Intercultural approach and reading comprehension in secondary education students, Simón Bolívar School – Mache - 2020

Enfoque intercultural y comprensión de textos (En Inglés) en estudiantes de educación secundaria, I.E. Simón Bolívar, Mache - 2020

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ABSTRACT

The present research "Intercultural approach and reading comprehension in Secondary Education students, Simón Bolívar School, Mache 2020" is a study carried out to implement a programme based on the intercultural approach aiming to improve reading comprehension in English of third grade students from "Simón Bolívar" high school, Mache, 2020. The quasi-experimental design was applied, in which it was considered a "Pre-Test" and "Post-Test" with two intact groups. The sample in which this research was conducted was 53 students of third and fourth secondary students, in Mache District, Otuzco Province. A test consisting of 20 items designed to measure reading comprehension, which has three dimensions, was applied. The dimensions are literal, inferential and critical respectively, considering 10 for literal, 7 for inferential and 3 for critical. It was concluded that the programme based on the Intercultural Approach significantly improves reading comprehension in English of the experimental group from Simón Bolívar School- Mache 2020.

Keywords: intercultural approach; reading comprehension; programme.

RESUMEN

La presente investigación "Intercultural approach and reading comprehension in Secondary Education students, Simón Bolívar High School, Mache 2020" es un estudio realizado para implementar un programa basado en el enfoque intercultural con el fin de mejorar la comprensión de textos en inglés de los estudiantes de tercer grado de secundaria de la I.E. "Simón Bolívar", Mache, 2020. Se usó el diseño cuasi-experimental, en el cual se considera un "Pre-Test" y "Post-Test" con dos grupos intactos. La muestra en la que se realizó esta investigación fue de 53 estudiantes de tercer y cuarto grado de educación secundaria, en el distrito de Mache, provincia de Otuzco. Se aplicó una prueba que consta de 20 ítems diseñados para medir la comprensión de textos, la cual tiene tres dimensiones: literal, inferencial y crítica, respectivamente, considerando 10 para la literal, 7 para la inferencial y 3 para la crítica. Se llegó a la conclusión que el programa basado en el enfoque intercultural mejora significativamente la comprensión de textos en inglés de los estudiantes de tercer grado de la I.E. Simón Bolívar, Mache, 2020.

Palabras clave: enfoque intercultural; comprensión de textos; programa.

1. INTRODUCTION

The present investigation "Intercultural approach and Reading comprehension in Secondary Education students, Simón Bolívar School - Mache, 2020" was conducted aiming to obtain the Degree of Doctor in Sciences of Education, taking into account the research guidelines, as well as the corresponding protocol. Systematic observation was used as technique. Among the instrument used, we have the test to measure the level of reading comprehension in its three dimensions.

In a global world marked by the continuous contact between individuals from the most diverse communities or cultural environments, it is necessary that language teaching prepares the student to accept, understand and enjoy otherness. (Méndez, 2015)

During the last decades of the 21st century, intercultural competence has become a key element in language teaching, since it has the advantage of integrating cognitive, pragmatic and attitudinal components in the classroom. (Doyé, 1999, quoted by Méndez, 2015)

In the context of Peruvian reality, characterized by sociocultural and linguistic diversity, interculturality is understood as the dynamic and permanent process of interaction and exchange between people from different cultures, oriented towards a coexistence based on agreement and complementarity, as well as respect for their own identity and differences. This conception of interculturality starts from understanding that in any society on the planet cultures are alive, they are not static or isolated, and in their interrelation they generate changes that contribute naturally to their development, provided that their identity is not impaired or there is claim of hegemony or dominance by any. (Minedu, 2017a, p.24)

The CNEB was implemented throughout the country, which proposes to include in the curricular planning 7 Cross-cutting approaches, which operate in an interrelated manner in the competences that students are looking to develop, guide pedagogical work, and print characteristics to the various teaching and learning processes. (Minedu, 2017a, p.11)

The educational material that Minedu provides to every school along the country does not respond to the reality. In spite of the great effort of the publishing houses to satisfy that need it has not been possible to include significant material. Especially in the most remote areas far from the city, rural students do not feel that there is a motivation to observe images or read stories that do not reflect their feelings, their culture. On the contrary, they find great difficulty in trying to understand terms, recognize places or food that are totally unknown to them.

This research was carried out with Secondary students from Simón Bolívar School in Mache, a small town with a lot of history, full of its own cultural expressions, which belongs to the Province of Otuzco in La Libertad Region, located in the Andes at 3,323 MASL.

Learning a new language is learning a new culture that brings with it new ways of acting, dressing, speaking, etc. Therefore, it is necessary to take actions that facilitate this process. Students feel helpless many times because they don't understand the situations presented in material suggested by the Ministry of Education. How can I ask my student to learn the meaning of subway if perhaps they hopefully have boarded a bus to travel to a nearby location? In Vásquez (2011) words, "We do not have a study on the educational expectations of the children themselves because they simply are not taken into account in our curricular analysis". It is important to take the context into account when planning to relate it to others based on respect and intercultural dialogue, but above all their needs.

There are many recent studies where intercultural approach plays a crucial role in teaching a foreign language, especially English.

Porta Linguarium magazine published in 2014 the article *Competencia Intercultural en la enseñanza de lenguas extranjeras* of Silvina Paricio, in Coruña, Spain. Which aims to clarify what is understood by intercultural competence in foreign languages teaching. In a first introductory section, reference is made to various works that have been concerned with investigating the relations between language and culture and the reasons that have led to the need to enhance an integrated teaching of both. Subsequently, some key concepts on the intercultural approach or intercultural dimension applied to language teaching are pointed out and a conceptual framework is provided on which this dimension is based. The current Foreign Language Curriculum for Compulsory Secondary Education in Spain was analysed, in which linguistic skills and the importance of *sociocultural aspects and intercultural awareness* are recognized, which suggests that students know customs, forms of social relationship, features and particularities of the countries in which the foreign language is spoken. While it is true that learning a new language brings us closer to new cultures, the same ones that are constantly changing, teaching staff mission is to be a mediator between the student and the new culture. That is why it is necessary to use a range of varied teaching resources: original texts, audio and video recordings, photographs, graphics, drawings. Etc.

The article clearly addresses the relationship between intercultural competence and second language teaching which provide teachers a different view of the meaning of teching a new language.

The matter of language transmission, from an integral perspective, requires broader categories than merely linguistic ones, since it implies incorporating the language and its context as contemplated by applied linguistics (intercultural pragmatics, intercultural communication and intercultural learning) and vision Anthropological teaching as a historical process. (Sáez, 2018)

There are different perspectives that support the possibilities of the intercultural approach, especially in a multicultural country like ours.

First, The Common European Framework of Reference for Languages Teaching, and Language Assessment (CEFR) points out that currently the methodology of teaching-learning of foreign languages (L2) exceeds strictly linguistic or strictly psychological issues. Secondly, from the field of teaching of the L2 in the last decades, as Byram points out, it is not conceivable by the majority of the teaching community a teaching-learning without incorporating the context where said language is spoken.

Sáez (2018), confirms the above and affirms that "Intercultural pragmatics, intercultural communication and intercultural learning are some of the areas of applied linguistics that study the link between language and culture."

Then it can be inferred that the intercultural is referred to the integrative conception between language and culture. (Kramsch, 2014, p.5)

As it is pointed by Minedu (2017b):

The pedagogical work of English as a subject considers the cultural, social, ethnic, religious, gender, learning styles and level of language proficiency associated with the challenges that is demanded from the English teacher in charge, who must propose activities and use educational resources that promote respect, tolerance and openness among all students. Diversity is an important factor that enriches the learning process in the classroom and the teacher must have different alternatives to develop motivational sessions that are meaningful and at the same time challenging for students.

In that sense Sáez (2018) affirms:

As it was previously indicated, the communicative approaches, predominant until recently in language teaching, have been criticized for fostering an instrumental conception of their learning, obviating or reducing the cultural dimension to an anecdotal role [...] Communicative approach failed mainly in two aspects: 1) not being aware that the learning of another culture was insufficient to promote understanding between cultures, since, in order to achieve this last purpose, it is required to have an awareness of the culture itself. (Paricio, 2014, p.219)

The National Curriculum of Basic Education (Minedu, 2017a) states that "educational materials and resources must be designed and / or selected taking into account the maturational characteristics of students, their needs and learning styles. They must respond to their context and promote cultural diversity, as well as the eco-efficiency in which the application of 3Rs is reinforced". (p. 54)

Similarly, Ferradas (2016) criticizes materials used and emphasizes that:

Teachers have a huge variety of educational resources, both printed and on various media (DVD, CD, digital content). However, the pedagogical resources of global production are inadequate to work on the objectives we propose today when learning an additional language […] These materials often have a merely cosmetic diversity. Despite the use of images of people of different races and backgrounds and texts about different geographical areas, many manuals continue to reinforce an urban middle class model in which users from different environments and social classes are often not represented as speakers of the target language. Rarely are students invited to respond with texts that express their identity.

The programme was applied during 14 weeks, it was structured on 14 learning lessons with a duration of 50 minutes each, in which the competence: Read different types of texts written in English was strengthened. Then, a proposal in which aspects that represent the intercultural approach could be included and were evidenced in the material that includes content that identifies students was formulated, that is, aspects of their closest context, their cultural expressions, geography and at the same time relate them to the outside world both nationally and internationally, in order to get students interest and achieve the main objective: to improve learning English as a foreign language, especially reading comprehension skill.

This research aimed to determine to what extent the programme based on the intercultural approach improves reading comprehension in third grade Secondary Education students, Simón Bolívar School – Mache 2020.

2. MEANS AND METHODS

2.1 Subject of study

2.1.1.Population

The universe was made up of 165 students from "Simón Bolívar" School from Mache in 2020.

2.1.2. Sampling

This research was implemented with a non-probabilistic and intentional sample. The groups are formed as it follows: Third grade students from Simón Bolívar high school is the experimental group and the fourth grade of the same school made up the control group with a total of 53 students.

The students are teenagers between 14 and 17 years old, they belong to Cycle VII, most of them from poor families whose main economic activity is the production of potatoes, cereals and cattle raising. Due to their socioeconomic status, adolescents help with tasks related to their parents' work in order to collaborate supporting their families. They are experiementing physical and emotional changes, so you must have a special treatment with them. Their interests are sports, volleyball and soccer; as well as trending music.

SEX \ GRADE	MALE	FEMALE	TOTAL
THIRD	12	15	27
FOURTH	10	16	26
TOTAL	22	31	53

The quasi-experimental design was used, it is the one that deliberately manipulates one or more independent variables to observe its effect and relationship with one or more dependents, they work with "intact groups" earlier formed by not related to the experiment reasons: in quasi experimental designs, subjects were not randomly assigned to the groups or matched, rather, these groups were previously integrated into the experiment. (Hernández-Sampieri, 2014)

Application of the data collection instruments for subsequent comparison to the groups:

$$\text{GE: O1} \quad \text{X} \quad \text{O2}$$
$$\text{GC: O3} \qquad \text{O4}$$

Where:

EG: Experimental group of 3rd grade students from Simón Bolívar school (Mache)

O1: Reading comprehension pre-test

X: Programme based on Intercultural approach

O2: Reading comprehension post-test

CG:Control group of 4th grade students from Simón Bolívar school (Mache)

O3: Reading comprehension pre-test

O4: Reading comprehension post-test

2.2. Methods

Method

- Hypothetical-deductive, since the steps that were followed were observation, formulation of hypotheses based on what was observed, deducing the possible results to finally verify these assumptions.

Theoretical methods

- Analysis-synthesis: using this method, the different theories and information that support the importance of the intercultural approach in language teaching have been analysed, and then they are synthesized.

- Historical-logical: This method allows us to have a notion of the progress over time of the subject to study in order to know how it has evolved over the years.

- While the logical refers to the establishment of cause-effect relationships between the variables.

Empirical methods

 - Observation

 - Test method

Statistical method: To compare the results obtained from the groups through the T-student.

2.3. Techniques and instruments

Technique: Observation

Instrument: Test to measure Reading comprehension in English

2.4. Data analysis

- T-student: Which allows to measure the level of significance between the pre-test and the post-test, with respect to the dependent variable.

- Wilconxon: It is used to compare two related measurements and determine if the difference between them is due to chance or not (in the latter case, the difference is statistically significant).

2.5. Data collection instrument

Test to measure Reading comprehension

To measure variable 2, Reading comprehension, a test was developed, which was aimed at third and fourth grade high school students who were subjects of the research sample.

Objective: This test is part of the study that aimed to gather information about the level of reading comprehension in English of the students who make up the experimental and control groups respectively.

Application: The test is an instrument that uses the observation technique, and measured reading comprehension level in English.

Description: The test consists of 20 items, each of which has two possible responses. Correct (1); incorrect (0).

Structure:

The dimensions that reading comprehension in English are the following capacities:

- Gets information from a written text. **(Literal)**
- Infers and interpret information from a written text. **(Inferential)**
- Reflects and evaluate the form, content and context of a written text. **(Critical)**

Table 1. Specifications for Reading comprehension test

Dimensions	Structure		Percentage
	Items	Total	
Gets information from a written text	1, 2, 3, 4, 5, 6, 7, 8, 9,13	10	50%
Infers and interpret information from a written text.	10, 11, 12, 14, 15, 16, 17	7	35%
Reflects and evaluates the form, content and context of a written text.	18, 19, 20	3	15%
Total items		**20**	**100%**

Table 2. Levels and ranges of Reading comprehension

Levels	Poor	Regular	Good	Very good
Gets information from a written text	0-6	6-8	8-9	9-10
Infers and interpret information from a written text.	0-2	3-4	5-6	6-7
Reflects and evaluates the form, content and context of a written text.	0	1	2	3
Total	**0-10**	**11-14**	**15-17**	**18-20**

Source: Test to measure Reading comprehension
Own elaboration

Reading comprehension test validity and reliability

To estimate the validity a procedure was carried out through the evaluation of expert judgment (2), for which the opinion of remarkable teachers from Universidad Nacional de Trujillo majored in foreign languages was required. Which determined the sampling adequacy of the items of the instrument.

They were given the consistency matrix, the instrument and the validation certificate where they were determined: Pertinence, Relevance and Clarity of the items and its relation to each dimension. The two experts determined that the instrument "Reading comprehension test" was applicable. (Appendix 1)

In this case, Cronbach's alpha reliability coefficient was used for the reliability calculation by the internal consistency method,. The estimation was made using the SPSS program (Statistical Package for Social Sciences) version which yielded the following result: 0.81.

This result is satisfactory, which indicates that the test has measurement precision over time and can be applied with other study groups.

These are the steps followed :

a. To determine the degree of reliability of the instrument, by the internal consistency method. First, a pilot sample of 10 students was determined. Subsequently, the instrument was applied to determine the degree of reliability.

b. Then, the reliability coefficient for the instrument was estimated by the Internal Consistency method, which consists of finding the variance of each question, in this case the variance of the questions was found, according to the instrument.

c. Subsequently, the obtained values are added, the total variance is found and the existing level of reliability is established. For which the Cronbach's alpha coefficient was used.

So we have:

$$r = \left(\frac{k}{k-1} \right) * \left(1 - \frac{\sum p * q}{V_t} \right) \Rightarrow r = \left(\frac{20}{20-1} \right) * \left(1 - \frac{2.86}{12.22} \right) \Rightarrow \boxed{r = 0.81}$$

Whereas:

r = reliability coefficient

k = number of instrument items

TV = total variance of the instrument

p= average of those who answered correctly

q = average of those who answered incorrectly

3. RESULTS AND DISCUSSION

Table 3: Reading comprehension in third grade Secondary Education students from Simón Bolívar School- Mache 2020

Reading comprehension	Experimental Group				Control Group			
	Pre test		Post test		Pre test		Post test	
	N°	%	N°	%	N°	%	N°	%
Beginning	8	29.63	1	3.70	15	57.69	14	53.85
In process	17	62.96	10	37.04	10	38.46	11	42.31
Achieved	2	7.41	9	33.33	1	3.85	1	3.85
Satisfactory	0	0	7	25.93	0	0	0	0
Total	27	100.0	27	100.0	26	100.0	26	100.0

Source: Reading comprehension test

The experimental group reached 29.63% in the pre-test, placing it at the beginning level, 62.96% in process and 7.41% at achieved. On the other hand, in the post-test 3.70% are at the beginning level, 37.04% at in process level, 33.33% at the achieved level and 25.93% at the satisfactory. These results of improvements were achieved as a consequence of the application of the programme based on the Intercultural Approach. As Ferradas (2016), criticizes and emphasizes that students are rarely invited to respond with texts that express their identity, and Vásquez (2011) affirms, intercultural teaching is necessary to show reality, build positive awareness of our diversity and build ability to accept and live in diversity in students, so that the programme Based on the Intercultural Approach exposed students to their intercultural background through different kind of texts.

However, the results of the control group present similar percentages because the students were not exposed to the programme based on the Intercultural Approach; they follow the curriculum proposed by Minedu instead.

Table 4: Literal Dimension in reading comprehension in third grade Secondary Education students from Simón Bolívar School- Mache 2020.

Literal Dimension	Experimental Group				Control Group			
	Pre test		Post test		Pre test		Post test	
	N°	%	N°	%	N°	%	N°	%
Beginning	5	18.52	0	0	7	26.92	7	26.92
In process	17	62.96	10	37.04	13	50.00	13	50.00
Achieved	5	18.52	11	40.74	6	23.08	6	23.08
Satisfactory	0	0	6	22.22	0	0	0	0
Total	27	100.0	27	100.0	26	100.0	26	100.0

Source: Reading comprehension test

In the pre-test, the experimental group reached 18.52%, which is located at the poor level, 62.96% at the regular level and 18.52% at the good level. On the other hand, in the post-test, 37.04% are at the regular level, 40.74% at the good level and 22.22% at the very good level. A significant improvement is evident, before applying the programme; no student had reached the very good level.

Since this dimension requires simple tasks such as locating and selecting information in a written text for a specific purpose. (Minedu, 2017a, p.219). Students had the opportunity to interact with simple texts that included basic vocabulary and structures according to their level, which allowed them to find specific information in the text. This allowed them to foster linguistic competence by increasing their semantic and lexical field respectively.

The results of the control group show similar percentages due to the absence of the programme based on the Intercultural Approach.

Table 5: Inferential Dimension in reading comprehension in third grade Secondary Education students from Simón Bolívar School- Mache 2020

Inferential dimension	Experimental group				Control group			
	Pre test		Post test		Pre test		Post test	
	N°	%	N°	%	N°	%	N°	%
Beginning	0	0	0	0	4	15.38	6	23.08
In process	24	88.89	12	44.44	22	84.62	20	76.92
Achieved	3	11.11	13	48.15	0	0	0	0
Satisfactory	0	0	2	7.41	0	0	0	0
Total	27	100.0	27	100.0	26	100.0	26	100.0

Source: Reading comprehension test

The 88.89% of the experimental group were at process level in the inferential dimension according to the pre-test, and 11.11% reached the achieved level. On the other hand, in the post-test, 44.44% got at in process level, 48.15% at the achieved level and 7.41% at the satisfactory level. After applying the programme based on the intercultural approach, the students were able to establish relationships between explicit and implicit information to deduce new information according to the National Curriculum of Basic Education. (Minedu, 2017a, p.219). Due to the strategies implemented such as underlining, reading for gist and skimming the students developed skills to compare and tie in information given to come out with new statements.

Similarly, the results of the control group do not show significant changes because the programme based on the Intercultural Approach was not applied. It means that the strategies mentioned above are significant and useful to understand well what is being read.

Table 6: Critical Dimension in reading comprehension in third grade Secondary Education students from Simón Bolívar School- Mache 2020.

Critical dimension	Experimental group				Control group			
	Pre test		Post test		Pre test		Post test	
	N°	%	N°	%	N°	%	N°	%
Beginning	5	18.52	0	0	8	30.77	5	19.23
In process	15	55.56	8	29.63	17	65.38	19	73.08
Achieved	7	25.93	18	66.67	1	3.85	2	7.69
Satisfactory	0	0	1	3.70	0	0	0	0
Total	27	100.0	27	100.0	26	100.0	26	100.0

Source: Reading comprehension test

This table shows that 18.52% of the experimental group is located at the beginning level in the critical dimension according to the results obtained from the pre-test, 55.56% in process and 25.93% at the achieved level. On the other hand, in the post-test 29.63% are at in process level, 66.67% at the achieved and 3.7% at the satisfactory level respectively. It is evident that the applied programme helped students to improve in the tasks of comparing and contrasting formal and content aspects of the text with the experience, as well as expressing personal opinions considering the effects it produces, their relationships with other texts and the sociocultural context of the text and reader. (Minedu, 2017a, p. 219)

Quite the opposite occurs in the control group, since no significant changes are observed because the programme did not take part.

Since long time ago the critical dimension it's been a matter of concern because students find hard to express their opinions or ideas after being exposed to any kind of text, written or oral, as most of what they hear or read include complicate structures and forms of the language, target and mother tongue as well. That's why is important to consider students' zone of proximal development as Vygotsky (1980) states in his Sociocultural Theory. "the individual's activity cannot be understood without taking into account the society in which it has developed […]". Learning and development take place in socially and culturally defined contexts and, since historical conditions are constantly changing, different contexts and learning opportunities arise. (Cabaleiro, 2017)

4. CONCLUSIONS

The programme based on the Intercultural Approach significantly improves reading comprehension in English because there is a significant difference between the pre and post- test results of the experimental group in third grade Secondary Education students from Simón Bolívar School- Mache, 2020. It also influences reading comprehension by providing contextual situations related to the students background, interests and needs. Thus, students get involve with what they read and make reading interesting. Moreover, the programme based on the Intercultural Approach significantly improves reading comprehension dimensions since students improve aspects such as locating and selecting information in a written text for a specific purpose, they also enhance aspects such as establishing relationships between explicit and implicit information to deduce new information; and they make progress in comparing and contrasting formal and content aspects of a text with experience, being able of expressing personal opinions. Customs and traditions, personal relationships, and tourist places - programme dimensions - influence the improvement in reading comprehension of third grade students by providing them interesting and significant information, which engaged them in the activities developed.

5. RECOMMENDATIONS

Apply the programme within larger experimental and control groups over a longer period of time to observe students' improvement in reading comprehension.. Apply the programme based on the intercultural approach proposed not only to other secondary rural schools in the region but also to different levels in order to expand the scope and gather more information about its effectiveness. Conduct future research to determine what factors influence the improvement of students' reading comprehension at all levels to validate the programme based on the intercultural approach in rural zones where this kind of investigation is needed the most.

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APPENDICES

Normality tests

Reading comprehension test

Intercultural approach questionnaire

Proposal of a programme based on the intercultural approach to improve reading comprehension

Programmed based on the intercultural approach to improve Reading comprehension

Kolmogorov-Smirnov & Shapiro Wilk tests to determine data normality

Normality Tests

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Estadístico	gl	Sig.	Estadístico	gl	Sig.
Pre_literal	,227	27	,001	,905	27	,017
Pre_inferencial	,307	27	,000	,774	27	,000
Pre_crítico	,284	27	,000	,800	27	,000
Pre_compren_textos	,140	27	,190	,940	27	,122
Post_literal	,202	27	,006	,880	27	,005
Post_inferencial	,212	27	,003	,910	27	,023
Post_crítico	,393	27	,000	,693	27	,000
Post_compren_textos	,155	27	,094	,913	27	,026

a. Corrección de significación de Lilliefors

Nota: Como se observa que los datos son significativos, se considera para la comparación del pre test y post test utilizar la prueba de Wilcoxo

PROPOSAL OF THE PROGRAMME BASED ON THE INTERCULTURAL APPROACH TO IMPROVE READING COMPREHENSION

RESEARCHER   : Ms. xxxxxxxxxxxxx

ADVISOR   : Dr. xxxxxxxxxxxxxxxxxxxx

FUNDAMENTATION (THEORETICAL-PRACTICAL)

a) Philosophical-Anthropological

The proposal strongly states the fact that teaching a new language within a context and a situation facilitates learning in long terms. In that sense, Pragmatism, Humanism and Intercultural approach, of course, represent the ideals and basis of this piece of work.

Pragmatism Many philosophers stated their position among Pragmatism and education; Dewey continually argues that education and learning are social and interactive processes, and thus the school itself is a social institution through which social reform can and should take place. In addition, he believed that students thrive in an environment where they are allowed to experience and interact with the curriculum, and all students should have the opportunity to take part in their own learning. In his eyes, the purpose of education should not revolve around the acquisition of a pre-determined set of skills, but rather the realization of one's full potential and the ability to use those skills for the greater good. Dewey had specific notions regarding how education should take place within the classroom. Dewey discusses two major conflicting schools of thought regarding educational pedagogy. The first centres on the curriculum and focuses almost solely on the subject matter taught. He argues that in order for education to be most effective, *content must be presented in a way that allows the student to relate the information to prior experiences*, thus deepening the connection with this new knowledge. Dewey not only re-imagined the way that the learning process should take place, but also the role that the teacher should play within that process. According to Dewey, the teacher should not be one to stand at the front of the room doling out bits of information to be absorbed by passive students. Instead, the teacher's role should be that of facilitator and guide. Thus the teacher becomes a partner in the learning process, guiding students to independently discover meaning within the subject area.

Parts of this philosophy are considered in our national curriculum but not consciously. After analysing pragmatism, this philosophy best describes the nature of the programme. Pragmatism reminds teachers to individualize their instruction to meet the needs of each learner. One must remember to keep old traditions, but incorporate new idea. (Rawat, 2014)

Humanism

No Child Left Behind is a familiar term used in the education field in Peru to refer to those students that seem to struggle academically in many different ways. This and other initiatives have the declared intent to "fix" whatever is wrong with education. Unfortunately, the issues in this field are hard to define and often become the centre of heated debates and controversial proposals. Furthermore, deciding which educational practices are best suited to promote stronger academic performances is not easy. Nevertheless, I contend that only a learner-centred, humanistic approach can provide an ideal learning environment for every student. (Zucca-Scott, 2010, p.32)

Humanism, a paradigm that emerged in the 1960s, focuses on the human freedom, dignity, and potential. Humanists also believe that it is necessary to study the person as a whole, especially as an individual grows and develops over the lifespan. It follows that the study of the self, motivation, and goals are areas of particular interest.

Key proponents of humanism include Carl Rogers and Abraham Maslow. A primary purpose of humanism could be described as the development of self-actualized, autonomous people. In humanism, learning is student centred and personalized, and the educator's role is that of a facilitator. Affective and cognitive needs are key, and the goal is to develop self-actualized people in a cooperative, supportive environment.

In this way, education in general, should focus on students as human beings, not only merely vessels to be filled with irrelevant information.

Intercultural approach

The intercultural approach has its basis on a concept of culture that accepts different cultures structurally relate to each other. Therefore, this concept contemplates the encounter or interaction between cultures, and their attempts to know, understand and recognize each other. As in the case of the foreign culture approach, the intercultural approach is mainly directed to the country or countries under study, but it also addresses the student's country and the relationships between the countries under study and the student, and possibly another.

Since the 1980s, the intercultural perspective has increasingly influenced language teaching. Among other factors, there is interest in studying the opportunities that students may have to reflect and come to understand and own country. (Byram & Fleming, 1998. pp. 244-245)

Minedu (2017) considers that the intercultural approach has values that involve certain attitudes and ways of demonstrating them, for instance:

- Respect for cultural identity
- Justice
- Intercultural dialogue

b) Pedagogical: Among the pedagogical aspects Krashen's Theory of Second Language Acquisition and Communicative approach meet the criteria for this kind of project and consider some of the principles assumed by the proposal.

Theory of Second Language Acquisition

It consists of a set of hypotheses, or generalizations, that are consistent with experimental data. These hypotheses can be arrived at using any of a variety of means. (Krashen, 1982, p. 2)

1. *The Acquisition-Learning Hypothesis* claims that there are two distinctive ways of developing competence in a second or foreign language Acquisition is the "natural" way, learning, by contrast, refers to a process in which conscious rules about a language are developed. […] Formal teaching is necessary for "learning" to occur, and correction of errors helps with the development of learned rules. (Richards & Rodgers, 2001, p.181)

2. *The Monitor Hypothesis* explains the relationship between acquisition and learning and defines the influence of the latter on the former. The monitoring function is the practical result of the learned grammar. According to Krashen, the acquisition system is the utterance initiator, while the learning system performs the role of the 'monitor' or the 'editor'. The 'monitor' acts in a planning, editing and correcting function when three specific conditions are met:

- The second language learner has sufficient time at their disposal,
- They focus on form or think about correctness, and
- They know the rule.

3. *The input hypothesis* explains how the learner acquires a second language – how second language acquisition takes place. The Input hypothesis is only concerned with 'acquisition', not 'learning'. According to this hypothesis, the learner improves and progresses when he/she receives second language 'input' that is one step beyond his/her current stage of linguistic competence. We can then define 'Comprehensible Input' as the target language that the learner would not be able to produce but can still understand. It goes beyond the choice of words and involves presentation of context, explanation, rewording of unclear parts, the use of visual cues and meaning negotiation. The meaning successfully conveyed constitutes the learning experience. We acquire by understanding language […] with the help of context or extra-linguistic information. (Krashen, 1982, p. 21)

Also Krashen (1985 cited in Villamizar, 2017) states that humans, whether they are embedded in a formal or non-formal educational setting, acquire a language by understanding messages that contain structures slightly beyond their level of competence. […] the more comprehensible input through listening and reading opportunities students face, the closer they are to SLA. In the same way, Vygotsky assures that for learning to happen, both suitable input and output should be facilitated in explicit instruction. […] As mentioned above by Vygotsky (1978), input and output are mutually dependant. Teachers cannot provide appropriate input if they have not analyzed their students' output first and likewise, students cannot generate effective output if they have not received meaningful input. Navracsics (2014) declares that both the quality and quantity of comprehensible input configures students' second language proficiency levels and promotes the development of metacognitive skills since the target language is seen as a whole linguistic system. (Villamizar, 2017, p.93)

4. *The affective filter hypothesis* states how affective factors relate to the second language acquisition process.

The Affective Filter Hypothesis states that acquirers with a low affective filter seek and receive more input, interact with confidence, and are more receptive to the input they receive.

- As much comprehensible input as possible must be presented.
- Whatever helps comprehension is important. Visual aids are useful, as is exposure to a wide range of vocabulary rather than study of syntactic structure.
- The focus in the classroom should be on listening and reading; speaking should be allowed to "emerge." (Richards & Rodgers, 2001, p. 183)

5. *The Natural order hypothesis* is based on research findings (Dulay & Burt, 1974; Fathman, 1975; Makino, 1980 cited in Krashen, 1987) which suggested that the acquisition of grammatical structures follows a 'natural

order', which is predictable. For a given language, some grammatical structures tend to be acquired early while others late. This order seemed to be independent of the learners' age, L1 background, conditions of exposure, and although the agreement between individual acquirers was not always 100% in the studies, there were statistically significant similarities that reinforced the existence of a Natural Order of language acquisition. Krashen however points out that the implication of the natural order hypothesis is not that a language program syllabus should be based on the order found in the studies. In fact, he rejects grammatical sequencing when the goal is language acquisition. (Schütz, 2019)

The Communicative approach

Students may know the rules of language *usage*, but will be unable to *use* the language.

When we communicate, we use the language to accomplish some functions, such as arguing, persuading, or promising. Moreover, we carry out these functions within a social context. […]

[…] since communication is a process, it is insufficient for students to simply have knowledge of target language forms, meanings, and functions. Students must be able to apply this knowledge in negotiating meaning. It is through the interaction between speaker and listener (or reader and writer) that meaning becomes clear. The listener gives the speaker feedback as to whether or not he understands what the speaker has said. In this way, the speaker can revise what he has said and try to communicate his intend meaning again, if necessary. (Larsen-Freeman, 1986, p.123)

Principles

- The goal is to have one's student become communicatively competent. […] being able to use the language appropriate to a given social context. To do this, students need knowledge of the linguistic forms, meanings, and functions.

- The teacher is a facilitator of his students' learning. During the activities he acts as an advisor, answering students' questions and monitoring their performance. They learn to communicate by communicating.

- Almost everything that is done is done with a communicative intent. Students *use* the language a great deal through communicative activities such as games, role-plays, and problem-solving. The use of authentic materials gives students an opportunity to develop strategies for understanding languages as it is actually used by native speakers.

- Students interact a great deal with one another. They do this in various configurations: pairs, triads, small groups, and whole group.

- Also, teachers give students an opportunity to express their individuality by having them share their ideas and opinions on a regular basis this helps students "to integrate the foreign language with their own personality and thus to feel emotionally secure with it" (Littlewood 1981, 94, quoted by Larsen-Freeman, 1986)

- The learner needs knowledge of forms and meanings and functions. However, he must also use this knowledge and take into consideration the social situation in order to convey his intended meaning appropriately.

DESCRIPTION OF THE PROPOSAL

The proposal of a programme based on the intercultural approach to improve reading comprehension is the result of the application of the "Programme based on the Intercultural Approach to improve reading comprehension in third grade Education students from Simón Bolívar School, Mache in 2020", which was validated by experts judgement, so this is an improved version of the one applied, and meets the results and conclusions obtained. The programme applied is based on the communicative approach in which students' participation is predominant so that they get involved in the teaching-learning process through activities and real situations that pose challenges to improve *Read different types of texts in English as foreign language* competency, its respective capacities and performances according to the established purposes.

The results set out the functions of the intercultural approach and reading comprehension dimensions respectively, and the interaction and effects between each other.

The proposal considers that the programme must be implemented during the whole academic year, especially in rural schools of the Andean region, because it is proved that students face a different reality, so their background and context need to be considered to get better results in their personal and educational development.

The programme emphasizes reading exercises incorporating topics related to the students' real context, in order to compare them and establish similarities and differences among other contexts. Students will develop reading comprehension strategies such as scanning, skimming, underlining, also they will be able to decode meanings

in contexts, identify main and secondary ideas, compare, describe, make predictions, infer explicit and implicit information; at literal, inferential and critical level. The teacher will permanently accompany and monitor the learning process, recognizing progress by providing reinforcements and feedback during and after class through different communication methods such as zoom meetings, whatsapp messages, phone calls, sms, and so on.

As resources and materials voice, laptops, smartphone, YouTube video, flash cards, images, flipcharts, self-video recording, voice messages, pictures will be used.

Objectives:

❑ To practise communicative competence skills to improve reading comprehension.
❑ To apply the intercultural approach principles in order to achieve improvement in reading comprehension.
❑ To improve intercultural competence.

The programme will consist of 14 sessions of 90 minutes, which will be held for 14 weeks. Although it will be better to increase the number of lessons to 20 or 24.

Each lesson had the following stages: Beginning, development and closure.

EVALUATION

The evaluation of the proposal considers a perspective, which includes the analysis of objectives, contents, sessions and activities, methodology, resources and timing, respectively. As well as the results obtained in the process.

Considering these aspects, a questionnaire, adapted from a previos investigation, is suggested for further data collection.

The questionnaire Intercultural approach evaluates the dimensions treatment of the independent variable. It consists of 10 items, which are divided into costumes, personal relations and tourist places.

QUESTIONNAIRE

INTERCULTURAL APPROACH

INSTRUCTIONS: Dear user, this survey is anonymous and it aims to know your appreciations regarding the Intercultural Approach proposal to improve reading comprehension. Here are ten items to mark from one to three with absolute sincerity, in your opinion.

SCALE

Never	Sometimes	Always
01	**02**	**03**

N°	VARIABLE I: Intercultural Approach	01	02	03
Dimension: Costumes				
1	The proposal includes content about national and local festivities such as Independence Day, Carnivals. Etc.			
2	The proposal considers materials to develop the topics about celebrations in local, national and international contexts like Town anniversary, Independence Day, Christmas.			
3	El proposal presents suitable material according the objectives of every lesson.			
4	The proposal presents peruvian culture as a door to know other cultures.			
Dimension: Personal relations				
5	The proposal develops content about students' personal information and background.			
6	The proposal offers a variety of teaching materials and content about international or national celebrities to work with.			
7	The proposal considers sensible contents that affect families and the community.			
Dimension: Tourist places				
8	The proposal refers to local and national tourist places.			
9	The proposal develops topics about the geography and different regions in the country.			
10	The proposal remarks the importance of ancient and modern wonders of the world.			

Fuente: Adapted from Charcape, M. y Quintana, L. (2013). The instrument was validated by expert judgement.

PROGRAMME BASED ON THE INTERCULTURAL APPROACH TO IMPROVE READING COMPREHENSION IN THIRD GRADE STUDENTS FROM SIMÓN BOLÍVAR HIGH SCHOOL- MACHE, 2020

I. GENERAL INFORMATION

1. **School** : Simón Bolívar
2. **Participants** : 53 students
3. **Total number of hours** : 28
4. **Weekly hours** : 2
5. **Researcher** : xxxxxxxxxxxxxxxxx
6. **Advisor** : xxxxxxxxxxxxxxx

II. FUNDAMENTATION

This programme aimed to improve reading comprehension in English is based on the Inter-Cultural Approach on foreign language teaching based on the communicative approach. The programme considers the learning subject as a whole, in which all the protagonists of the teaching-learning process must interact actively.

The programme emphasizes reading exercises incorporating topics related to the students' real context, in order to compare them and establish similarities and differences with other contexts. Students will develop reading comprehension strategies such as scanning, skimming, underlining, also they will be able to decode meanings in contexts, identify main and secondary ideas, compare, describe, make predictions, infer explicit and implicit information; at literal, inferential and critical level.

The teacher permanently accompanies and monitors the learning process, recognizing the progress made by providing reinforcements and feedback during and after class through different ways such as WhatsApp messages, phone calls, sms, and so on.

2.1. OBJECTIVES:
- To practise communicative competence skills to improve reading comprehension.
- To include the intercultural approach to achieve improvement in reading comprehension.
- To improve intercultural competence.

III. ESTRUCTURE:

The programme consisted of 14 sessions of 50 minutes each, which were held during 14 weeks.

IV. METHODOLOGY

The programme developed was based on the communicative approach. In which the participation of students is predominant so that they got involved in the teaching-learning process through activities and real situations that pose challenges to improve the competence *Read different types of texts in English as foreign language*, its respective capacities and performances according to the established purposes.

V. STAGES:

1. Apply intercultural approach questionnaire in order to get information about students' intercultural competence and interests.
2. Apply Pre-test to gather information about reading comprehension levels in its three dimensions: literal, inferential and critical.

3. Plan, organize and apply learning sessions. Each learning session had its own goals defined according to the meaningful situation of the teaching unit. The students worked individually and in pairs, as they couldn't work in groups due to remote learning and lock down, besides their connectivity was limited, this allowed them to practice collaborative work having a smartphone as main resource to communicate with the teacher and their pairs, as well as feedback according to their needs. Each lesson had the following stages: Beginning, development and closure.
4. Apply Post-test to compare results after developing the sessions.

VI. MEANS AND RESOURCES

The materials used were the following: voice, laptops, smartphone, YouTube video, flash cards, images, flipcharts, self-video recording, voice messages, pictures.

Manages learning autonomously / Performs himself/herself in virtual environments generated by ICTs.

INTERCULTURAL APPROACH

Nº	NAME OF THE LESSON	COMPETENCY	CAPACITIES	EVIDENCE/PERFORMANCE
01	Covid-19: DO's and DON´TS during emergency	Read different types of texts written in English as a foreign language	• Obtains information from written text. • Infers and interprets information from written text. • Reflects and evaluate the form, content and context of written text.	Reads recommendations to follow during quarantine. Discriminates specific information in a text about Covid-19.
02	Hello, my name is Donald Trump!			Identifies explicit information in a short text. Infers information from the text and then complete a chart.
03	I have long black hair			Identifies specific information in a text. Infers the meaning of adjectives to describe physical appearance and personality.
04	Quarantine routines			Identifies vocabulary related to routines. Discriminates information about routines during quarantine and before lockdown in a chart.
05	Interviewing my family: What time do you relax?			Identifies verb forms related to routines in an interview. Organizes information in a chart using simple present tense.
06	I like chatting with my friends during lockdown!			Infers information from a text and organizes it in a chart. Classifies healthy and unhealthy habits in a chart.
07	I don't like chopping onions!			Identifies verbs related to cooking. Deduces the main idea in a text.
08	We need milk to make a			Identifies vocabulary related to

Manages learning autonomously / Performs himself/herself in virtual environments generated by ICTs.

INTERCULTURAL APPROACH

#	Title	Competency	Capabilities	Indicators
	cake.			food in a shopping list. Deduces the main idea in a text.
09	Let's introduce a Peruvian typical dish!			Identifies vocabulary about food in a recipe. Infers the meaning of cooking verbs in the intructions of a recipe.
10	Celebrations in Mache: Cristo Rey	Read different types of texts written in English as a foreign language	• Obtains information from written text. • Infers and interprets information from written text. • Reflects and evaluate the form, content and context of written text.	Deduces logic relations between verbs and nouns. Identifies explicit and implicit information in a text, and then infers relations or new information.
11	Tourist places around the world			Discriminates informacion about tourist places. Infers the meaning of adjectives to describe tourist places.
12	Miramar hill is colder than Machu Picchu.			Deduces logic relations between tourist places and adjectives. Infers implicit information from explicit information from a text.
13	Spring is warmer than Winter.			Identifies specific information in a text about the weather. Infers the meaning of new vocabulary related to climate and weather.
14	The two longest rivers in the world.			Deduces implicit imformation from a text. Explains the difference between tourist places using comparative and superlative senteces.

Lesson 02
Title: *HELLO, MY NAME IS DONALD TRUMP!*

I. GENERAL INFORMATION

1.1. School	: Simón Bolívar- Mache
1.2. Subject	: **English**
1.3. Cycle	: VII
1.4. Grade and sections	: 3rd grade A-B
1.5. Length	: 50 min
1.6. Date	: June 10
1.7. Teacher	: xxxxxxxxxxxxxx
1.8. Year	: 2020

II. PURPOSES AND LEARNING EVIDENCE

Competences/capacities	Evidence/Performance	Assessment
Read different types of texts written in English as a foreign language ● Obtains information from written text. ● Infers and interprets information from written text. ● Reflects and evaluate the form, content and context of written text.	Identifies explicit information in a short text. Infers information from the text and then complete a chart.	*Formative*

CROSS CURRICULUM COMPETENCES/SKILLS AND OTHER RELATED COMPETENCES
Manage learning autonomously ● Organizes strategic actions to achieve learning goals. ● Monitors and adjusts performance during the learning process. **Manage virtual environments generated by ICTs** ● Manages information of the virtual environment.

Cross-cutting approaches	Attitudes or observable actions
Intercultural Approach	Respect for cultural identity, recognition of the value of the diverse cultural identities and students' relationships of belonging.
Inclusive or Diversity concern approach	Respect for differences, recognition of the inherent value of each person and their rights, above any difference.

III. LESSON STAGES

STAGES	Activities	Materials/ Resources	Time
Beginning	1. The teacher greets the students and presents the lesson. 2. She reminds students some recommendations to follow during emergency. 3. Students read three texts about famous people. There they have to identify personal information: name, age, nationality, physical appearance.	Voice Video	**10'**
Development	3. Teacher gives examples about the information required. 4. Students complete a chart with information from the texts mentioned above. 5. Then, students have to practice with a partner asking and answering the personal information questions from famous people. 6. They have to record themselves or send audios in whatsapp group.	Slides Cell phone	**35'**

| Closing | 6. Metacognition: They individually answer the questions by sending a voice message or making a phone call:
What is your full name?
When is your birthday? | | **5'** |

HOMEWORK
No homework is given

RESOURCES
Appendices 1, 2 , 3

Mache, June, 2020

_____

Ms. xxxxxxxxxxxxxxx

Appendix 1

Hello, my name is Donald Trump. I am seventy-three years old. I am the President of the United States of America. I live in The White House in Washington D.C.

My birthday is in June.

I like to play golf and I like to watch the news but I don't like to do exercise.

I love Chinese food. I don't play any musical instrument because I don't have time. I am tall. I have blue eyes and blond hair. I am generous.

Hi, I'm Zozibini Tunzi. I am twenty-six years old. I am model and current Miss Universe. I am from South Africa. I am tall and thin. My hair is black and my eyes are brown. I am responsible and honest. I love Italian food.

My birthday is in September. I live in New York now. I can speak English and Bantu. I love to practice sports. I do pilates at the gym. I like healthy food. I like to go to the beach. I am happy.

I am Daddy Yankee. I am forty-two years old. I am from Puerto Rico. I am a singer, producer and actor. My birthday is on February 3rd. I live in San Juan in Puerto Rico. I can speak Spanish and English. I can't dance. I play baseball. I like reggaeton and rock music. I love Puerto Rican food. I don't practice any sports. I like to watch series on Netflix. I am tall and medium weight, I have black eyes and black hair. I'm outgoing and funny.

Appendix 2

MEETING PEOPLE	
What/name	Name:
How old?	Age:
Work/study	Occupation
Where/live	Address
When / birthday?	Birthday:
What languages speak	Languages
What music?	Music
What TV program?	TV program
What food like?	Food
What sport play?	Sports

MEETING PEOPLE	
What/name	Name:
How old?	Age:
Work/study	Occupation
Where/live	Address
When / birthday?	Birthday:
What languages speak	Languages
What music?	Music
What TV program?	TV program
What food like?	Food
What sport play?	Sports

MEETING PEOPLE	
What/name	Name:
How old?	Age:
Work/study	Occupation
Where/live	Address
When / birthday?	Birthday:
What languages speak	Languages
What music?	Music
What TV program?	TV program
What food like?	Food
What sport play?	Sports

Appendix 3

❑ *What's your full name?*
❑ *How old are you?*
❑ *What do you do?*
❑ *Where do you live?*
❑ *When is your birthday?*
❑ *What languages do you speak?*
❑ *What music do you like?*
❑ *What is your favorite TV. programme?*
❑ *What sports do you play?*
❑ *Where do you study?*

For example:

A: What's your full name?
B: My name is Alberto Rojas.

Lesson 03

Title: *I HAVE LONG BLACK HAIR*

I. GENERAL INFORMATION

1.1. School	: Simón Bolívar- Mache
1.2. Subject	: **English**
1.3. Cycle	: VII
1.4. Grade and sections	: 3ʳᵈ grade A-B
1.5. Length	: 50 min
1.6. Date	: June 16
1.7. Teacher	: xxxxxxxxxxxx
1.8. Year	: 2020

II. PURPOSES AND LEARNING EVIDENCE

Competences/capacities	Performance	Assessment
Read different types of texts written in English as a foreign language • Obtains information from written text. • Infers and interprets information from written text. • Reflects and evaluate the form, content and context of written text.	Identifies specific information in a text. Infers the meaning of adjectives to describe physical appearance and personality.	*Formative*
CROSS CURRICULUM COMPETENCES/SKILLS AND OTHER RELATED COMPETENCES		
Manage learning autonomously • Organizes strategic actions to achieve learning goals. • Monitors and adjusts performance during the learning process. **Manage virtual environments generated by ICTs** • Manages information of the virtual environment.		

Cross-cutting approaches	Attitudes or observable actions
Intercultural Approach	Respect for cultural identity, recognition of the value of the diverse cultural identities and students' relationships of belonging.
Inclusive or Diversity concern approach	Respect for differences, recognition of the inherent value of each person and their rights, above any difference.

III. Lesson Stages

Stages	Activities	Materials/ Resources	Time
Beggining	1. Teacher greets the class and informs about what is going to be done. 2. Then she presents some pictures of people (Martín Vizcarra, Tongo, Gladys Tejeda) that have different characteristics. **Appendix 1.** 3. Ss' observe them carefully.	Voice	**10'**

	4. Teachers presents cards containing adjectives. (*tall-medium height-short, fat-medium weight-thin, long-short, straight-wavy-curly, black, brown, blue, funny, talkative, kind, responsible, quiet, creative, self-confident, modest)* **Appendix 2**	Video Slides	
Development	5. Students have to look up the meaning of the adjectives and write them down on their portfolio. 6. Then, students classify the adjectives in a chart. They interact in the whatsapp group chat. 7. Teacher checks and answers and gives feedback about the difference between physical appearance and personality. 7. Teacher explains the last activity. 8. Students read descriptions of famous people, they have to guess who they are. Teacher checks answers in the chat.	Cell phone Dictionaries	**35'**
Closing	14. Metacognition: orally and individually answer: *What does your best friend look like?* *What are you like?*		**5'**

Homework
No homework is given
RESOURCES
Appendix 1, 2, 3

Mache, June 2020

_____

Ms. xxxxxxxxxxxx

Appendix 1

Appendix 2

Tall	**Kind**	**Old**	**Fat**
Funny	**Thin**	**Long**	**Short**
Straight	**Talkative**	**Black**	**Blue**
Smart	**Medium weight**	**Quite**	**Modest**

Appendix 3

He is a famous soccer player. He lives in Spain. He is tall and thin. He has black eyes. He has short wavy black hair. He is very handsome and generous.

Cristiano Ronaldo

He works in an office in Lima. He is tall and medium weight, he has black eyes and his hair is black and short. He is very responsible and kind.

Martín Vizcarra

She is an athlete and a teacher. She is from Junín. She is short and thin. Her hair is long, wavy and black. She has brown eyes. She is modest and brave.

Gladys Tejeda

She is a volleyball player and a coach. She lives in Lima. She is very tall and thin. She has long blonde hair. She has green eyes. She is honest and outgoing.

Natalia Málaga

She is a well-known Peruvian actress. She is medium height and thin. She has short black hair. She has big black eyes. She is easy going and funny.

Mónica Sánchez

He is a singer. His most popular song is "Pituca". He is fat and tall. He has long straight black hair. His eyes are brown. He is funny and talkative.

Tongo

She is a singer and actress. She works on TV. She is tall and thin. She has long wavy black hair. She has big black eyes. She is talkative and self-confident.

Micheille Soiffer

He is a TV. presenter. He wears glasses. He is medium height and medium weight. He has short black hair. He has black eyes. He is funny and sociable.

Carloncho

READING COMPREHENSION TEST

Name……………………………………………………. …………..Grade…………Date: ………………

PART 1 (Capacity: Gets information from a written text)

A. Read the text carefully then read the statements below and choose the best answer. YES/NO according to the text

Hello, my name is Robert Pattinson. I am thirty-three years old. My birthday is on May 13th. I was born in London. I am an actor. I live in Los Angeles, California. I am tall. I have big blue eyes and short brown hair. I am serious and hard-working.

I like playing baseball but I don't like playing soccer. My favourite food is French fries.

My favourite movie is Twilight. I played Edward Cullen.

I get up at five thirty, then I take a shower. After that I go to the film studio, there I eat breakfast. I usually eat a sandwich and some coffee. I also have lunch at work.

When I get home early, I make dinner. I watch TV. I take a shower before I go to bed, around eleven. My life is exhausting but I like it.

1. His name is Robert.	YES/	7. He gets up at 5.30 in the morning.	YES/NO
2. He is 30 years old.	YES/	8. He likes playing soccer.	YES/NO
3. He is a singer.	YES/	9. He doesn't like French fries.	YES/NO
4. Robert lives in London.	YES/	10. He eats breakfast at home.	YES/NO
5. He has big black eyes.	YES	11. He has lunch at the film studio.	YES/NO
6. Robert is serious.	YES	12. He likes his life.	YES/NO

PART 2 (Infers specific information)

A. Look at the pictures, then read the information about popular tourist attractions in the world.

Location: Cuzco, Peru
Height: 2, 430 m
Weather: warm and humid

Location: Giza, Egypt
Height: 139 m
Built: 2580-2560 BC

Location: Paris, France
Height: 300 m
Built: 1887 AC

Location: New York, USA
Height: 93 m
Built: 1875 AC

Location: Huairou, China
Length: 21, 196 km
Built: 400- 1500 AC

Location: Mache, Peru
Height: 3, 323 m
Weather: Cold and dry

Location: Brazil, Colombia, Peru
Length: 6, 575 km
Weather: hot and humid

B. Write T (TRUE) OR F (FALSE) next to each sentence according to the information in A.

13. The Amazon River is located only in Peru.   (   )
14. The Eiffel Tower is higher than Statue of Liberty.   (   )
15. Amazon River is longer than The Great Wall.   (   )
16. The Great Wall is older that the Pyramids of Egypt.   (   )
17. Miramar is colder than Machu Picchu.   (   )

C. Answer the questions

18. Do you think he is young or old?

_____

19. Do you think Robert practices healthy habits?

_____

20. For you, which tourist attraction is more modern, The Eiffel Tower or The Pyramids?

_____

Congratulations. It's an interesting work, really important to go beyond some linguistics aspects and focus on making aware your students to be part of a world culture. On the other hand, I recommend to emphasize and show how your programme proposal works (if not space, so instead others): present the design of the programme (figure) linked with theories, a chart comparing traditional reading comprehension lessons and the intercultural programme and finally a lesson plan model adding the strategy to activate the intercultural approach along your class (including the instruments for assessment) according to Minedu and including MCER principles.

Ps. The design figure and the lesson plan model will help to understand how the program works.

*Thanks a lot for your advice, it made me clarify some aspects that will definitely serve as a guide during the dissertation.