10	20
Percentage %	70	80	50	50	40	30
Correct answers average						8%

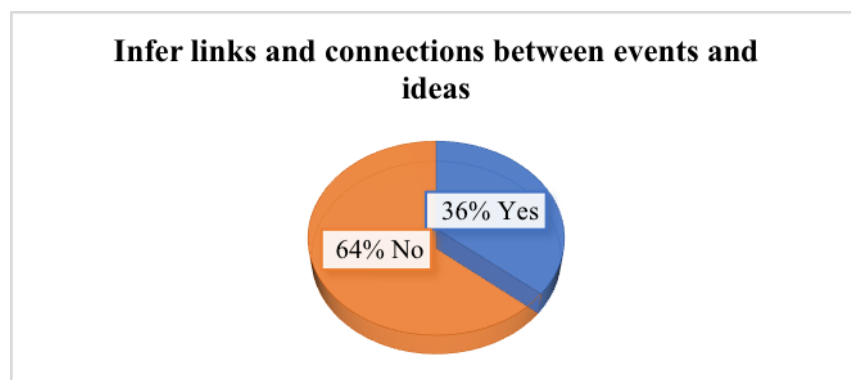
Table 10 shows the percentage of use of the macro skill recognizes implied meanings for each of the questions in the reading test. The results were low because there was not reading comprehension at each question that worked on this strategy.



This figure shows student's answers in which 92% are not able to recognize implied meanings in the text. In contrast to, 8% of the students are able to infer meanings. That is to say, the reading process must be improved.

Question number	6	7	8	9	10	21	22	23	24	25
Percentage %	70	80	50	50	40	70	60	40	60	50
Correct answers average										36%

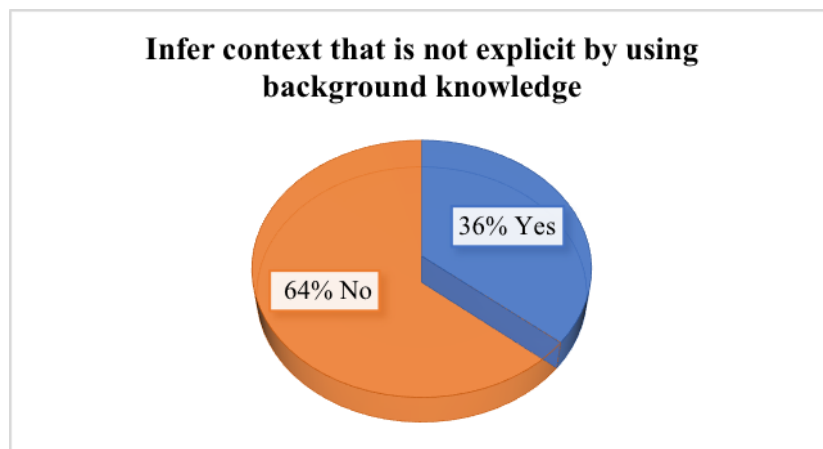
Table 11 shows the percentage of use of the macro skill infer links and connections between events and ideas for each of the questions in the reading test. These results evidence that there is not a good reading comprehension since the readings of inferring links throw clues to find the answer.



This figure shows student's answers in which 64% are not able to infer links and connections between events and ideas in the text. Meanwhile 36% are able to infer them. This implies that the reading process must be improved with activities that allow them to develop this skill.

Question number	6	7	8	9	10	21	22	23	24	25
Percentage %	70	80	50	50	40	70	60	40	60	50
Correct answers average										36%

Table 12 shows the percentage of use of the macro skill infer context that is not explicit, by using background knowledge for each of the questions in the reading test. This strategy is similar to the previous one. It is evident that reading comprehension is low and, it is important to consider previous knowledge.



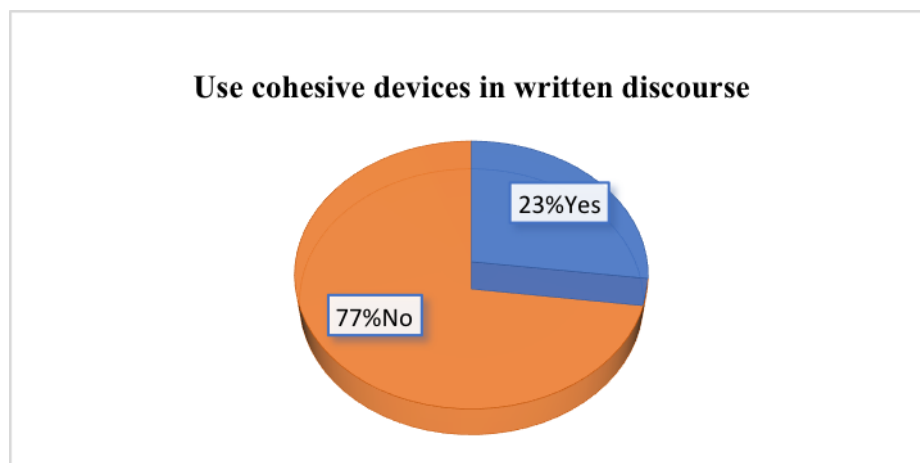
This figure shows student's answers in which 64% are not able to infer context that is not explicit by using background knowledge in the text. Meanwhile 36% are able to infer context.

Based on the result, it can be concluded that in each of the strategies, the percentages of correct

responses were low, and table 11 and 12 show a result of 36% that was the highest among the five strategies. The results of the writing test are presented in the following table:

Question number	26	27	28	29	30
Percentage %	21	22	18	27	27
Correct answers average					23%

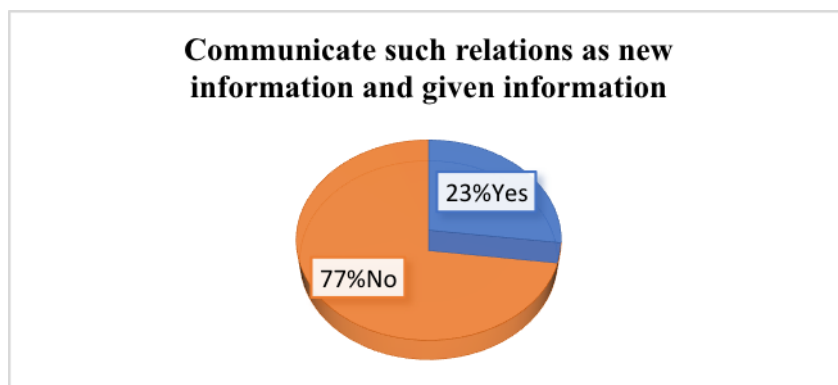
Table 13 shows the percentage of use of the macro skill use cohesive devices in written discourse in each of the questions in the writing test. This strategy is used because there is not a good reading comprehension. Therefore, there is not an ordered written production presenting grammar errors.



This figure shows student's answers in which 77% are not able to use cohesive devices in written discourse in writing text. Whereas, 23% of the students are able to use them. This implies that exercises that strengthen reading must be implemented in order to relate new information.

Question number	26	27	28	29	30
Percentage %	21	22	18	27	27
Correct answers average			23%		

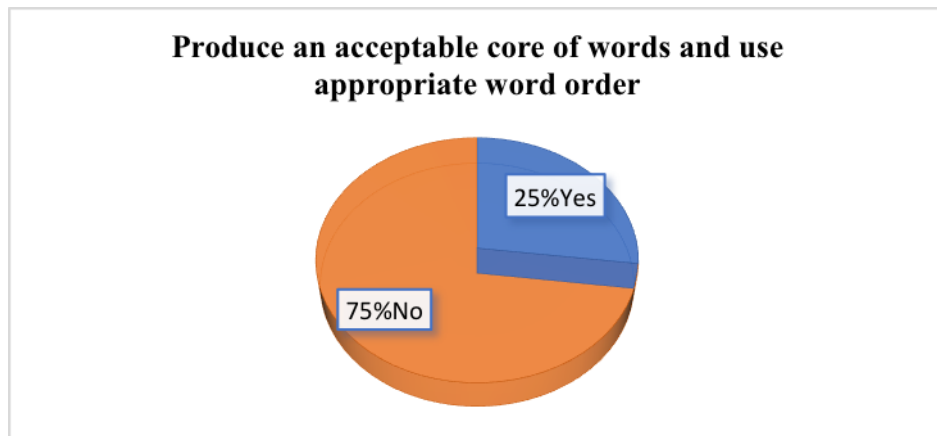
Table 14 shows the percentage of use of the micro skill communicate such relations as new information and given information for each of the questions in the writing test.



This figure shows students' answers in which 77% are not able to communicate such relations as new information and given information in writing text. On the other hand, 23% of the students are able to communicate these ones. So, it should be noted that exercises that strengthen reading must be implemented in order to relate new information.

Question number	26	29	30
Percentage %	21	27	27
Correct answers average			25%

Table 15 shows the percentage of use of the micro skill produce an acceptable core of words and use appropriate word order for each of the questions in the writing test.



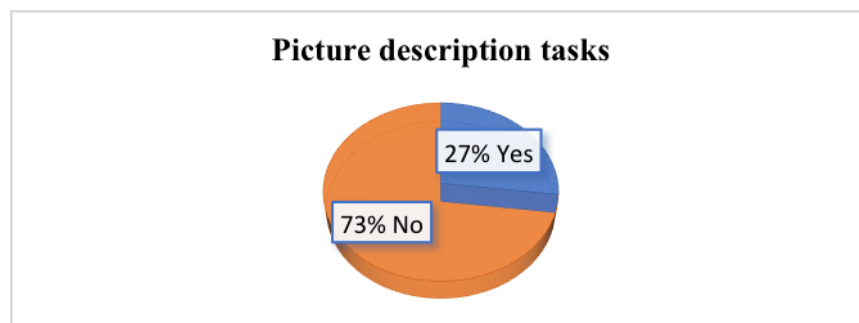
This figure shows student's answers in which 75% are not able to produce an acceptable core of words and use appropriate word order in writing text. In contrast to, 25% of the students are able to write using appropriate word order. So, it can be said that exercises should be implemented as a word order to reinforce the writing.

Table 16

Picture description tasks

Question number	29	30
Percentage %	27	27
Correct answers average		27%

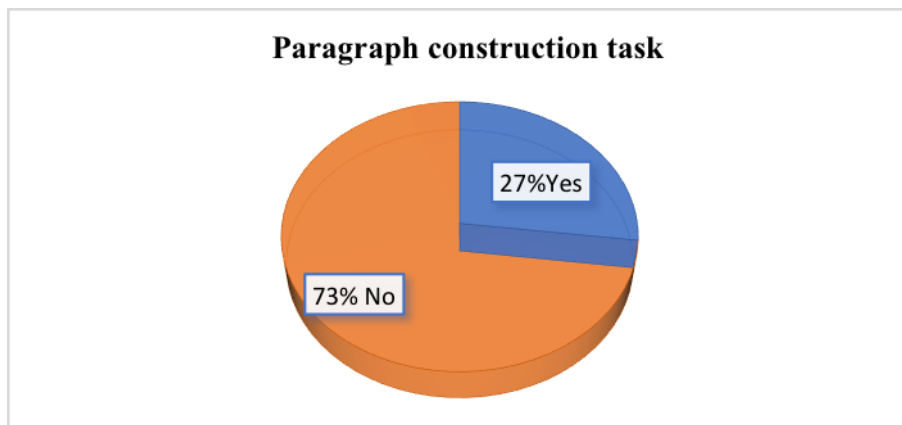
Table 16 shows the percentage of use of the micro skill picture description tasks for each of the questions in the writing test.



This figure shows student's answers in which 73% are not able to picture description tasks in writing text. Meanwhile 27% of the students are able to describe them. In other words, writing must be reinforced with exercises that strengthen grammar and give coherence to what is written.

Question number	29	30
Percentage %	27	27
Correct answers average		27%

Table 17 shows the percentage of use of the micro skill paragraph construction task for each of the questions in the writing test.



This figure shows student's answers in which 73% are not able to paragraph construction task in writing text. On the other hand, 27% of the students are able to paragraph it. Hence, it is necessary to work on the construction of the paragraph.

1.1.1.6 General Needs Analysis Results:

This Needs Analysis results part presents the general results of the data analysis following the order of the instruments and research questions as stated before. The first instrument applied was the observation that allowed to discover more about the behaviors and uses of the spaces for English classes. It was noticed that students had a beginner English level. So, it was difficult for them not only to understand teacher's instructions, but also to write.

The second instrument was the interview that is important to keep in mind students' opinions about the interview; 90% suggested that English classes will be more didactic, and that in classes technology should be more used and allow to take advantage of class time.

Regarding to the third instrument applied was the survey that allowed the researcher to find out student's strategies used in reading and writing skills. For reading comprehension skill, students do not use to much reading strategies; 50 % of students never use strategies for reading, and 70% does not use strategies for understanding, just 10% use guessing and looking for dictionary for overcoming difficult readings. For writing skill, students do not use writing strategies, 54% of students never use strategies to write more; 13 % seldom use strategies, and only 33% use strategies for writing. Dansereau, Nisbet and Shucksmith (1987) as quoted in (Valle, et al.,1998), strategies are "procedures or activities chosen with the purpose of facilitating the acquisition, storage and / or use of information", consequently, learning strategies guide the actions to follow to achieve certain learning goals.

From the analysis, the fourth instrument was the diagnostic test; it shows students micro and macro skills weakness in reading and writing. For reading comprehension, micro skills were found that 79% of the students are not able to recognize a particular meaning in the text. For the macro skills 92% of the students are not able to recognize implied meanings in the text. In addition, 64% are not able to infer links and connections between event and ideas in the text. Meanwhile, it was found in the writing test that 75% are not able to produce an acceptable core of words and use appropriate word order as well as the macro skill student's answers in which 77% are not able to use cohesive devices in written discourse. Consequently, writing skill must be improved, as 73% are not able to create paragraphs.

1.1.1.7 Decisions based on the results of the Needs analysis

The results of the needs analysis allowed the researcher to make decisions for the development of this proposal.

1. Design an online course for improving reading and writing skills through the development of micro and macro skills.
2. Propose a didactic strategy through workshops and activities online that support students' reading comprehension and writing skills.
3. Online course is designed using the e-learning platform Chamilo Software.
4. Facilitate a virtual learning space that develops reading and writing activities to improve student's level of English.

2 Objectives

2.1 General objective:

Design an online reading and writing course that will improve students' level of reading comprehension and written production.

2.2 Specific objectives

- Diagnose reading and writing skills level in students through a diagnostic test.
- Identify students' needs in reading and writing skills in Gimnasio Moderno Maria Auxiliadora school.
- Design reading and writing comprehension activities online for improving level English in beginning students.

3. Exploration Stage

In this era of globalization, English has become the most used language for communication around the world since it is widely used in different fields and for different purposes (Rao & Parupalli, 2019). In this sense, different virtual tools have been developed around the last few years that allow improving reading and writing process in education. It is the case of online courses. As an example (Reima Sado Al-Jarf, 2017) mentioned the course “Online Instruction and Creative Writing by Saudi EFL Freshman Student”, who presented a study of how online courses can motivate non-native students to write poems and short stories in English. For them, there are 38 creative writers who enrolled in different courses that take into account reading, writing, grammar and vocabulary, which were carried out for 6 months. In addition, samples of the poems created by the students were collected and an analysis of each of them was carried out. It also shows the characteristics of each of these creative writers as well as the online learning and writing tasks they used.

(Reima Sado Al-Jarf, 2017) mentioned that in a foreign language classroom, instructors and students feel that writing is a difficult task since students have doubts about writing because they are self-conscious causing fear of making mistakes, which does not allow them to generate ideas. Therefore, technology in recent years has shown that tools such as word processors, computer programs, e-mail, computer networks, and online journal writing have been very useful in improving the writing ability of L1 and L2 students.

For example, Scott (1990) suggested ways to help students using Systeme-D, a word processing program for creative writing in French, exploit more of the linguistic features of the program aside from the dictionary section cited in (Reima Sado Al-Jarf, 2017, para. 3).

On the other hand, a research carried out by (Gammon, 1989) cited in (Reima Sado Al-Jarf, 2017) supported that “a computer program titled “The Bald Headed Chicken,” enabled primary-level students, as well as limited-English-speaking students to manipulate graphics and text to create their own stories, save them on disk or print them” (para. 3). In another study, (Hodges, 1999) cited in (Reima Sado Al-Jarf, 2017) recommended that “use of a presentation software such as PowerPoint with elementary school students to create electronic books that use a combination of text, audio, and graphics (para. 3). Also, (Owen, 1995) cited in (Reima Sado Al-Jarf, 2017) “used the Writers in Electronic Residence (WIER), a computer network available to schools, in which students posted their creative writings which were then discussed by professional writers, students, and teachers” (para. 3). Hence, researchers assert that students need a good instructor who encourages them to write to communicate instead of focusing on grammar and spelling correction, so creative writers need an online learning environment that is supportive and safe for trial and error, and they need to feel free to express themselves and feel good with themselves and what they can do and achieve.

(Brown, Teaching by Principles , 2007) has supported the importance of micro skills and macro skills in different communicative skills for teaching and learning process in a foreign language; “Micro-skills refers to bottom-up models typically consist of lower-level reading process, and macro-skills refers to top-down models that focuses on providing students a large view of a subject”. (Brown, Teaching by Principles , 2007). Consequently, Neil Anderson cited in (Nunan, Practical English Language Teaching, 2003) claims “the reader uses background knowledge, and makes predictions. Therefore, the background allows the reader to remember and have a broad knowledge of the world, which is important to bring when reading, facilitating the understanding

of new information. Two studies by Brown (1998) and Green (2005) cited in (Nguyen, 2016) affirm that:

“Have attempted to analyze the effect of written instruction specifically on the development of macro and micro writing skills. All other studies have addressed writing holistically or based on participants' self-reported perceptions of factors that have influenced their writing skills” (p.23).

Next, micro and macro skills in reading comprehension have many benefits, including improving memory, increasing vocabulary and new ideas for the student. Therefore, knowing how to read in today's world allows communicating, learning how to relate to other people, and to know how to behave in different environments. Then, micro and macro skills can be a method of transmitting information, or a tool to create new words and strengthen these two skills. Thus, micro and macro skills are important in the teaching and learning processes of a foreign language. Thereby, online course in Chamilo platform provides necessary tools to make students better readers and writers.

4. Contextual Realization

Considering the problem and background reflection described above, it is important to present some theoretical concepts that were in view for organizing, planning, and designing the on-line teaching material.

4.1 Literature Review

4.1.1 Language Learning Theoretical Issues

Teaching English language (ELT) is based on the fact that the objective of acquiring a new language is a communicative competence. In addition, ELT adopts different types of concepts and methods that can be developed in the classroom in order to recognize and execute the communicative and needs that a student has when learning another language. (Richards, 2006) emphasized that Communicative Language Teaching (CLT) “can be understood as a set of principles about the goals of language teaching and how learners learn a language, the kinds of classroom activities that best facilitate learning, and the roles of teachers and learners in the classroom” (p.2).

Reading comprehension

Reading comprehension is a process where the reader constructs the meaning from a text. It involves the complex coordination of several processes" (Abdul-Majeed Attayib, 2016) (para.2), incorporating “decoding, word recognition and fluency, along with the integration of background knowledge and previous experience” (Klinger & Geisler, 2008, p.65) cited in (Abdul-Majeed Attayib, 2016).

Writing

Writing is not just an important skills in a learning language, (Nunan 2003) cited in (Komariyah, 2015) states “Writing is an intellectual activity of finding the ideas and thinking about the way to express and arrange them into a statement and paragraph that is clear to be understood by the people” (p.1). Writing allows expressing the thought and the ideas of the writer. When language learning students are trying to write their ideas in a short paragraph results a frustrating process if they do not have enough tools for improving it.

In reading and writing learning process, there are some aspects to be considered, such as the micro skills and the macro skills (Brown, Teaching by Principles , 2007), identifies the micro and macro skills for considering in any important language learning process. Some of them have been considered on this pedagogical proposal.

Micro skills for reading comprehension:

- Discriminate among the distinctive graphemes and orthographic patterns of English.
- Retain chunks of language of different lengths in short-term memory.
- Process writing at an efficient rate of speed to suit the purpose.
- Recognize a core of words and interpret word order patterns and their significance.
- Recognize grammatical word classes (nouns, verbs, etc.), systems (e.g., tense, agreement, pluralization) patterns, rules, and elliptical forms.
- Recognize that a meaning may be expressed in different grammatical forms.
- Recognize cohesive devices in written discourse and their role in signaling the relationship between and among clauses. (Brown, Teaching by Principles , 2007)

Macro skills:

- Recognize the rhetorical forms of written discourse and their significance for interpretation.
- Recognize the communicative functions of written texts, according to form and purpose.
- Infer context that is not explicit by using background knowledge.
- From described events, ideas, etc., infer links and connections between events, deduce causes and effects, and detect such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.
- Distinguish between literal and implied meanings.
- Detect culturally specific references and interpret them in a context of the appropriate cultural schemata.
- Develop and use a battery of reading strategies, such as scanning and skimming, detecting discourse markers, guessing the meaning of words from context, and activating schemata for the interpretation of texts. (Brown, Teaching by Principles , 2007)

Micro skills for writing:

- Produce graphemes and orthographic patterns of English.
- Produce writing at an efficient rate of speed to suit the purpose.
- Produce an acceptable core of words and use appropriate word order patterns.
- Use acceptable grammatical systems (e.g., tense, agreement, pluralization), patterns, and rules.
- Express a meaning in different grammatical forms.
- Use cohesive devices in written discourse. (Brown, Teaching by Principles , 2007)

Macro skills:

- Use the rhetorical forms and conventions of written discourse.
- Appropriately accomplish the communicative functions of written texts according to form and purpose.
- Convey links and connections between events, and communicative such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.
- Distinguish between literal and implied meanings of writing.
- Correctly convey culturally specific references in the context of the written text.
- Develop and use a battery of writing strategies, such as accurately assessing audience's interpretation, using prewriting devices, writing with fluency in the first drafts, using paraphrases and synonyms, soliciting peer and instructor feedback, and using feedback for revising and editing. (Brown, Teaching by Principles , 2007)

Learning Strategies

Oxford defined learning strategies as “Specific actions, behaviors, steps, or techniques that students (often intentionally) use to improve their progress in developing their foreign language skills.” (Oxford 1990, p. 18) mentioned in (Ruiz & Garcia, 2005). The following tables show a set of learning strategies used in the material designed for online reading and writing course.

Reading Strategy	Definition
Previewing	The aim of previewing is to help the student to predict some guesses about what is in the text.
Skimming	Involves searching for the main ideas the student wants to get across.
Scanning	Means searching for specific details of interest to the learner
Guessing word meaning	Helps learners to recognize and understand every single word before they can comprehend the overall meaning

Reading comprehension strategies (Brown, 2007)

Table 19

Writing strategy	Definition
Using Keywords	Helps to the student to identify a familiar word and generate an image of some relationship between the new word and a familiar.
Using resources for receiving and sending messages	Involves using resources to find out the meaning of what is heard or read in the new language, for it uses dictionaries, grammar books and phrase books.
Organizing	Help establish a good classroom environment, It can be used the notebook, new target language expressions, class assignments goals and objectives, these strategies work things to remember.

Writing strategies (Oxford, 1990)

4.1.1.2 DBA (Basic Learning Rights)

According to (MEN, 2016)

“Basic Learning Rights (DBA) in the area of English are a fundamental tool to ensure the quality and educational equity of all children and youth in the country,

these rights describe knowledge and skills that students must learn and develop in the English area” (p. 7).

It is important to note that the DBAs rub and enrich the teaching-learning process, in this case they were necessary to know the topics that the students find in eighth grade.

Table 20

BASIC LEARNING RIGHTS: ENGLISH IN EIGHTH GRADE	
Explains in written form different familiar situations and facts in a coherent and simple manner.	The student can establish relationships of addition, sequence, and cause and effect as well as simple comparisons.
Recognizes specific information in short oral and written texts on topics of general interest.	The student uses different reading strategies such as: previewing (images, titles, subtitles, etc.), prediction, the underlining of key words and Spanish cognates, and the identification of the general idea of the text (skimming).
Makes recommendations to people in his/her community about what to do, when and how.	Based on daily situations in his or her family life, school or local environment.
Expresses emotions and feelings about a situation or specific topic related to his/her family or school and presents supporting reasons in a clear and simple manner.	For this, it is worth of known vocabulary.
Briefly narrates current facts, daily situations or personal experiences orally and in written form.	To do so, the student considers the sequence of actions and the clarity of ideas and receives advice from classmates and/or the teacher.

Taken from (MEN, 2016)

5. Pedagogical Realization

For this course important aspects were considered like the curriculum and the context in which the teaching materials are developed. It must have a great impact and thus filter the interaction with the course content. (Nunan 1998) cited in (Howard & Major, 2015) “Whatever the curriculum, it is the teacher’s responsibility to ensure that the goals and objectives of the overarching curriculum are kept close at hand when designing materials” (p.103).

Subsequently, (Howard & Major, 2015) claims that copyright compliance it is important that the material designed have the restrictions of copyright laws, so it must be authentic and of high quality. Finally, the time it is important that the material is not so extensive so that there is an exchange with other teachers so that the material can be understood and available to students. These aspects mentioned above were considered in the design of the material since each one contributes from different aspects allowing the result to be a high-quality material for the students.

5.1 Guidelines for Designing Effective E-learning English Teaching Materials

For the design of the course focused on teaching English e-learning, it was necessary to account with the needs of the students and series of guidelines that were highly effective. (Howard & Major, 2015) claims that “Teacher designed materials may range from one-off, single-use items to extensive programs of work where the tasks and activities build on each other to create a coherent progression of skills, concepts and language items” (p. 104). Currently, the different contexts of language learning have been characterized in that teachers are designers of their own teaching materials. Designing teaching materials is an important part of English

language teaching for those who are immersed in the field of language it is a work that takes time and great teaching, so effort (Howard & Major, 2015). For these and previous reasons presented above the following standards are taking into account for designing this English teaching material.

Table 21

Guidelines	Definition	Application in e-learning Chamilo reading and writing course.
English language teaching materials should be contextualized	Materials should also be contextualized to the experiences, realities and first languages of the learners, and then it is essential that the material designer is informed about the specific learning processes of the students' culture.	When this e-learning teaching material was designed aspects like students' everyday routines were include for different topics as module one: the sports in their life.
Guideline: Materials should stimulate interaction and be generative in terms of language	It provides situations that demand conditions where learners need to interact with the language and communication challenges in an interactive approach.	In this e-learning platform student has the opportunity to interact with the language through different activities that address different forms of interaction, such as games, matches, questionnaires, etc.
Guideline 3: English language teaching materials should encourage learners to develop learning skills and strategies	Language teaching materials should be clear about the objective of what they will teach their students so that the material can be used in the best way.	Each module activity presents a clear objective that will facilitate the development and optimal learning of each module.
Guideline 4: English language teaching materials should allow for a focus on form as well as function	Teaching materials should encourage students to adopt an analytical approach that allows them to question how language works.	When designing this e-learning material it was bear in mind that the activities have an interaction between the previous knowledge of each student, therefore there are activities that require a more

detailed analysis.

Guideline 5: English language teaching materials should offer opportunities for integrated language us.

All language-teaching materials they must give students the opportunity to integrate all language skills allowing them to be competent in each of them.

In this e-learning platform, it allows the integration of reading and writing skills and for this purpose; it has the appropriate activities that will allow each student to be competent in each of these.

Guideline 6: English language teaching materials should be authentic

When talking about authenticity when designing teaching materials, texts of great clarity should be suggested since students need to listen to read, see, read and be writing constantly.

The teaching material has activities that will allow the student to contribute to improve their reading comprehension through texts with surprising and enriching content.

Guideline 7: English language teaching materials should link to each other to develop a progression of skills, understandings and language items

In this e-learning platform, there are three modules and each of these deals with a specific topic, which allows each of them to complement each other.

Guideline 8: English language teaching materials should be attractive

It is very important that the teaching materials are striking when looking at them. Besides, this when designing learning material, we must use images, videos, activities that are of great interest to the students.

The topics developed by the course are related to sports, travel and healthy lifestyles, and each one has different activities such as filling spaces, match, reading comprehension, true and false, describing, word order.

Guideline 9: English language teaching materials should have appropriate instructions

It is of great importance that before beginning to develop the learning unit the instructions are clear enough for its development.

In this e-learning, platform student has the opportunity to develop each module in a clear way, since before developing each activity each one has the appropriate instructions.

Guideline 10: English language teaching materials should be flexible

It is important to take into account when designing these materials that teachers must by offering students flexibility when developing to the content.

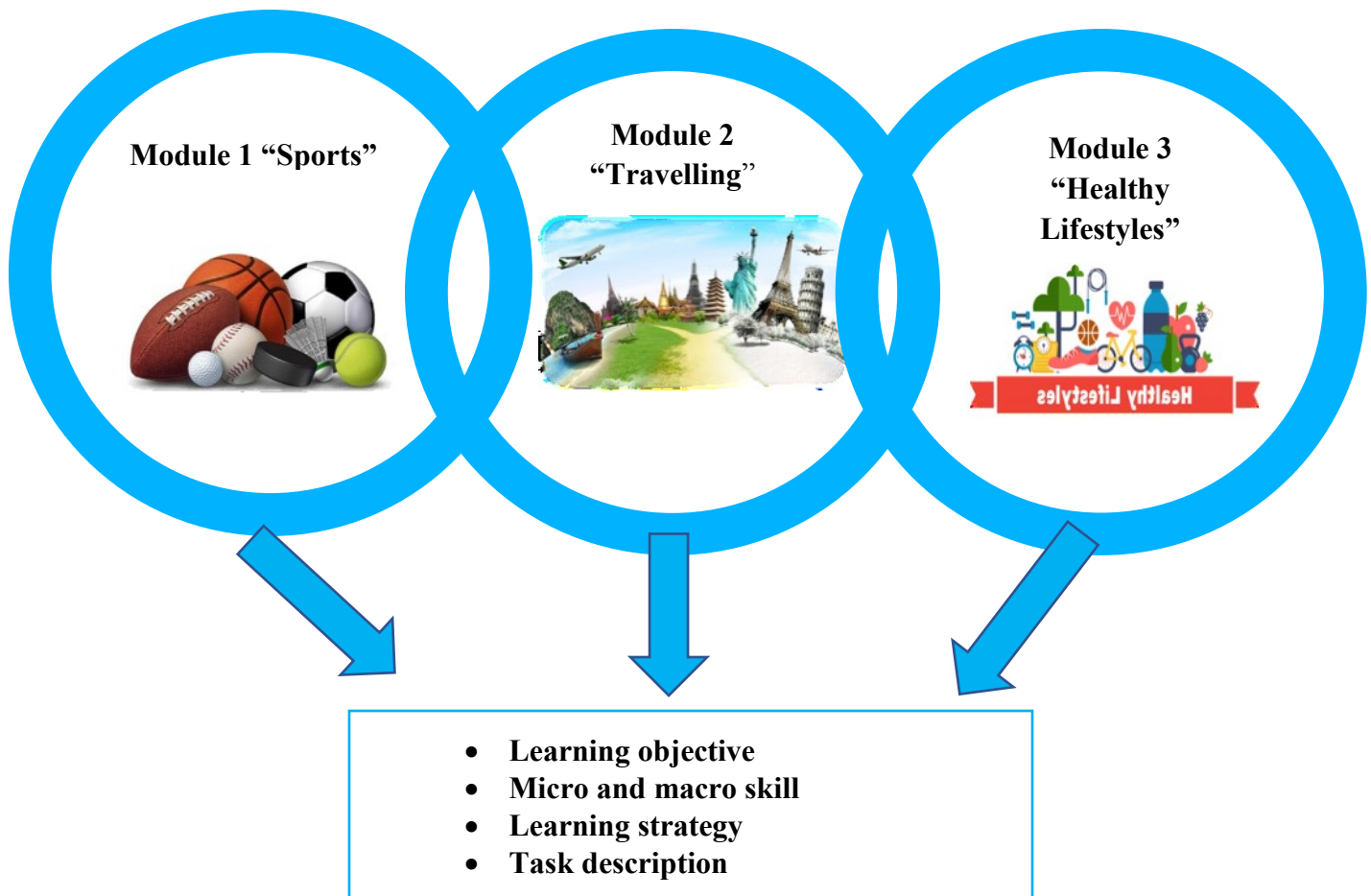
The activities that are in each module some have two attempts to carry out in case the student makes a mistake.

(Howard & Major, 2015)

The previous table was designed to follow the research's suggestions and standards for getting an optimal design of virtual teaching material; it is also very useful since each task allows the material to work effectively for students.

5.2 Learning Path

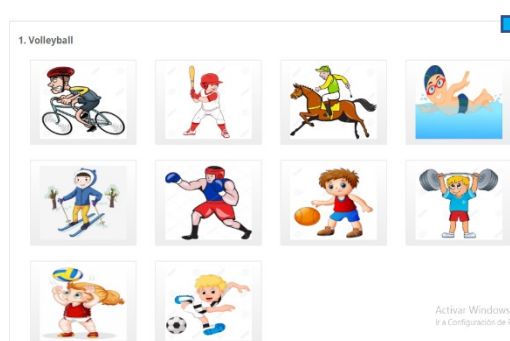
In Chamilo platform, the learning path didactic route is a tool that presents the activities and learning objects of the course through a created sequence that guides and supports student learning. According to (Chamilo, 2020) “A learning path can be sequentially suggestive (simply displays sections one after the other as a menu) or prescriptive (the student is required to follow the sections in a given order)”.



5.3 Components

To design the different activities in each module, Bloom's taxonomy was followed, which is a classification that implies the objectives and skills that the teacher places on students learning in the cognitive level and aims at the student acquiring new skills and knowledge after the learning process (Shabatura, 2020). To develop and support the cognitive process in student's leaning the sequence was based on three levels: Remembering, understanding, and applying.

Step 1: Remembering



Keywords: Students learn the target vocabulary about the topic.

Recognize meaning: Students gather ideas about the topic

Step 2: Understanding

1. How often the tournament is held?

WORLD CUP

The FIFA World Cup, occasionally called the Football World Cup, but usually referred to simply as the World Cup, is an international football competition contested by the men's national teams of the members of Fédération internationale de Football Association (FIFA), the sport's global governing body. The championship has been awarded every four years since the first tournament in 1930, except in 1942 and 1946 when it was not contested because of World War II.

The current format of the tournament involves 32 teams competing for the title at venues within the host nation(s) over a period of about a month - this phase is often called the World Cup Finals. A qualification phase, which currently takes place over the preceding three years, is used to determine which teams qualify for the tournament together with the host nation(s). The World Cup is the most widely-viewed sporting event in the world, with an estimated 715.1 million people watching the 2006 final.

The 19 World Cup tournaments have been won by eight different national teams. Brazil have won five times, and they are the only team to have played in every tournament. The other World Cup winners are Italy, with four titles; Germany with three titles; Argentina and inaugural winners Uruguay, with two titles each; and England, France, and Spain, with one title each.

The World Cup is among the world's most widely viewed sporting events: an estimated 715.1 million people watched the final match of the 2006 FIFA World Cup held in Germany.

The most recent World Cup was held in South Africa in 2010. The next two World Cups will be hosted by Qatar in 2022, United States and Mexico in 2026.



- 4 years
- 6 years
- Two years
- Don't know

Reading comprehension: Identify and categorize new meanings about reading.

Unique choice: Recognize the meaning in the text and choose the correct answer.

Step 3: Applying

1. often we in the forest walk

often in the forest walk we



Produce sentences:

1. 2. 3. 4.

Word order: Organize the correct form of sentences

EXTREME SPORTS

You have just interviewed your partner and now you know about his/her attitude to **Extreme Sports**.

Your task is to write a small article about your friend's likes and dislikes.

Please include the following information:

- **'Preferences'** (e.g. John can't stand doing bungee jumping. He is afraid of height)
- **Adjectives** which describe a type of extreme sport your friend does or would like to do (e.g. John would like to try snowrattling. He finds this type of sport amazing)
- **adjectives** which describe your friend's feelings when he/she does the extreme sport or what he/she might feel if he/she started doing it (e.g. He usually feels excited when he goes parachuting. He thinks he might feel scared if he did sky surfing)
- Try to **support your ideas** (e.g. John wouldn't like to try ice diving because he would feel cold and also because he would need a lot of time to put on special equipment)
- Express **your attitude** to your friend's preferences (e.g. Though John is fond of snowrattling, I would never try it. It's really dangerous. There have been some terrible accidents).



Expressing Preferences

A preference is something that we prefer, something, which we like more than something else. There are many ways to express a preference in English. Look at the expressions below. Note that some are used with verbs and others with nouns.

Expressions with nouns	
I prefer _____	I prefer cats (over dogs)
I like _____ more	I like cats more (than dogs)
Expressions with verbs	
I prefer + ing	I prefer driving to work (over walking)
I like + ing more	I like driving to work more (than walking)

Examples: I **prefer playing** basketball **to riding** a bike

I **would rather** play basketball **than** ride a bike



Writing Process:
Write a paragraph making use of different recourses.

Examples: I **prefer playing** basketball **to riding** a bike

I **would rather** play basketball **than** ride a bike

I **prefer** traveling by plane **to** traveling by bus.

I **would rather** travel by plane **than** travel by bus.



Now it's time to write. Use the ideas from above and write about friend likes and dislikes, for this in the forum make a brief description of your favorite sports.

6. Designing Proposal

6.1. E-learning Production

6.1.1. CALL: Computer Assisted Language Learning

Over the years, technology has contributed greatly in different fields and one of them is education, so it is necessary to incorporate technology into education as it provides a series of benefits that help improve efficiency and productivity in the classroom as well as increasing the interest of students to acquire new knowledge, likewise (Brown, 2007) said: The practical applications of computer-assisted language learning (CALL) are growing at such a rapid pace that it is almost impossible for a classroom teacher to keep up with the field. At the same time, don't let the allure of computer-based technology fool you into thinking that computers will magically make your students happy and successful. (p. 150)

Although it is true that technology is constantly evolving, it must be put to proper use so that our students can interact and learn together, which is why it is necessary to always accompany them in the teaching process.

6.1.1.2 The roles of new technologies in language-learning materials

When learning a second language, there are many aids that we can rely on one of them is the use of technology. (Tomlinson, 2012) claim :

“The materials facilitate learning depends to be used as a resource for the freeing of teachers and learners alike from the constraints of the coursebook and for providing rapid and flexible access to unlimited information resources” (p.7).

By the way, it is important that as teachers we take into account the important role we have in implementing this type of technology in the classroom since, although it is true, technology continues to grow increasingly, allowing us to facilitate language learning for our students. Thus, “technology can be a powerful tool for transforming learning. It can help affirm and advance relationships between educators and students reinvent our approaches to learning and collaboration” (King, 2017, p.3). Therefore, if we continue to implement the use of these new technologies in the classroom, the results will be great when learning a second language.

6.1.1.3 What is an e-Learning platform?

This new concept refers to learning through electronic equipment, such as a computer, email, related equipment and services, the WWW network and CD-ROM technology; offering in this way, a new and better possibility to train students and staff of a certain organization, who need to quickly learn new techniques and assimilate new information (Gómez, 2006). Digital Transformation in the field of education is a reality that is becoming increasingly strong. Due to this is the creation of e-learning platforms, allowing education to be available to anyone who has access to the internet. The e-learning platforms can be used in different contexts allowing a quality education, therefore there are different platforms that contribute to the training process, and it can find the following:

- Learning environment (VLE)
- Learning Management System (LMS)
- Course Management System (CMS)
- Managed Learning Environment (MLE)
- Integrated Learning system (ILS)

- learning Support System (LSS)
- Learning Platform (LP).

On the other hand, “Platform or virtual learning environment that we call LMS (Learning Management System) where the course is developed, the contents are managed, and the relationship and communication of students and teachers is maintained” (Elearning Actual, 2018, p. 7). There are different types of platforms:

- Proprietary software LMS, such as Blackboard, E-ducativa, Edmodo, among many others.
- Own LMS custom developed for the organization by a company.
- Open or free (open source) LMS as the "well-known" Moodle, and others such as Chamilo, Claroline, among others. (Gómez, 2006).

6.1.1.4 Advantages of e-learning

Nowadays, students require relevant, personalized, and different content. From this, the need to work on e-learning platforms arises, here students have the advantage of learning at their own pleasure and ease. The main advantages that are indicated below suggested by (Gómez, 2006).

- Can extend learning to the entire organization. With e-learning technologies management administrative staff at all levels can be reached with the same training and educational support content, the administrators of these levels can receive the necessary training and management tools.
- Can adapt e-learning activities to suit individuals. It can be organized to allow students to advance at their own pace, focusing on topics that fit their individual

needs. Nowadays technology evolves enormously, so using it to learn a language can be very favorable for second language learners (p.3). (Gómez, 2006).

Although it is true today, the relevance of the teaching-learning processes through educational platforms takes great force, therefore Datuk and Ali and Hassan and Al-Rify (2008) cited in (Ahmed, 2017) mention that:

Some of benefits of E-learning like flexibility, accessibility, and convenience that can enable learners to access material at any place and study at their own pace and place. They think that E-learning content is inexpensive to access. E-learning promotes collaborative learning and therefore it results in more engaging and enriching experiences of learning (p. 649).

Chamilo platform has different quality tools that provide the student with what is necessary to carry out each of the tasks, it is easily accessible and free, as well as promoting collaborative learning.

6.1.1.5 Chamilo LMS for designing reading and writing online course.

6.1.5.1 Chamilo LMS

The implementation of virtual courses contains a great advantage in teaching a second language as it warrants a wide range of options. (Warnier, 2010). Chamilo LMS the platform on which the course was chosen because it is a free code software that is distributed under the GNU / GPL v3 license and allows any user or company to use, study, modify, improve and redistribute their code. To develop this course, it was first necessary to take a look and explore the instruction manual called Teacher's Manual (Chamilo, 2020) which was

very useful for developing a well-structured course for students in which the teaching and learning processes were presented in a Simple way for course participants.

The advantages provided by the platform are the following:

- Participate in forums, chats
- Integrate social networks
- Create own electronic agenda
- Prepare exercises, surveys, and exams
- See the progress of each student in the course
- Send and receive tasks
- Chamilo LMS is translated into 45 languages
- It can be used in operating systems such as Windows, Mac OS and Linux.

Chamilo has two main objectives; support the teacher for a better response to the needs of their students and facilitate the construction and editing of high-quality digital materials for e-learning that the teacher can not only create but also develop to continuously improve the content of their courses.

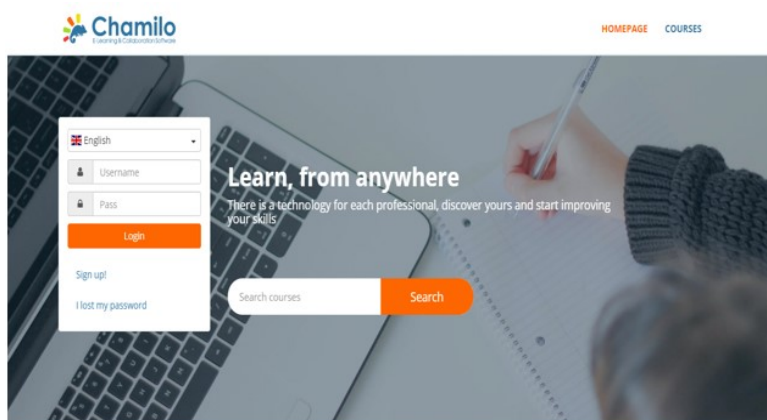


Illustration 1 Chamilo platform

6.1.5.2 Structure and didactic sequence.

To carry an order in the development of the course the following structure was developed that will allow the student to follow in an orderly manner the didactic sequence for the course.

Improving Reading and Writing skills using an e-learning platform for Eighth graders

Module 1.

TOPICS BY MODULE	COGNITIVE PROCESS	TASK	TASK DESCRIPTION	EVALUATION CRITERIA AND PERCENTAGES	TIME
MODULE 1 (Sports)	<p>PRE-READING</p> <p>Remember:</p> <p>Activation of Previous Knowledge. (Reading, images, etc)</p>	Sports Vocabulary	<p>Look at the pictures. What is relationship with the word?</p> <p>Match pictures with meaning word. You will find word by word.</p> <p>Check your scores.</p>	<p>It will be grade from 1-9</p> <p>Percentage : 5%</p> <p>Reading Rubric: Makes numerous connections which activate prior knowledge.</p>	15 minutes
	PREVIOUS KNOWLEDGE (Skimming and scanning)	Recognize meaning	<p>Read each of the meanings.</p> <p>Join each sport with its meaning.</p> <p>Check your scores.</p>	<p>It will be grade from 1-8</p> <p>Percentage : 5%</p> <p>Reading Rubric: Makes insightful predictions using prior knowledge</p>	15 minutes
		Match	<p>Read the sentences about sport description.</p>	<p>Percentage : 5%</p> <p>It will be grade from 1-9</p>	

			Choose the correct image that describes the sport. Check your scores.	Reading Rubric: Makes insightful predictions using prior knowledge	15 minutes
<p>LEARNING OBJECTIVES</p> <p>Understand new vocabulary about sports.</p> <p>Write about different types of sports.</p> <p>Practice using the present simple to order sentences.</p> <p>Use the present simple to write about sports</p>	DURING READING	Unique choice	<p>Read the text, you can read it more than once.</p> <p>Choose the correct answer for each question.</p> <p>After answering each question, click on the next question button.</p> <p>Check your scores.</p>	<p>It will be grade from 1-5</p> <p>Percentage : 5%</p> <p>Reading Rubric: Distinguishes important ideas from details consistently</p>	15 minutes
		Reading comprehension	<p>Read the text and select the correct answer.</p> <p>Check your scores.</p>	<p>It will be grade from 1-6</p> <p>Percentage : 5 %</p> <p>Reading Rubric: Recognizes subtle and consistently</p> <p>Makes valid inferences</p>	15 minutes
<p>EVALUATION IN PERCENTAGE</p> <p>35%</p>		APPLY	Word order	<p>Rearrange the words to form complete meaningful sentences.</p> <p>Drag the answers into each of the boxes.</p> <p>Check your scores.</p>	<p>It will be grade from 1-5</p> <p>Percentage : 5%</p> <p>Reading Rubric: Makes numerous connections which activate prior knowledge.</p>

		<p>Writing Process: Extreme Sports</p>	<p>Read the instructions step by step.</p> <p>Produce a paragraph according his/her personal information.</p> <p>The answer must be done in a word document and upload it to the platform in the task tool.</p> <p>Check your scores.</p>	<p>Percentage : 5%</p> <p>Writing Rubric: Numerous keywords/ideas were added, deleted, and/or rearranged, details are specific and clear.</p> <p>It is clearly organized with an opening and and ending</p>	<p>45 minutes</p>
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Module 2.

TOPICS BY MODULE	COGNITIVE PROCESS	TASK	TASK DESCRIPTION	EVALUATION CRITERIA AND PERCENTAGES	TIME
MODULE 2 . (TRAVELLING)	<p>PRE-READING</p> <p>Remember:</p> <p>Activation of Previous Knowledge.</p> <p>(Reading, images, etc</p>	<p>TOURIST PLACES VOCABULARY</p>	<p>Click on the link to go to the task.</p> <p>https://es.educaplay.com/recursos-educativos/4842398-tourist_places.html</p> <p>Find the words in the letter soup.</p> <p>The time limit for task is four minutes.</p> <p>Check your scores.</p>	<p>It will be grade from 1-10</p> <p>Percentage : 5%</p> <p>Reading Rubric: Makes numerous connections which activate prior knowledge</p>	<p>4 minutes</p>

<p>LEARNING OBJECTIVES</p> <p>Understand new vocabulary about travel and tourist places.</p> <p>Identify and classify new meanings.</p> <p>Recognizes implicit meanings about the description of places.</p> <p>Review the present perfect for ordering sentences.</p>	<p>PREVIOUS KNOWLEDGE</p>	<p>MATCH</p>	<p>Select the image with the most appropriate meaning.</p> <p>Check your scores.</p>	<p>It will be grade form 1-5</p> <p>Percentage : 5%</p> <p>Reading</p> <p>Rubric: Makes insightful predictions using prior knowledge</p>	<p>15 minutes</p>
		<p>MAKING PREDICTIONS</p>	<p>Read questions and write his/her answers.</p> <p>Look at the examples in each questions.</p> <p>Check your scores.</p>	<p>It will be grade from 1-3</p> <p>Percentage : 5%</p> <p>Writing Rubric: Brainstorm ideas and organize thoughts about the subject.</p>	<p>15 minutes</p>
	<p>DURING READING</p> <p>(Skimming and scanning)</p>	<p>ORGANIZE SENTENCES</p>	<p>Order the sentences using the present perfect.</p> <p>Before starting task, look at the structure of the present perfect.</p> <p>Check your scores.</p>	<p>It will be grade from 1-5</p> <p>Percentage : 5%</p> <p>Reading Rubric: Makes numerous connections which activate prior knowledge.</p>	<p>15 minutes</p>
		<p>READING COMPREHENSION</p>	<p>Look and analyze the image and select if is true or false.</p> <p>Check your scores.</p>	<p>It will be grade from 1-5</p> <p>Percentage : 5%</p> <p>Reading Rubric: Recognizes subtle and consistently makes valid</p>	<p>15 minutes</p>

				inferences	
EVALUATION IN PERCENTAGE				Percentage : 5%	
35%	APPLY	WRITING PROCESS: CREATIVE WRITING	<p>Read the instructions step by step.</p> <p>Produce a paragraph according his/her personal information.</p> <p>The answer must be done in a word document and upload it to the platform in the task tool.</p> <p>Check your scores.</p>	<p>Writing Rubric: Numerous keywords/ideas were added, deleted, and/or rearranged, details are specific and clear.</p> <p>It is clearly organized with an opening and ending.</p>	45 minutes

Module 3.

TOPICS BY MODULE	COGNITIVE PROCESS	TASK	TASK DESCRIPTION	EVALUATION CRITERIA AND PERCENTAGES	TIME
MODULE 3 (HEALTHY LIFESTYLES)	<p>PRE-READING</p> <p>Remember:</p> <p>Activation of Previous Knowledge.</p> <p>(Reading, images, etc</p>	HEALTHY AND UNHEALTHY FOOD VOCABULARY	<p>Click on the link to go to the task.</p> <p>https://es.educaplay.com/recursos-educativos/5490693-healthy_and_unhealthy_food.html</p> <p>Look at the images. What is relationship with the word?</p> <p>Match images with meaning word.</p> <p>Check your scores.</p>	<p>It will be grade from 1-10</p> <p>Percentage : 5%</p> <p>Reading Rubric: Makes numerous connections which activate prior knowledge.</p>	10 minutes

<p>LEARNING OBJECTIVES</p> <p>Recognize between unhealthy foods and healthy foods.</p> <p>Identify and infer new meanings in reading.</p> <p>Practice using the first conditional.</p> <p>Recognize and use adverbs of frequency to order sentences.</p>	<p>PREVIOUS KNOWLEDGE</p>	<p>MAKING PREDICTIONS</p>	<p>Read questions and write his/her answers.</p> <p>Check your scores.</p>	<p>It will be grade from 1-2</p> <p>Percentage: 5%</p> <p>Reading Rubric: Brainstorm ideas and organize thoughts about the subject.</p>	<p>20 minutes</p>
		<p>MATCH</p>	<p>Read each of the meanings</p> <p>For this exercise, the use of the first conditional will be used.</p> <p>Before starting the activity, review the first conditional.</p> <p>Match the two columns.</p> <p>Check your scores.</p>	<p>It will be grade from 1-6</p> <p>Percentage : 5%</p> <p>Reading Rubric: Makes insightful predictions using prior knowledge</p>	<p>10 minutes</p>
<p>EVALUATION IN PERCENTAGE</p> <p>30%</p>	<p>DURING READING (Skimming and scanning)</p>	<p>READING COMPREHENSION</p>	<p>Read the questions and select if is true or false.</p> <p>Check your scores.</p>	<p>It will be grade from 1-7</p> <p>Percentage : 5%</p> <p>Reading Rubric: Recognizes subtle and consistently makes valid inferences</p>	<p>15 minutes</p>

		WORD ORDER	<p>Rearrange the words to form complete meaningful sentences</p> <p>Drag the answers into each of the boxes</p> <p>Check your scores.</p>	<p>It will be grade from 1-5</p> <p>Percentage : 5%</p> <p>Reading Rubric: Makes numerous connections which activate prior knowledge.</p>	10 minutes
	APPLY	WRITING SKILL PRACTICE	<p>Read the instructions step by step.</p> <p>Produce a paragraph according his/her personal information.</p> <p>The answer must be done in a word document and upload it to the platform in the task tool.</p> <p>Check your scores.</p>	<p>Percentage : 5%</p> <p>Writing Rubric: Numerous keywords/ideas were added, deleted, and/or rearranged, details are specific and clear.</p> <p>It is clearly organized with an opening and ending.</p>	45 minutes

6.1.5.3 Online course reading and writing.

Below are the components that will be worked on platform throughout the course. Each one contributes significantly to the proper use of the platform providing the student with different tools for great learning.



Illustration 2 Welcome

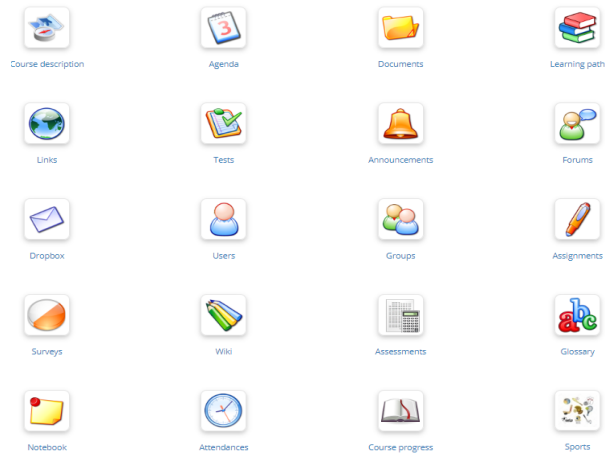


Illustration 3 Components



Illustration 4 Video about course

Welcome to "Improving Reading and Writing skills using an e-learning platform for Eighth graders" which purpose is to improve reading and writing skills through the development of micro and macro skills, for this the course will take place virtually in Chamilo software. This course has been developed to address 8th-grade students in Secondary Education at the Gimnasio Moderno Maria Auxiliadora school. Therefore the course will have three modules on sports, travel and healthy living. To do this, students must have active participation in the platform, performing all the tasks proposed in each module. On the other hand, it must be taken into account that each module will provide tools that strengthen these two skills.

Illustration 5 Introduction

- Now let's look where the lessons are



Learning path

Illustration 6 Learning path

▶ Sports	14%	
▶ Travelling	33%	
▶ Healthy lifestyles	33%	

Illustration 7 Course units



Illustration 9
Assignments



Illustration 8
Documents



Illustration 10
Forum

First Module and its tasks.

Sports	
	Module 1. Task 1. Sport vocabula ...
	Module 1. Task 2. Recognize mean ...
	Module 1. Task 3. Match
	Module 1. Task 4. Unique choice
	Module 1. Task 5. Reading Compre ...
	Module 1. Task 6. Word order
	Module 1. Task 7. Writing Proces ...

Illustration 11 Sports module

Task 1. Sports vocabulary

ACT INSTRUCTIONS	CRITERIA
Learning Objective:	<ul style="list-style-type: none">Identify new words relate to sports.
Micro skill:	<ul style="list-style-type: none">Recognize a particular meaning.
Learning strategy:	<ul style="list-style-type: none">key wordsGuessing word meaning
Task Description	<ul style="list-style-type: none">Look at the pictures. What is relationship with the word ?Match pictures with meaning word. You will find word by word.Check your scores.
Material	<ul style="list-style-type: none">Images
How students upload the activity	<ul style="list-style-type: none">It is graded by the platform.
Deadline	<ul style="list-style-type: none">Remember deadline is on June 30th
Evaluation:	<ul style="list-style-type: none">It will be grade from 1-9Percentage : 5%Reading Rubric: Makes numerous connections which activate prior knowledge.

Illustration 12 Task 1. Sports vocabulary

6.1.5.4 How to enter the online course in the Platform:

Taking into account that the material is ready to evaluate for professional experts, for entering as a course teacher:

A. Enter:

https://campus.chamilo.org/main/auth/inscripcion.php?c=STRATEGIESBECOMINGGOODREADER_SAND&e=1

B. Register with the following

User: mahecha18

Password: 12345cd

C. On the other hand, to register as a student in the virtual classroom, it is necessary that students who will work on the platform must follow teacher's explanation and register the

online course with the following link:

<https://campus.chamilo.org/main/auth/inscription.php?c=STRATEGIESBECOMINGGOODREADER SAND&e=1> . First, each student must register and create a username and password

according to the indications of the teacher and platform. Being on the platform, you can search for the course, in the option "search courses" and select the course "Reading and writing online course for Eighth graders".

Finally, the course has an instruction manual for easy access on the platform for students, which has the step-by-step to develop each task.

6. Evaluation

For the evaluation and validation of the virtual teaching material one external reader participated, who demonstrated experience in teaching using TIC, e-learning courses, and wide knowledge on ELT (English Language Teaching). Therefore, the rubric of the pedagogical design material proposed by the university was taken into account, whose purpose is to review the contents, the methodological base and the design of the material, in relation to the relevance and agreement with the objectives of the proposal.

RÚBRICA PARA LA EVALUACIÓN DE MATERIAL DE ENSEÑANZA UAN

Evalúe de forma objetiva cada uno de los siguientes aspectos. Tenga en cuenta que 1 es la valoración mínima y 5 la máxima.

A continuación, se explican los descriptores para la interpretación del puntaje obtenido.

- 5: Excelente (cumple con el aspecto evaluado)
- 4 - 4.9: Sobresaliente (el material debe ser ajustado en aspectos mínimos)
- 3 – 3.9: Aceptable (el material requiere de ajustes sustanciales)
- 1 – 2.9: No cumple con los aspectos requeridos.

NOTA: Menos de treinta se considera un material que no cumple con los parámetros de calidad exigidos por tanto no se acepta para ser presentado a Comité de Trabajos de Grado.

EVALUACIÓN PARA DISEÑO DE MATERIALES DE ENSEÑANZA	CATEGORÍA DEL MATERIAL:	
INDICADORES	VALORACIÓN 1 a 5	OBSERVACIONES
CONTENIDO		
El material presenta ampliamente el soporte de realización de pilotaje In situ.		No aplica debido a la situación sanitaria actual del país ocasionada por el COVID-19
La estructura del material presenta contenidos de modo secuencial que permiten la apropiación del conocimiento y su respectiva evaluación.	5	Los módulos presentan una secuencia temática, que desarrollan habilidades de pensamiento de bajo, medio y alto orden.
Son congruentes los contenidos y la presentación del material.	4.5	Los temas están organizados por etapas y se evidencia vinculación entre los mismos.
La información ofrecida es relevante y de interés para la población seleccionada.	4.5	La información es actual y está relacionada con las temáticas necesarias para el grado de escolaridad de los estudiantes según los lineamientos curriculares del MEN
El material diseñado permite mejorar procesos de aprendizaje.	4.5	Presenta objetivos claros y actividades que permiten desarrollar las habilidades de los estudiantes; sin embargo se hace necesario trabajar en mayor medida las habilidades de orden superior, en las que el aprendiente puede expresar de forma mas abierta su criterio y opinión y en esa medida evaluar la pertinencia y relevancia de las temáticas en el desarrollo de su vida diaria.
Está identificado correctamente con: título, población a quien va dirigido y área disciplinar correspondiente.	5	La plataforma se encuentra debidamente identificada desde el inicio de la sesión.
FUNDAMENTACIÓN PEDAGÓGICA		
Presenta objetivos claros y coherentes en función de los procesos de aprendizaje.	5	Cada sesión presenta de forma clara los objetivos de aprendizaje de las sesiones relacionados con las habilidades
Existe interrelación de contenidos con nueva información.	4,5	El material pone en consideración los conocimientos previos del estudiante y los pone en dialogo con las actividades nuevas.
El material desarrollado permite al estudiante reflexionar críticamente sobre el nuevo conocimiento.	4	Si bien existen actividades que invitan a la reflexión algunos objetivos de aprendizaje se quedan cortos, pues no desarrollan habilidades de orden superior como la evaluación.
El nuevo conocimiento permite el manejo de estrategias de búsqueda e indagación en el estudiante.	4.5	Considero que la plataforma puede de alguna manera motivar el trabajo autónomo del aprendiente. Sin embargo no es posible evaluar ese aspecto de forma amplia en la plataforma.

El material permite transversalidad con otras asignaturas.	5	Las temáticas permiten que el estudiante combine información con asignaturas como biología, salud, anatomía, deporte y medio ambiente. Lo cual considero es valioso y oportuno teniendo en cuenta que en el aprendizaje, el ingles debe considerarse como una herramienta y no como un tema.
DISEÑO		
El material es atractivo, preciso y claro para la comprensión del estudiante.	4.5	El material presenta imágenes. Sin embargo algunas lecturas son extensas aunque adecuadas para el nivel, pueden resultar intensas para el publico. Teniendo en cuenta que deben ser leídas por medio digital.
La articulación de diversos textos (icónicos, fílmicos, gráficos, etc.) impactan favorablemente y generan interés.	4.5	La mayoría de imágenes son claras y atractivas.
Presenta las respectivas citaciones de textos, contenidos o imágenes propias de derechos de autor.	5	El autor de la plataforma presenta una tabla de referencias bibliográficas. Que cumple con las normas APA.
MATERIALES DIGITALES Y ENTORNOS VIRTUALES DE APRENDIZAJE		
Instructivo: Se presenta un instructivo (video, manual) que da cuenta detalladamente de los diferentes pasos para su ingreso, manejo y sus respectivas recomendaciones y técnicas en relación con este tipo de aprendizaje.	5	El material de inducción a la plataforma es claro e inclusivo, cuenta con texto e ilustraciones icónicas, permitiendo que los estudiantes comprendan el funcionamiento de la herramienta, además de los elementos de orden pedagógico de cada una de las tareas planteadas por el docente.
Accesibilidad: El ingreso a la página, blog, App,o plataforma es de fácil acceso. Si es necesario una clave, esta es recuperable mediante un procedimiento muy simple. Funciona en cualquier equipo de cómputo, navegador etc....	4.5	La plataforma cuenta con un espacio inscripción. El cual a partir del diligenciamiento de un formato genera el usuario y contraseña de acceso. Cabe resaltar que algunos apartes del formulario resultan inoficiosos o excesivos para la edad de los estudiantes.
Navegación : Los enlaces para la navegación están claramente etiquetados, colocados consistentemente, y permiten al lector desplazarse fácilmente de una página a otras páginas relacionadas (hacia delante y atrás), y llevan al lector donde él o ella espera ir. El usuario no se pierde.	5	Existen iconos claros de cada una de las secciones.
Contenido: Toda la información provista por el estudiante en el sitio web es precisa y todos los requisitos de calidad han sido cumplidos.	4.5	El autor se preocupo por hacer clara la información a través del manual y de tablas d información y referencia en cada uno de los módulos.
Interactividad: La OVA, App, Blog, Web, etc manifiesta desde el diseño, diversidad de estrategias para facilitar la interacción del estudiante con la plataforma, los recursos y objetos de aprendizaje, así como con el tutor, los pares y con los materiales educativos en general. .	5	El estudiante cuenta tanto con materia escrito como audiovisual. Lo cual permite una diversificación en la presentación de contenidos y en el acercamiento de los estudiantes a la información.

OBSERVACIONES:

De manera general considero que el material cumple con su objetivo en la dinamización de las actividades para la mejora de las habilidades de lectura y escritura, además se encuentra estructurado y organizado de forma esquemática, lo cual es evidencia de un esfuerzo por la preparación, adecuación y aplicación del mismo.

De igual manera considero que este trabajo se hace pertinente, pues hoy en día la virtualidad como extensión del aula de clase es una herramienta invaluable para el desarrollo de la autonomía y para facilitar el acceso, propiciando de algún modo una respuesta para aquellos, que no pueden asistir de forma presencial o que requieren de un refuerzo, por lo cual se constituye en un buen comienzo para la realización de una formación a distancia, o como material didáctico para el aprendizaje fuera del aula.

Es claro que nuestros estudiantes han evolucionado y pertenecen a una era virtual, de igual manera los contenidos y materiales que ofrecemos deben estar en sintonía. Nuestra responsabilidad como docentes es entonces propiciar espacios de interacción, en los que se desarrollen habilidades de pensamiento de orden superior, lo que considero en algunas ocasiones no resulta ser tan fácil para el maestro, pues esto supone pensar la enseñanza de inglés más allá de las reglas gramaticales y centrarse en una enseñanza funcional y contextualizada. Enfocarse más en dicha habilidades de orden superior enriquecerían aun más este proyecto.

Firma del Par evaluador experto y perfil profesional



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7. Future Plans

After having designed and presented this proposal through the "Chamilo LMS" e-learning platform, It is possible to assert that today more than ever, education requires modernization, and it is necessary to adapt to the needs of the world that surrounds us and that demands more technology. Nowadays more than ever we need to manage more information in less time and e-learning platforms are the best resource.

Thus that being immersed in the classroom, these types of platforms could change traditional education, and make classes in virtual classrooms facilitate communication between teachers and students, incorporating different tools and resources to enrich learning.

8. Conclusions

After designing the course, it was evident the importance of having created a teaching material through the use of information and communication technology, since they are tools that are constantly present in life. Therefore, the implementation of these innovative tools in a foreign language learning allows the learning process to be as expected.

Subsequently, having had the opportunity to interact with e-learning platforms, it was a great experience, since the use of this type of tools is highly demanded today, so education requires modernization and adaptation to the needs of the population. Because of this, Chamilo has great advantages that allow an innovative interaction between teacher and student, in addition to allowing you to constantly personalize the information and facilitate access.

Another aspect to highlight is the time. In order to create and have successful interaction in electronic learning, more dedication teaching hours by the students are needed during all the teaching process. It is important to say that this study could have had more extensive results if the teacher had had more time for applying the activities with a larger population.

Then general objective proposed in this proposal was achieved since a set of reading and writing activities were designed using an e-learning platform for improving students skills. In addition, CLT method was important in the design on activities in the platform facilitating learning reading comprehension and writing skills. Additionally specific objectives were completed, through a need analysis based on reading and writing allowing identifying student's needs in these skills, as well as designing online activities for improving these specifics micro and macro skills in eighth-graders students.

So it is important to consider that education is evolving more and more, so teachers and students are involved in the virtual age. So, it is our duty, as teachers, to provide students with

new interaction spaces that allow them to develop their thoughts. Moreover, virtual spaces favor aspects face-to-face. Among virtually benefits, the most relevant ones are associated to break distance barrier. The schedule flexibility added to the possibility of adapting to multiple occupations that modern lifestyle entails. Of course, these attractive elements are increasingly desired among students and professionals who seek to improve their skills, abilities, and knowledge. Finally, as a conclusion can infer that students had a great improvement on their reading comprehension and writing skill using e-learning platforms.

9 Recommendations

The research project demonstrated that English could be taught in different ways by means of several varieties of strategies and activities such as e-learning platforms. In this case, I believe that English classes should differents and used in a great way capturing the attention of students through alternative and interesting teaching techniques. Moreover, I want to give some advice to teachers who desire to adapt e-learning in their classes and elements that they should keep in mind to get successful outcomes.

Nevertheless, I consider teachers should analyze students' needs depending on the skill to be worked by opting for e-learning. Also before starting to use the platform is important to know how it is composed and if it has the tools to carry out a successful teaching-learning process.

Simultaneously, I invite future educators of Antonio Nariño University should consider technology as a fundamental element of their classes because it might motivate and engage students to pay attention to class and students' learning process may improve significantly. Parallel that learners spent many hours per day using technology because they use to have access to the internet, but most of the time it's not used properly.

Concurrently, educators should be in a continuous preparation due to the emerging generation of children that brings needs and likings that teachers should keep in mind to implement in class.

10 References

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Anexos



Survey

Thank you for taking the time to answer these questions. The following questions are to know the habits, tastes, and strategies that you use in reading and writing in a foreign language. Below you will find four boxes with three answer options: **Frequent**, **seldom**, and **never**, please select one answer per each strategy.

<i>What I do to read more?</i>			
STRATEGY	FREQUENT	SELDOM	NEVER
I look at pictures and what is under the pictures	X		
I read things more than once	X		
I underline parts that seem important		X	
I mark the reading in different colors to help me understand		X	

<i>What I do to understand what I read?</i>			
STRATEGY	FREQUENT	SELDOM	NEVER
I read a lot in the language		X	
I read for fun in the language		X	
I look for things to read that are not too hard			X

<i>Strategies to overcome reading difficulties</i>			
STRATEGY	FREQUENT	SELDOM	NEVER
I guess the meaning by using clues from other parts of the passage		X	
I use a dictionary to find meaning	X		

<i>What I do to write more</i>			
STRATEGY	FREQUENT	SELDOM	NEVER
I take class notes in the language			X
I use words from my own language		X	
I write letter to other people in the language			X
I plan what I am going to write		X	
I use a dictionary or glossary	X		
I ask someone for the word or phrase I want to write	X		

CS Escaneado con CamScanner
Name: Laura Valentina Farfán



Diagnostic test
Reading and Writing

The following diagnostic test will evaluate reading and writing and is intended to determine the strengths and weaknesses of these two skills.

Part 1

Read each text and select the correct answer on the answer sheet.

Our Vacation

Every year we go to Florida. We like to go to the beach.

My favorite beach is called Emerson Beach. It is very long, with soft sand and palm trees. It is very beautiful. I like to make sandcastles and watch the sailboats go by. Sometimes there are dolphins and whales in the water!

Every morning we look for shells in the sand. I found fifteen big shells last year. I put them in a special place in my room. This year I want to learn to surf. It is hard to surf, but so much fun! My sister is a good surfer. She says that she can teach me. I hope I can do it!

Did you understand the text?

1) My favorite beach is...

- a) Surf Beach
- b) Emerson Beach
- c) Palm Beach
- d) Long Beach

4) What do I want to learn this year?

- a) Surfing
- b) Swimming
- c) Sailing
- d) How to find shells

2) What animals do I see in the water?

- a) Sharks
- b) Starfish
- c) Dolphins
- d) Dogs

5) Where did I put my shells last year?

- a) In a box
- b) In the garage
- c) In my room
- d) In Florida

3) How many shells did I find last year?

- a) Twelve
- b) Five
- c) Fifty
- d) Fifteen

Who I am?

Directions: Read the paragraphs below. Think about who the narrator is in each short story. Try to picture the character. Check the best answer that tells who the character is.

6. I begin the day with my small tools to clean my patient's teeth. I placed the paper bib on her and shined a light down so I could see. I found one cavity! After all the teeth were cleaned, I gave her a toothbrush.

- a) Cashier
- b) Clown
- c) Teacher
- d) Dentist

7. When I get to work I pass out papers and set up a game for the kids to play. When everyone arrives, we read a story and discuss it. The bell rings and it is time for lunch. I correct some papers and prepare the next lesson.

- a) Teacher
- b) Doctor
- c) Actor
- d) Chef

8. I put on my white shirt and begin chopping carrots. Behind me is a pot of boiling broth. I choose some nice herbs and chop them to place into the soup. When it is done, I pour a bowl of hot soup and hand it to the waiter.

- a) Teacher
- b) Police officer
- c) Chef
- d) Actor

9. Today has been very busy. I replaced a knee and set a broken arm into a cast. Now, I am examining a patient with a sore leg. He may need some medicine. Later, I take off my white coat and stethoscope and relax.

- a) Farmer
- b) Doctor
- c) Police officer
- d) Dentist

10. Before the show I practice my lines. I like to look into the mirror and pretend. I fix my hair and makeup and get into my costume. Before the curtain rises, I am nervous but eager to begin performing.

- a) Doctor
- b) Teacher
- c) Actor
- d) Clown

My Wonderful Family

I live in a house near the mountains. I have two brothers and one sister, and I was born last. My father teaches mathematics, and my mother is a nurse at a big hospital. My brothers are very smart and work hard in school. My sister is a nervous girl, but she is very kind. My grandmother also lives with us. She came from Italy when I was two years old. She has grown old, but she is still very strong. She cooks the best food!

My family is very important to me. We do many things together. My brothers and I like to go on long walks in the mountains. My sister likes to cook with my grandmother. On the weekends, we all play board games together. We laugh and always have a good time. I love my family very much.

Did you understand the text?

11) My mother is a....

- a) Nurse
- b) Waitress
- c) Writer
- d) Doctor

12) My house is near the....

- a) Italy
- b) Mountains
- c) City
- d) Monastery

13) How old was I when my grandmother came?

- a) Three years old
- b) Just born
- c) Two years old
- d) Ten years old

14) On the weekends we....

- a) Cook pasta
- b) Clean the house
- c) Go to a movie
- d) Play board games together

15) My sister is kind, but also....

- a) Strong
- b) Nervous
- c) Quiet
- d) Mean

Preparing food

Jack was hungry. He walked to the kitchen. He got out some eggs. He took out some oil. He placed a skillet on the stove. Next, he turned on the heat. He poured the oil into the skillet. He cracked the eggs into a bowl. He stirred the eggs. Then, he poured them into the hot skillet. He waited while the eggs cooked. They cooked for two minutes. He heard them cooking. They popped in the oil.

Next, Jack put the eggs on a plate. He placed the plate on the dining room table. Jack loved looking at his eggs. They looked pretty on the white plate. He sat down in the large wooden chair. He thought about the day ahead. He ate the eggs with a spoon. They were good.

He washed the plate with dishwashing soap. Then, he washed the pan. He got a sponge damp. Finally, he wiped down the table. Next, Jack watched TV.

Did you understand the text?

16) What food was cooked?

- a) Rice
- b) Pork
- c) Fish
- d) Eggs

17) Where did Jack eat the eggs?

- a) In his room
- b) In the Kitchen
- c) At the dining room
- d) In front of the Tv

18) How long did the eggs cook?

- a) 5 minutes
- b) 2 minutes
- c) 3 minutes
- d) 10 minutes

19) What was the chair made of?

- a) Metal
- b) Wood
- c) We do not know
- d) Stone

20) Jack cooked in a skillet. What is another word for skillet?

- a) Pan
- b) Slow cooker
- c) Oven
- d) Microwave

When Am I?

Directions: Read the paragraphs below. Think about when the story takes place. Try to picture the time. Check the best answer that tells when we are in the story.

21. My mother told me that I had to take out the trash. I put on my coat and mittens and grabbed a flashlight. I flipped on the porch light and headed out to put the trash bags at the club.

- a) Daytime/summer
- b) Daytime/winter
- c) Nighttime/summer
- d) Nighttime/winter

22. I jumped out of bed, threw on my bathing suit and grabbed my flip flops and headed out to the pool. Dad was already out there eating breakfast. Later in the day, mom gave us some ice cream cones. They melted fast.

- a) Daytime/summer
- b) Daytime/winter
- c) Nighttime/summer
- d) Nighttime/winter

23. After school, my brother and I put on our boots, hat, and gloves and went outside to build a snowman. We had a snowball fight, too. After a while, we went in and had some hot chocolate that my mom made.

- a) Daytime/summer
- b) Daytime/winter
- c) Nighttime/summer
- d) Nighttime/winter

24. Last Saturday night, my cousin slept over my house. We roasted marshmallows at the bright fire and chased fireflies. We caught 10 fireflies and watched them glow in a jar. Afterwards, we set them free.

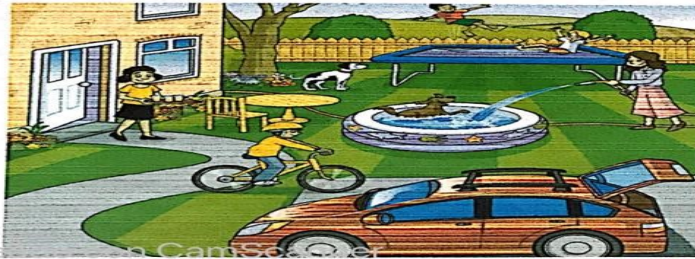
- a) Daytime/summer
- b) Daytime/winter
- c) Nighttime/summer
- d) Nighttime/winter

25. Friday was our last day of school. My class spent the day at the playground and had a picnic. When the final bell rang, I ran out of the building and headed home. My mom had a popsicle waiting for me..

- a) Daytime/summer
- b) Daytime/winter
- c) Nighttime/summer
- d) Nighttime/winter

Part 2

26) Look and read and write on the answer sheet.



Examples

The dog is playing in some water.

What is the mother wearing? a purple shirt.

Complete the sentences.

- The boy on the bike is wearing grey jeans
- One dog is brown and one dog is black and white

Answer the questions.

- What is the girl in the black skirt doing? She is walking
- Where are the flowers? In front of the house

Now write two sentences about the picture.

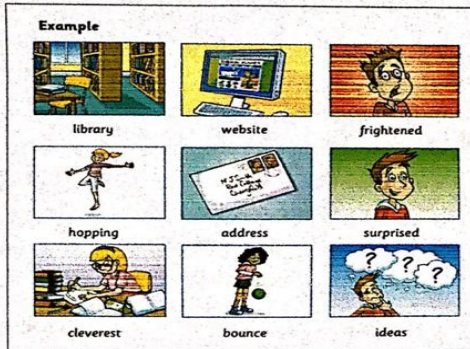
- There are two children jumping
- There is a red car

27) Read the story and choose a word from the box. Write the correct word on the answer sheet.

There is one example

Jane loves reading about different animals in her school library.

Last Friday, Jane's teacher told the class to find pictures of animals. 'Look on the (1) Website. I told you about yesterday,' she said. 'Work with a friend. Choose a really strong animal but talk about your different (2) ideas first.' Jane worked with Paul. 'Bears are great,' Paul said. 'Let's find a picture of a bear in a river. They are good at catching fish! Or a lion? People are (3) scared of those. Let us find a picture of a lion with its mouth open! I like seeing its big teeth.' 'What about kangaroos?' Jane said. 'They have longer and stronger tails than bears or lions. It is their tails that make them really good at (4) swimming. Their back legs are the strongest, too.' Paul looked at Jane. 'OK! You are right again, Jane!' he said. 'You're the (5) cleverest girl in the class!'



28) Read the text and choose the correct words and write them on the answer sheet.

Dolphins

Dolphins are partof..... the whale family. They are smallerthan..... most whales and they have small teeth. Dolphins are very clever animals. They learn things veryquickly..... and a dolphin can make noises to 'talk' to another dolphin. Dolphins live with their families. They like to play in the water and to jump.....out..... of the water and back in again. A lot of people.....who..... sail boats say that dolphins like to be near people. They come very near to boats and sometimes theyswim..... with the boats for days.

- Example:**
- | | | |
|-------|---------|----------|
| in | of | by |
| then | that | than |
| quick | quickly | quickest |
| out | from | up |
| which | what | who |
| swam | swim | swimming |

29) What is your routine?

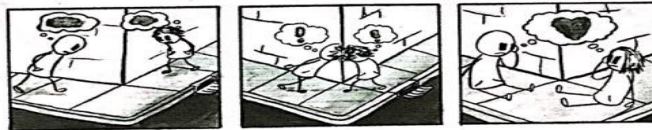
Example

I usually wake up at 7 or 8 in the morning.
I do not have an alarm, because I make my own *schedule*. A lot of days, I just wake up when the sun *rises*.
I get up, drink a glass of water, and put some coffee on the *stove*.
While I have my coffee, I do some reading. I read the news online, or I read a book. Sometimes I listen to a podcast instead of reading.
After lunch, I read or I have a nap. I usually take a walk around the *neighborhood* in the afternoon. I sometimes write *stories* for my personal blog before dinner.
At night, I go out for dinner or stay in and relax. I usually try to get to bed early there is always more to do tomorrow!

Now write about your routine.

I usually get up early after I take a shower and brush my teeth and immediately I get dressed. At 7 am I have breakfast and I go to school with my brother.
I start study at 8 am and my classes end at 12 pm. I have lunch when I arrive home and then took a nap.

30)



Look at the three pictures. Write the history shown in the three pictures.
Write 35 words or more.

There are two people who walk on different streets and when they get to the corner they collide and after the blow is so strong that they they got their names and they will eat.

ANSWER SHEET

Name: Laura Valentina Gavfán
Date: 26-02-2020

Reading section

Circle the answer

Passage 1

Our vacation

- 1) A ~~B~~ C D
- 2) A B ~~C~~ D
- 3) A B C ~~D~~
- 4) A B ~~C~~ D
- 5) A B ~~C~~ D

Passage 2

Who I am?

- 6) A B C ~~D~~
- 7) ~~A~~ B C D
- 8) A B ~~C~~ D
- 9) A ~~B~~ C D
- 10) A B ~~C~~ D

Passage 3

My wonderful family

- 11) ~~A~~ B C D
- 12) A B C ~~D~~
- 13) ~~A~~ B C D
- 14) ~~A~~ B C D
- 15) A B ~~C~~ D

Passage 4

Preparing food

- 16) A B ~~C~~ D
- 17) A ~~B~~ C D
- 18) A B ~~C~~ D
- 19) A B C ~~D~~
- 20) A B C ~~D~~

Passage 5

When am I?

- 21) A B ~~C~~ D
- 22) A B ~~C~~ D
- 23) ~~A~~ B C D
- 24) ~~A~~ B C D
- 25) A B C ~~D~~

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