



**STUDENT ATTITUDE AND ACHIEVEMENT OF ACADEMIC
OBJECTIVES IN A COLLEGE ESP COURSE**

RICARDO LONDOÑO MEZA

UNIVERSIDAD ICESI
SCHOOL OF EDUCATION SCIENCES
MASTER'S PROGRAM IN THE TEACHING OF ENGLISH AS A FOREIGN
LANGUAGE
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MASTER'S REPORT

TUTOR

Diana Margarita Díaz Mejía,

Maestría en Educación.

UNIVERSIDAD ICESI

SCHOOL OF EDUCATION SCIENCES

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This paper wants to explore the level of achievement of the objectives proposed for the first level of an ESP course as proposed by the Universidad Del Valle. The collected information which included class observation, grading reports from the students and the results of the Academic Motivation Survey (AMS), show the level of performance of the students, their attitude toward the class and the value they have on academic texts. These aspects are related to the process of learning reading strategies for academic texts in English

Key words: academic texts, attitude, course objectives and reading strategies.

ABSTRACT

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INTRODUCTION

At Universidad del Valle, the course of “English for Specific Purposes” (ESP) is designed for students who did not pass the English placement test. For this reason they need to attend the courses in order to obtain a Degree in the University. This course offers an opportunity for students to learn how to read in English using the language in a functional way, while fulfilling their graduation requirement.

Reading in English allows students to be connected to the world and, ultimately, it helps them to become integral professionals in the different fields they will work in. The purpose of teaching students to read in English, for Universidad Del Valle, goes beyond helping students develop reading strategies; the main objective is to help them become critical readers after attending three levels of ESP courses, thus they can handle a variety of texts written in English and take from them what is really useful for their professional domains. To accomplish this goal, a three-level program is offered. The aim for the first level is to help students develop basic strategies for reading in English.

This paper focuses on the objectives proposed for the first level of ESP as presented by the University and their level of achievement. This work also describes the different activities used in class in order to understand the attitude and participation of the students.

In this Master’s report, I analyzed the objectives proposed for the first level of the ESP courses in Universidad del Valle, in order to determine if students of first semester acquire the minimum reading strategies expected for the course in order to become critical readers when they finish the cycle of three semesters. For this purpose, class observation, analysis of the performance in terms of grading and a survey were applied. After all the research took place, it was found that students have a good attitude toward reading academic texts but they need more efficient strategies, such as working on skimming and scanning, elements of coherence and paragraph structure in order to achieve the goals proposed for the course.

I. THEORETICAL FRAMEWORK

1. Context

Reading is a fundamental activity not only in the academic world but for our daily lives. Reading allows exploring, discovering, interpreting and ultimately giving new meaning to the world we live in. Reading is also a challenging activity. Especially when students start college; it becomes more intense when it is about being competent in reading academic texts in a foreign language such as English.

This research took place at Universidad del Valle, taking a closer look at the ESP (English for Specific Purposes) program. The purpose of the program is to develop cognitive processes, such as perception, memory, cognition, metacognition inferential capacity, etc., which are part of the reading process; and more appropriate reading strategies.

1.1 University

The Universidad del Valle, a public institution, was born on June 11, 1945. In 1964 the School of Humanities was born including the Department of Languages. During this time the Universidad del Valle was growing in the number of students and workers. There were 5302 students and 453 teachers. Nowadays there are thirty-one thousand students divided in 11 sites and 160 academic programs for undergraduate and graduate students.

According to official reports (Universidad del Valle, 2015), 90% of the students belong to strata 1, 2 and 3, and 60% of them come from public schools. The university has a high quality accreditation certification for a period of ten years, which is the maximum time granted by the Education Ministry to an institution of superior education.

1.2 Program

The ESP (English for specific purposes) program is part of the School of Language Sciences in the Universidad del Valle. It aims to have students who can handle reading strategies in order to reach the objective of understanding relevant texts in English for their matter of studies. ESP approaches language learning through understanding the most important utterances to develop a particular discourse topic, but not by teaching English as

it would be done in an institute or at a Department of Foreign Languages. The ESP program centers its efforts in developing reading strategies to promote reading comprehension in English.

1.3 Students

The 31.000 students in Universidad del Valle come from different social strata, most of them from strata 1, 2 and 3, according to Álvarez (Álvarez, 2013). They were admitted on the basis of high academic performance which allows the University to be one of the best institutions in our country. However, not all the students can keep up with the challenges that college demands.

When students enter one of the programs, they are required to take proficiency tests both in English and Spanish. If students do not pass the tests they have to take either a Spanish course or a reading of academic texts course

Students who come to ESP courses are presumed to have a low level of proficiency in English. In the case of this research, we are talking about 25 students of first semester of social studies with different academic backgrounds and different socioeconomic status. Not all of them failed the proficiency test, some of them did not take it and some others did not give it importance, and most of them are not proficient in English.

Students come to the first course to acquire basic reading strategies which will allow them to continue in the other two courses they are expected to take in order to fulfill the University graduation requirements. The students in this particular course have a positive attitude toward the class and they want to develop strategies for reading in English. Their attitude fosters a good class environment and they are willing to make corrections by listening to the teacher's recommendation regarding their learning process.

2. ESP

Goodman (Goodman K. S., 1967) conceives reading comprehension as a process that begins in the mind of the reader, who makes assumptions about the content of reading material (prediction), then reads the text looking for confirmation about his hypothesis based at first on assumptions. An important feature of the reading made by the subject is its selectivity, that is to say, the subject does not read letter by letter or word by word but also

searches in the text for elements of vocabulary and syntax to confirm his hypothesis. This explanatory model of understanding is recognized as descending model (top-down), since the direction of processing is top (the reader mind) down (the text).

Afterward, inference is decisive in the reading comprehension. In this regard, the reader constantly makes hypotheses; he intends to infer what is said by the author, the implicit and the unknown aspects of language, which is why reading is considered "a guessing game." (Goodman K. S., 1967)

Finally, the reader assumes an active role in the reading process by being able to make sense of the text and at the same time, create new meaning out of it. Reading comprehension is conceived as a process of mental recreation of specific meaning for each individual.

The conclusions in Goodman's studies allowed him to state that there are three types of knowledge used by readers to get meaning from text: semantic knowledge (world knowledge), syntactic knowledge (language structure knowledge) and the graphophonic knowledge (letter-sound knowledge).

The goal of the three levels of ESP as proposed by the Universidad el Valle is to help students become competent readers in the second language and form critical opinion about the texts they read. Students should be able to understand, interpret and take a stand on texts related to their areas of study and at the same time understand the world having a wider vision of it. English is one of the most important languages in the world and it gives students access to important information which should help them build more solid concepts on the topics related to their disciplines. Most of the texts taken up are related to their specialty areas, especially those with a pedagogic-scientific style which are pertinent for the first levels of English for undergraduate students in the University.

The objectives proposed in the course are:

1. To have an appropriate use of strategies to help with the process of reading in English, using a variety of resources, according to the particular characteristics of each text.

2. To identify the different discursive typologies of the texts, keeping in mind the structure of paragraphs, elements of cohesion and coherence, and other strategies used by the author to configure the macrostructure of the texts.
3. To develop strategies to deal with vocabulary in context when reading, as well as using the dictionary as a tool.
4. To properly interpret the graphic aids, to have an integral understanding of the academic texts.
5. To develop a positive attitude toward the English learning, especially toward the reading of scientific academic texts written in this language.

The topics of the course are conceived for the students to develop the specific competences that allow them to become critical readers. Students should be able to deal properly and efficiently with the challenges of the technological society we live in. The strategies to cover in the course are: skimming, scanning, reading strategies, vocabulary, cognates and graphic aids.

2.1 Reading strategies

For Shiraki, reading a text means there is communication between the reader and the text (Shiraki, 1995). Traditional reading models are focused on the text rather than the reader. The reader centers his attention on each word of the text and reads the text step by step. Nowadays reading is considered a process combining both the text information and the reading background in order to obtain a more successful experience from reading.

For some authors, reading comprehension is no longer considered a passive activity; it is not seen as the simple ability to decode graphemes from the text (Goodman K. , 1986), (Dijk & Kintsch, 1983). That is to say, reading as skill involves the active participation of the reader in the process of constructing meaning from the text. The previous knowledge of the reader allows him to make predictions and process all the necessary and implicit information conveyed in the text in order to have a consisting understanding of the textual unit he is actively reading.

Taking into account what has been mentioned above, Wallace states that “we might encourage learners to be aware not only of their own possible idiosyncratic behavior, as readers, but of the ways they have been socialized into certain patterns of reading behavior,

and the way they are addressed not as individuals but as members of social group such as “students” or “consumers” or “foreigners”” (Wallace, 1992, p. 111).

To make reference to some approaches that have been used to understand reading strategies concerning to this research, some aspects should be mentioned:

According to Oxford, a strategy can be conceived as a mental and communicative process that people use to learn and make use of the language. Thus, the strategies are basic tools for both active and self-directed learning, which is essential for the development of communicative competences (Oxford, 1990).

As stated by Solé, reading strategies are "*procedures involving the planning of actions that are triggered to achieve objectives*" (Solé, 1994, pág. 20). In the meantime, Goodman considers that "*a strategy is a broad scheme to obtain, evaluate and use information*" (Goodman K. , 1986, p. 62). Both definitions, as given by the authors, imply planning by the reader to achieve meaningful learning.

Some authors (Brown, 1994); (Nunan, 1999), consider that students of foreign languages should know how to identify and use the most appropriate reading strategies according to the types of texts and the reading purposes they have. If students can do this, they will be familiarized with the content of the text and at the same time they will get relevant information from the text to be used for their own advantages. Some of these strategies as proposed by the authors are used during the ESP courses:

- a. Getting meaning from context. The attention is paid to what is before and after the unknown word and the topic of the reading.
- b. Recognition of cognates.
- c. Making predictions to anticipate the content of the text.
- d. Skimming the text in order to identify the main and supporting ideas.
- e. Scanning the text looking for specific information such as names, dates, among others.
- f. Using previous knowledge to give meaning to the text.

Other major strategies, pointed out by Grellet, are skimming and scanning, two specific reading techniques necessary for quick and efficient reading (Grellet, 1990).

2.1.2 Skimming

Grellet explains that the technique of skimming means moving quickly our eyes on a text to identify its function or purpose (Grellet, 1990). In this sense, skimming is a useful technique to review the material quickly in order to discover the author's purpose in the essence of the text. It also facilitates the structure and organization of the text; skimming requires a global overview of the text and is part of the reading competences.

According to Nuttall, skimming is the “process of rapid glancing through a text either to search for a specific piece of information (a name, a date) or to get an initial impression of whether the text is suitable for a given purpose” (Nuttall, 1996, p. 49).

Skimming is a strategy that gives readers an idea of the topic, the purpose, the organization of the text, the perspective or point of view of the writer, themes, arguments and theoretical perspectives by using organization signals, introductions and conclusions of the author, title and subtitle, italics and summaries.

2.1.3 Scanning

Scanning is a commonly used reading strategy which allows the identification of important information to understand the specific purpose of the reading. This strategy involves the recognition of key words or ideas that help in the comprehension of the text.

Spratt et al, note that “if we read a text just to find a specific piece or pieces of information in it, we usually use a sub skill called reading for specific information or scanning. When we scan, we don't read the whole text. We hurry over most of it until we find the information we are interested in” (Spratt, Pulverness, & Williams, 2005, p. 22). This implies a development of metacognitive skills from the reader that allows him to be competent in the world of reading.

Reading comprehension is the result of interaction between the clues provided by the text (textual and paratextual) and the previous knowledge of the reader provided by his communicative and social experiences on the topic that is addressed in the text and its discursive organization.

2.2 Types of texts

Recognizing “types of texts” is a really important challenge for the reader. The ability to understand the content of reading material depends largely on the ability of the reader to relate it to a textual genre that he can recognize thanks to both his communicative and social experience.

According to the statements of Loureda, knowledge of speech genres allows the reader to discover the text structures (schema and textual content) that support the text, it gives instructions on how to interpret the message, "it is presented as a horizon of expectations" (Loureda, 2003, p. 32). This knowledge allows the reader to act in different communicative levels and makes him able to recognize an advertisement, an opinion, a comic strip, a story, a recipe, etc.

If the reader cannot recognize the communicative intention that the author wants to transmit through the textual genre, he will fail to interpret the text. It is necessary to expose the reader to different types of texts not only in the academia, but also in his daily live.

Marín, in her book "Linguística y Enseñanza de la Lengua" presents the following types of texts that give an idea of the importance of recognizing and understanding the different genres (Marín, 2006).

Tipología y propósito	Texto	Variedad	Objetos de los que se ocupa	Rasgos lingüísticos
Descriptiva (hacer saber)	Científico o técnico	- Artículo de revista científica - Texto escolar - Artículo de enciclopedia	- Reales o hipotéticos - Repetibles - Verificables - Exactos	- Verbos en presente o pasado - Léxico específico - Tercera persona
	Periodístico	- Reseña	- Reales - Actuales - Públicos	- Primera persona para opinar - Tercera persona (de lo que o de quien se habla)
	Publicitario	- Aviso - Folleto	- Intercambio social	- Predominio de la 2a. persona
	Instructivo	- Recetas de cocina - Prospectos de medicamentos, aparatos y máquinas	- Reales y materiales	- Verbos en imperativo e infinitivo - Vocativos, p. e, María, abre la puerta

	Prescriptivo	- Reglamentos - Convocatorias	- Actitudes de las personas	- Retóricas argumentativas
Narrativa (hacer saber)	Periodístico	- Noticia - Crónica	- Reales - Actuales - Públicos	- Verbos, sujetos, marcas temporales y relaciones causales
	Histórico	- Relato histórico - Biografías	- Hechos reales, públicos, actuales o pasados	- Verbos, sujetos, marcas temporales y relaciones causales
Conversacional (hacer saber)	Periodístico	- Reportajes	- Personas - Ideas - Antecedentes - Comparaciones - Consecuencias - Opiniones y comentarios	- Pronombres personales
Argumentativa (influir)	Periodístico	- Artículos de opinión - Editoriales	- Variados	- Retóricas argumentativas
	Científico o político	- Tesis y monografías	- Técnicos y teóricos - Administración de los asuntos públicos	- Retóricas argumentativas - Uso de la primera persona

(Marín, 2006) . **Lingüística y enseñanza de la lengua, page 175.**

2.3 Elements of cohesion / coherence

Cohesion and coherence are related to each other and they are part of reading comprehension. Coherence relations are semantic and refer to the meaning of the text; cohesion relations are syntactic and lexical-semantic, they are established between words and sentences of a text to create a unit.

2.3.1 Cohesion

Cohesion is a fundamental element that plays an important role in the processes of reading comprehension. According to Martínez, cohesion relations established through the text, account on how old information is related to the new information to establish a significant discursive continuity (Martinez, 1992).

Cohesion is the relationship of dependency between two elements of a text belonging to different sentences. Louwse applies the term cohesion for textual indications from which it should build a coherent representation, that is to say, it is a feature of the text by which its meaning is revealed (Louwse, 2004). Cohesion is a property of the text and is related to coherence. Cohesion is reflected in the clues given by the author to explain the message. A reader that is not so skillful will need more textual connectors to be able to decipher the message, whereas an experienced reader can infer it the information is linked by a referential, temporal, spatial, causal or an additive type of connections.

2.3.2 Coherence

Coherence is a process of semantic structure in speech, in which a number of primary concepts are related to each other, as well as a set of secondary concepts that complement the first ones, According to Chueca Moncayo (Chueca Moncayo, 2003), regarding the definition of coherence stated by (Beaugrande & Dressler, 1981), (Neubert & Shreve, 1992), and (Hatim & Mason, 1989) we can say that coherence is the result and the process itself of cohesion within a text, by joining minimum units of morphosyntactic meaning with:

- a. communicative purpose
- b. syntactic resources
- c. A context.

Coherence is possible thanks to intentionality and context of the text. Therefore the primary and secondary concepts that are mentioned by Moncayo and Chueca are on the one hand, acts of the transmitter (intentionality, syntactic resources, and contextualization) and on the other hand, actions of the receiver (contextualization, in the case where the text does not provide it or the communicative act situation is confusing).

2.3.3 Text and paragraph structure

The structure of the text refers to how information is. This strategy helps students to understand that a text could present a main idea and supporting ideas; a cause and its effects; and / or different points of view. Recognizing common text structures might be helpful for students' reading comprehension. Some strategies are helpful in the classroom to understand the structure of a text. Some of them are described in the table below:

Text Structure	Definition/Example	Organizer
Description	This type of text structure features a detailed description of something to give the reader a mental picture. EXAMPLE: A book may tell all about whales or describe what the geography is like in a particular region.	Descriptive Pattern Describing Qualities
Cause and Effect	This structure presents the causal relationship between a specific event, idea, or concept and the events, ideas, or concept that follow. EXAMPLE: Weather patterns could be described that explain why a big snowstorm occurred.	Cause-Effect Pattern Process/Cause and Effect
Comparison/Contrast	This type of text examines the similarities and differences between two or more people, events, concepts, ideas, etc. EXAMPLE: A book about ancient Greece may explain how the Spartan women were different from the Athenian women.	Comparison/Contrast
Order/Sequence	This text structure gives readers a chronological of events or a list of steps in a procedure. EXAMPLE: A book about the American revolution might list the events leading to the war. In another book, steps involved in harvesting blue crabs might be told.	Sequence Pattern Chronological Sequence
Problem-Solution	This type of structure sets up a problem or problems, explains the solution, and then discusses the effects of the solution.	Problem-Solution Organizer

Table adapted from: <http://forpd.ucf.edu/strategies/strattextstructure.html>

2.4 Vocabulary

Reading comprehension is the sum of many factors, for instance, vocabulary knowledge, application of reading strategies such as predicting, inferring, identifying the structures and types of texts, identifying main ideas, etc. According to Ostyn et al, there are two fundamental conditions for effective reading comprehension: understanding the words that make up the text and the prior knowledge about the topic (Ostyn & Godin, 1985)(Ostyn, Vandecasteele, Deville, & Kelly, 1987); (Ulijn, 1984).

2.4.1 Use of Dictionary

Mitchell agrees with the use of dictionary for reading comprehension. In a research conducted with Scottish high school students she investigated how students obtained the information from dictionaries and what type of information they looked for. She found that most of the students were looking for information concerning meaning. For the author, this is not a simple process because it implies a series of steps that students need to master, for instance, ranging from the search for the word in the dictionary, understand the entry structure, identify the appropriate context definition. Therefore using the dictionary is helpful for students (Mitchell, 1983).

Some authors as Elliot (Elliot, 1972) and Scholfield (Scholfield, 1999), defend the use of the dictionary and consider it an important part in the reading process. They consider that in reading comprehension we can always come across with unfamiliar words, but the real matter is understanding the text and not having a memory test, therefore these authors claim that it is not always possible for the reader to understand the unfamiliar words out of context, and in this case the dictionary provides the required help for a better understanding of the text.

Some authors disagree with the use of the dictionary for reading comprehension, because according to them, it disqualifies the purpose of the activity by giving answers to the students, they also consider this activity as time demanding especially because according to Bensoussan, Sim and Weiss, students use dictionaries as a crutch and therefore fail to develop their own self-confidence and guessing abilities when reading (Bensoussan, Sim, & Weiss, 1984).

2.4.2 Cognates

According to Lubiner and Hiebert students who are learning English must face a hard task when it comes to learning new words. Spanish-speaking students have the advantage that Spanish and English languages share a common alphabet and 10,000 to 15,000 cognates that are Latin-based which have an approximate meaning and orthographic features (Nash, 1997 quoted in Lubiner and Hiebert) (Lubiner & Hiebert, 2014).

Even though both languages mentioned above share a Latin root, they have evolved in a different way and a word might not have the same meaning in terms of modern times or use in either language. According to Trask, there are four categories describing the relationship between cognates that differ semantically (Trask, 1996). They are explained in this chart taken from his book, *Historical Linguistics* page 37:

Categories of Semantic Changes in Spanish-English Partial Cognates

	Semantic Change	Spanish Word	Spanish Meaning	English Word	Latin Word	Derivation
Generalization	English meaning is more general	crimen miserable	crime of murder poor	crime miserable	criminis miserabilis	O. French O. French
Specialization	English meaning is more specific	campo parientes educación	field, country relatives upbringing	camp parents education	campus parens educatus	Latin O. French Latin
Melioration	English meaning is more positive	fracaso suceso	disaster outcome	fracas success	fragere/ quassare successus	French Latin
Pejoration	English meaning is more negative	desgracia molestar disgusto	mistake bother displeasure	disgrace molest disgust	dis+gratia molestare dis+gustare	M. French O. French M. French

Cognates are not just words with a close meaning; they have common orthographic features which account for their origin. Cognates vary in a semantic and also in an orthographic way. If the spelling of a word in English is similar to Spanish, the degree of orthographic transparency is greater of a particular cognate and it makes it easier for the student to recognize its meaning.

Orthographic transparency is a key factor in bilingual Spanish-speaking students' ability to benefit from cognates found in English texts (Nagy, Garcia, Durgunogiu, & Hancin-Bhatt, 1993). Nagy et al. found that students were more successful in identifying cognates when words had clear orthographic overlap (e.g. animal/animal). They noted that even small spelling differences reduced students' ability to recognize English-Spanish cognate pairs.

Cognates are a source of learning new vocabulary words, they help students to gain meaning from the text and advance in the academic world (Lubiner & Hiebert, 2014), and they are very helpful in ESP courses to help students understand academic texts.

2.5 Graphic Aids Interpretation

2.5.1 Interpretation of visual aids

The study of coordination between text and image leads authors to define how an image can really help a reader and under what conditions, some of these conditions, as presented by Mayer and Gallini (Mayer & Gallini, 1990) are:

a) The texts that benefit the most from illustrations are explicative ones, that is to say, texts containing passages in which relationships between the constituent parts of a set are described in terms of causality.

b) The readers should not have a specific knowledge about the topic; because the pre-existence of an adequate mental model makes the images unnecessary.

c) The text must be complex enough; therefore the construction of its mental model requires effort and help.

However, even under these conditions, images promote learning on a selective basis, mainly in the explanatory memory and problem solving.

The ability to read and interpret an image depends on the interest and expectation of the reader. Not all readers develop the same skills for reading an image. Some information might be disregarded by the reader if he is not a good observer, in other cases the illustration might be confusing the reader. Illustrations must be appropriate for the

comprehension of the text, favoring linguistic comprehension for the reader. Students benefit from these para-textual elements, when illustrations help to build an intra-textual relationship. (Mayer & Sims, 1994).

3.0 Attitude

3.1 Attitude and Motivation

Motivation is conceived as a **process** with aims and goals, and also considers physical behaviors (effort, persistence and other actions) and / or mental (planning, practice, organization, monitoring, decision making, problem solving and progress assessment (Pintrich, 1996); (Ainley & Hidi, 2002).

Barrios Espinosa (1997) defines motivation as a set of factors which include the desire of achieving a goal, the effort directed to its achievement and the reinforcement associated to the act of learning. She claims that motivation is not a monolithic construct because it consists of several components that are closely related (Barrios Espinosa, 1997).

3.2 Attitude towards academic reading

As stated by Guthrie, motivation toward reading depends on many factors, all acting at once, to nourish it, extinguish it or produce it. The reader's beliefs, skills, purpose to be involved in the reading tasks, social aspects, etc., are all significant elements influencing on his motivation in reading. Regarding reading motivation, the social, emotional and cultural factors must be considered. Motivation has to do with self-esteem (self-efficacy), personal interests (intrinsic motivation) and social interaction (with family, peers and teachers) and it is given in a context (school, college, library, reading plans, etc.) that can move a person to read (extrinsic motivation) (Guthrie, et al., 2006).

3.2.1 Intrinsic and extrinsic motivation

Intrinsic motivation refers to the activities people perform because they have importance for them. The action itself is the matter of importance and doing it is what people want. People who are motivated intrinsically do not need an explicit reward or external incentives to perform an action (Pintrich, 1996). Wigfield and Guthrie define it as

intention and curiosity directed to engage in an activity for the sake of the activity in a complete way, to the point that, in some cases, the subject loses track of time and attention to other things different from the activity performed (Wigfield & Guthrie, 2000).

According to Guthrie, internal motivations are highly associated to the skills and the use of reading strategies. Some evidence indicates that intrinsic motivation leads to superior and more continued engagement in activities, including reading (Wigfield & Guthrie, 2000). In academic life, intrinsic motivation can be regarded as the desire of the learner to comprehend the materials he is working on, his interest in processing the information in an accurate way and at the same time experiencing the pleasure granted in the learning process according to, in addition internal motivation is related to the use of appropriate reading and comprehension strategies in opposition to external motivation which does not seem to be related to these two skills (Guthrie, et al., 2006).

In contrast, extrinsic motivation is defined as the performing of certain behaviors as a means to achieve a purpose. Individuals extrinsically motivated perform a certain action because they expect positive results, for instance, rewards, compliments of teachers or escaping a reprimand (Pintrich, 1996). As stated by Wigfield, Guthrie, Tonks and Perencevich the power to perform comes from what the person will receive, more than from the activity itself (Wigfield, Guthrie, Tonks, & Perencevich, 2004),.

Guthrie et al, suggest that intrinsic motivations for reading (curiosity, aesthetic enjoyment, reading challenge, self-efficacy, etc.) may increase in intensity and frequency over time as a person becomes a more active reader, and extrinsic motivation (goal achievement, grades, recognition) will decrease in intensity in this more active reader as the intrinsic motivation increases. The authors conclude that internal motivation affects reading comprehension, and it should be considered in the courses designed to improve the levels of reading comprehension (Guthrie, et al., 2006).

In this sense, promoting positive attitudes toward reading will help students develop habits of reading for pleasure rather than obligation. Bell states that students could adopt favorable attitudes toward the reading, through their active participation in the selection of materials to be read during a course (Bell, 2001). A positive attitude could be reached through an extensive reading approach that seeks to motivate students by using a variety of materials, according to their preferences (Day & Bamford, 2002).

II. RESEARCH PROBLEM

1. Research Question

One of the academic requirements for obtaining a professional degree at Universidad Del Valle is that the candidate should have reached an average level of proficiency in English. Thus the students must take a proficiency test that will show if they comply with the requirement. Those students who fail must enroll in the courses offered by the University aiming to help them reach the level of competence required.

The only motivation most of them seem to have for taking the courses is the need to pass them and fulfill the graduation requirement. They are not normally aware of the importance that learning English and developing effective critical-reading strategies has for any professional in our globalized world.

The English for Specific Purposes program (ESP program) is the answer of the University for those students who failed the proficiency test. The main objective of the course for students of first semester is to develop basic reading strategies in English in order to continue with the process of becoming critical readers in the second language in a process that lasts three semesters. This is an ambitious objective if we take into account the context of the students. They are not bilingual and they do not have advanced skills in English. In addition to this, the use of some techniques such as skimming and scanning tend to become repetitive and eventually cause demotivation in students toward the course.

If students are expected to become critical readers in a second language after three semesters, it is required that they end the first semester having basic reading skills in English regarding the use of reading strategies for academic texts. The teaching-learning methodology proposed by the university indicates that students have to face authentic texts related to their curriculum subjects. The teacher's role is to explain to his students the reading strategies they are supposed to follow, and have them apply those strategies to critically understand and interpret the text. This methodology is probably appropriate for some kind of students, but most of them seem to need much more than that, in order to keep their interest and motivation in the course.

The problem for this research is to determine whether or not the objectives proposed for the first course are reached by the end of the semester and if they are sufficient and

effective to help students to develop basic reading competences and a positive attitude toward reading.

The following questions guide this research:

- a. Are the reading strategies taught in the first level of the ESP program designed by the Universidad Del Valle enough to achieve the objectives proposed?
- b. Does the development of the class motivate students toward the reading of academic texts in English?

2. Objectives

2.1 General objective

The general purpose of this research is to assess to what extent students of first semester develop basic skills for reading academic texts in English and therefore achieve the objectives of such course and if they develop a positive attitude toward reading academic texts during an ESP course in a public University in Cali, Colombia.

2.2 Specific Objectives

This research seeks to achieve the following specific objectives:

- a. To describe the activities proposed for an ESP course for students of first semester, in order to understand if they help achieve the objectives proposed for the course.
- b. To asses in a preliminary way the progress of the students of first semester in an ESP course as proposed for the Universidad del Valle taking into account each of the objectives of the course.
- c. To identify student's attitude toward reading academic texts in English and the value they give to it, using the Academic Motivation Scale Survey.

3. Justification

Three levels of ESP courses are offered by Universidad del Valle in order to help students become critical readers. This research is focused on the first level. Taking this into

account, the theoretical framework provides the elements to determine if the goals of ESP courses in a first level offered by the Universidad del Valle are achievable and to what extent.

The goal of the ESP courses offered by Universidad Del Valle is *“to develop the necessary competences for students to become critical and autonomous readers, capable of facing in an appropriate and efficient way the challenges of the society we live in”* (See annex 1). This goal might sound rather pretentious when taking a quick superficial glance at the student population characteristics. In fact, some assumptions are normally made by college teachers about freshmen students: *“These kids exhibit certain limitations in reading in their native language: they read very little and seem not to be “critical” readers; they have different interests and attitudes facing their study of English (some even dislike having to study the language); they come from different high school backgrounds and have reached diverse levels of competence in the language; each of them has developed his/her own learning style and applies his/her learning strategies in the reading process.”*

As a foreign language teacher who has worked in Universidad Del Valle with the ESP courses for three years, I am concerned about the difficulties that students have in order to develop linguistic and communicative abilities in English. ESP courses are framed in the conception of the communicative approach, and they purport not only to design reading strategies for students to achieve better reading competences, but also to induce them to use English in a functional way in oral communication.

The ESP program lasts three semesters, with five hours of classes a week allotted in two sessions. For the Universidad Del Valle, it is essential that students develop a wide understanding of the world while becoming able to forge a critical opinion regarding the readings they use inside and outside the classroom. The main focus of the course is to develop basic reading strategies in English to help students understand and interpret different types of texts related to their specialty areas. The course centers its attention on texts with a pedagogical and scientific style which are pertinent for students in the first levels of college.

In this context, having taught two of the three levels of English, I realize that my students, upon completion of the course, are not close to becoming both “critical readers”

or competent in oral communication in English as a second language. This, of course, worries me because both my students and I feel frustrated when our objectives are not reached, after so many hours of work.

For the moment, I want to leave aside the problem of developing oral competence in the ESP course, and concentrate on the objectives proposed for the first level of an ESP course at the Universidad del Valle. This implies analyzing the degree of achievement of the goals proposed for the courses and understanding how the development of the course influences on students' attitude toward reading in English for academic purposes.

This study should be useful for college academic policy makers in general and those at Universidad del Valle in particular. It will help determine if the goals of the program for the first level of ESP are reachable according to the general curriculum circumstances, and if changes are needed, how to implement them. The research and findings will contribute to enrich my own academic and professional formation, and to improve the quality of the ESP courses at Universidad Del Valle. And all of this should benefit our students and the Colombian ESP didactic processes.

4. Hypothesis

In Universidad del Valle, learning reading strategies is the first step to help students face academic texts in English, however not all students attending to the course have the same level of English.

Keeping in mind that they failed to pass the proficiency test in English, it is expected that if students are only taught reading strategies during the course, it won't be enough to help them deal with complex texts written in English, because understanding a text is a process that requires more than strategies used in a first level, for instance skimming and scanning.

In order to understand texts, and especially those written in other language, students need to have a good level in that language and they need to be able to compare, contrast, infer and also being critical regarding the things they are reading.

My hypothesis is that students, in order to achieve the objectives of the course, would require more than learning basic reading strategies which are useful to grab information out of texts without going deeper into them.

III. METHODOLOGY

1. Methodological Proposal

Three components were the guiding line for this descriptive non-experimental research. In the first place, observation of the students of first semester in Universidad Del Valle in an ESP course; in the second place, a survey using the academic motivation scale as proposed by Vallerand (Vallerand, 1992), that was conducted to understand the attitude of students toward academic texts; and in the third place, the grading record of the students to assess their performance, taking into account the activities proposed to achieve the goals of the course.

The observations were conducted during the daily work of the teacher- researcher in the classroom. These observations allowed analyzing the response of the students to the activities carried out in class, in order to determine if they were appealing enough, with the intention of understanding the attitude of students toward reading in English.

The survey was applied during the second month of the semester and the performance of the students was kept in a grading record form and then placed in a rubric showing both quantitative and qualitative results (see Annex 2). Before the participants completed the survey, the questions were read, explained and the protocol for the survey was socialized, emphasizing that it was not mandatory and that the confidentiality of the results was assured. The participants were asked to fully answer the instrument in the answer sheet (see annex 3).

2. Description of the participants

25 students (ages 17-23) participated in this research. They are undergraduate students in first semester attending the ESP courses at the Universidad Del Valle. Having students of first semester for this research offers the possibility for the teacher to study and understand if the goals proposed for the course in the first level promote in students the tools they need for the upcoming two levels they have to take, in order to achieve the ultimate goal of the program, which is becoming critical readers.

3. Data collection method

In order to gather information to analyze if the objectives proposed for the course were reached and understand the attitude of students toward academic texts in English, it was necessary the observation of classes, conducting a survey and using the grading report of students. The observations were collected in a teacher's journal and analyzed to understand the importance of the activities in the English class and their effect on students' motivation. The grading reports of students throughout the course using numerical grading and a rubric explaining the numerical results in terms of evaluation indicators, provided information about their performance and allowed a qualitative assessment of the students. The survey was applied to the group in order to identify the way they read academic texts and the attitude they have toward reading academic texts in English.

4. Instruments

For this research three instruments were used. The first instrument was the teacher's field journal with the annotations of the activities carried out and the response of the students toward the class. The journal was used once a week for the two-hour session for a period of three months and all the comments were written down after each session ended.

The second instrument was a rubric containing the objectives of the course and the performance of the students with numerical and descriptive results. The rubric comprehends all the grading obtained by the students during the semester.

The third and final instrument was a survey based on the Academic Motivation Scale (AMS) (Vallerand, 1992). The Academic Motivation Scale was modified to be used in the survey applied (see annex 4), using a series of questions based on the expectancy and Value Model proposed by Eccles and Wigfield (expectation, utility, importance, interest and cost) (Wigfield & Eccles, 2000). They suggested a motivation theory based on "Value-Expectancy", in which they establish that motivation is strongly influenced by the expectancy that one has regarding the success or failure in the given task, in this way, the relative attraction that the subject has toward the task will influence on the outcome of the task (Wigfield & Eccles, 2000).

This instrument consists of twenty-seven items, arranged in a Likert-type scale with values from one to five, being one (1) the lowest score and five (5) the highest score. The objective of the instrument is to establish the value that the learner assigns to reading academic texts in English. For this matter, the learners were asked if they agreed or disagreed with a series of statements, using the value scale mentioned above, which accounts for each of the five subcomponents of the model, related to reading in an academic context.

The instrument includes attitude toward reading in English based on an expectancy and task value. The second dimension consists at the same time of four components: the importance, the utility, the interest and the cost.

4.1 Type of analysis

For analyzing the data from the survey and the information provided by the observations and the student's grading, two categories were considered: the attitude of the students toward academic texts in English and the level of achievement of the objectives proposed for the course.

The data collected from the evaluation indicators was arranged in a rubric containing the objectives of the course in numerical scale from 1 to 5. The number one corresponds to the lowest grading according to the system of evaluation of the Universidad del Valle and the number 5 is the highest score given to a student. A description was given for each evaluation indicator in order to explain the qualitative equivalent of the number with the purpose of assessing students both at a numerical and descriptive level. The same rubric was used later on to present the number of the students locating the participants in each of the categories according to the performance they had during the semester.

The entries in the journal were analyzed in order to understand which activities were engaging or not for the students, and how they helped students to achieve the goals for each class. These observations were important in order to help the researcher give some evidence on the conclusions that were found.

The data collected from the survey was tabulated (see table 1) using a value scale. The number one corresponding to the lowest score (strongly disagree) and the number five corresponding to the highest score (strongly agree). The percentage of the students

selecting each value scale is also presented as well as the overall percentage of each of the components of the survey (see annex 5) in order to demonstrate the level of agreement or disagreement of the students toward the questions in the survey.

After collecting the data, the tabulating and verifying the information, a statistical analysis of the information was conducted (see table 1). The survey used five principal factors giving relevance to the components of the attitude model presented in the instrument. Each of the components is divided in a category of questions or items, that is to say, the items 1, 2, 3, 4 and 5 belong to the expectancy component; the items 6, 7, 8, 9, 10, 11 and 12 belong to the interest component; the items 13, 14, 15, 16, 17 and 18 belong to the importance; the items 19, 20, 21, 22 and 23 belong to the utility component and finally the items 24, 25, 26 and 27 belong to the cost component.

IV. RESULTS

1. Description of class activities

During a period of three months the class was observed for two hours a week for a total of ten sessions, these observations were collected in the teacher's journal and allowed the researcher to analyze the attitude of students toward the activities proposed in class. Some of the most relevant findings in the teacher's journal are presented below.

Reading comprehension activities were carried out in every class, but in some cases the activity proposed for the students was reading out loud. Students were shy when carrying out this type because they were afraid of reading before an audience, making mistakes or because they were not confident enough.

As the course advanced, these activities were repeated and students still had failures in pronunciation, but they felt more confident reading in public because the classroom environment promoted respect towards the other students. Reading out loud did not seek reading comprehension per se, it intended participation and building group confidence.

Group activities were the most enjoyed by the students, not only because they could rely on a classmate to complete a task, but because they could interact and discuss about the reading topic. Students could perform both solo and group activities, but the feeling when explaining the work methodology was different. When they worked individually, the class environment tended to be more "solemn" and students were focused on their materials, using all the elements they wanted. When the activity was in pairs or groups the feeling of the class was totally different and students felt more motivated to participate and use the second language to communicate.

When observing classes, it was noticed that students used the dictionary in every reading activity; if they did not have a physical dictionary they used the technology available in their cell phones. During the three months of observation, the use of the dictionary remained exactly the same, that is to say, students did not reduce the use of dictionary applying different strategies to find the meaning of a word or a sentence. Though in reading activities they had plenty of new vocabulary, they did not apply different techniques to learn this vocabulary.

Students had a positive attitude to the class, and class interaction with their classmate and the teacher was based on a relationship of respect within the academic agreements of the course. Before a reading activity was proposed, students would have a warm up activity aiming to relieve the affective filter they brought to class and help them to connect with the class and the activities. Warm up activities like, “find someone who”, or rearranging information pasted on the board, etc. allowed the students to interact, and to maintain attention and participation during the class.

Students-teacher interaction in the classes was based on clarification of vocabulary or the instruction given for the activity. Students would ask the teacher the meaning of some words when they could not find the accurate meaning in the dictionary or whenever they started a reading activity without it. Most of the time, the students did not read the instruction given for the activities and they wait for the explanation by the teacher. On the other hand, those students who did not come to the teacher all the time asking for vocabulary, tended to work this way during all the semester, while the others would come to the teacher every class waiting for help with new vocabulary.

During the semester, each activity aimed to achieve the goals proposed for the course, in this sense, every class the students worked toward this goal and they participated with joy and the desire to learn. The students used reading strategies as skimming and scanning and they grabbed the basic concepts of these skills, it can be stated this way, because when they faced a reading activity they manifested they were going to use skimming or scanning for the proposed activity.

2. Achievement of objectives of the course

Twenty students gave their permission for the use of their grading reports in this research. Each student presented 18 activities during the semester for a total of 360 activities. Those activities were graded from 0 to 5 as it was explained previously. Each of the activities belongs to one of the 5 objectives proposed for the course. The results presented in terms of achievement of the objectives take into account quantitative and qualitative results.

These results are taken from the grading reports (see annex 6), the evaluation indicators (see annex 2), the number of students according to the grading performance for the activities proposed to achieve the course objectives (see annex 8) and the Average Result for the Evaluation Indicators Rubric (see annex 9). From the grading reports we can see that in table 1 the grading report of the students contains the grades of the activities, the number of students and the average for each component according to the objectives.

Table 1: Grading of the students and Overall averages

Universidad del valle																			
Students	Skimming a text	Applying skimming strategies	Scanning a text	Applying scanning strategies	Recognizing different types of texts	Reading different types of texts.	Organizing paragraphs in a text	Identifying paragraphs in a text	Identifying transition words in a text	Using transition words	Reorganizing sentences	Identifying proper sentences in a text	Using the dictionary	Dictionary Competition	Identifying false cognates	Identifying cognates	Predicting the topic using images	Interpreting information using graphics	participation and attitude
Student 1	5,0	3,5	5,0	0,0	3,0	4	0,0	4	4,6	1,7	5	4	0,0	0,0	2,5	0,0	5,0	3,6	4,5
student 2	4,0	5,0	5,0	4,3	5,0	4	5,0	4,5	4,6	0	5	4	4,5	4,3	4,8	5,0	5,0	4,4	4,5
student 3	5,0	3,5	4,5	2,1	3,0	4	3,0	3,5	3	0	4,8	4,5	4,5	2,1	3,8	5,0	5,0	4	4,0
student 4	5,0	3,5	5,0	3,5	4,0	4	5,0	4,5	3,6	3,5	5	4	4,7	3,5	3,9	4,0	5,0	4,3	5,0
student 5	4,0	1,5	5,0	3,1	5,0	4	5,0	3,5	4,8	2,8	5	4,5	4,5	3,1	3,5	4,0	5,0	4	4,7
student 6	5,0	5,0	4,0	4,3	5,0	5	5,0	3,6	4,6	4,2	5	4,6	5,0	4,3	3,5	5,0	5,0	4,3	4,2
student 7	5,0	5,0	0,0	4,8	5,0	4	5,0	3,5	4,8	4,2	4,8	4,4	4,0	4,8	4,5	5,0	3,0	4,4	2,1
student 8	5,0	3,5	4,5	2,1	5,0	4	0,0	3,3	3	0	5	4,3	3,5	2,1	4,3	5,0	5,0	4	3,4
student 9	0,0	2,5	4,5	2,1	5,0	4	0,0	3,1	3,8	3,1	3,7	4	4,5	2,1	3,8	5,0	5,0	3,3	3,4
student 10	5,0	3,5	5,0	3,5	5,0	4	5,0	3,4	4	3,1	4,8	4,2	4,5	3,5	2,3	5,0	5,0	4	4,4
student 11	4,0	4,5	5,0	3,5	5,0	5	5,0	3,5	5	3,1	4,8	4,5	5,0	3,5	3	5,0	5,0	4,3	4,2
student 12	4,0	5,0	4,0	3,8	4,0	3	4,0	4,3	4	0	5	4,6	5,0	3,8	2,5	5,0	4,0	4,1	3,4
student 13	0,0	5,0	4,5	2,5	5,0	5	3,5	4,4	3	0	4,8	4,3	4,5	2,5	3,5	5,0	5,0	4,1	3,6
student 14	4,0	5,0	4,0	1,6	4,0	3	4,0	3,5	4,8	3,1	4,2	4,1	4,0	1,6	3	4,0	4,0	3,6	4,4
student 15	5,0	4,0	5,0	4,6	5,0	5	5,0	4,2	4	3,1	5	4,5	4,8	4,6	3,5	5,0	5,0	4,4	4,2
student 16	3,8	5,0	5,0	3,1	5,0	4	4,0	4,3	5	5	4,5	4,3	5,0	3,1	3,5	5,0	5,0	4,5	5,0
student 17	5,0	5,0	5,0	3,3	5,0	3	4,5	2,5	4	3,5	5	4,4	5,0	3,3	3,5	5,0	5,0	3,6	4,4
student 18	5,0	4,0	5,0	2,3	4,0	3	5,0	3,3	4,8	4,2	4,8	4,2	4,5	2,3	4,8	5,0	3,0	4	4,2
student 19	5,0	4,5	0,0	3,6	5,0	4	3,5	3,5	3	0	5	4,4	4,5	3,6	3,8	5,0	5,0	4	3,6
student 20	5,0	4,5	4,5	1,6	5,0	4	4,0	4	4,8	2,4	5	4,6	4,7	1,6	3,9	5,0	5,0	4	4,2
	4,2	4,2	4,2	3,0	4,6	4,0	3,8	3,7	4,1	2,4	4,8	4,3	4,3	3,0	3,7	4,6	4,7	4,0	4,1
	3,9				4,0								3,9				4,4		4,1
Averages	Use of Strategies Average				Types of texts (paragraph structure, cohesion, coherence) Average								Vocabulary Average				graphic interpretation		Attitude Average

According to the numerical scale shown in Table 1, the objectives of the course are achieved. All the factors ranked above a 3.0 grade, which indicates an acceptable level in the grading system of the University.

As presented in Table 1, it can be said that the objective related to graphic interpretation has the highest average with 4.4; and both the use of strategies and vocabulary have the lowest average with 3.9; the attitude toward the course has an overall average of 4.1; and identifying types of texts has an average of 4.0. Each component will be explained later on.

In qualitative terms, two objectives of the course reached an Acceptable level, three of them reached a Good level and none of the objectives scored a Deficient or Insufficient level.

Table 2 presents the number of students placed according to the numerical result obtained for the proposed activities. It also takes into account the objectives of the course which are explained in the evaluation indicators (see annex 7).

Table 2: Number of students according to their grading performance

Course Objectives	Activities	Number of students according to the grading performance				
		0.0 to 1.9 Deficient	2.0 to 2.9 Insufficient	3.0 to 3.9 Acceptable	4.0 to 4.9 Good	5.0 excellent
To have an appropriate use of strategies to help with the process of reading in English, using a variety of resources, according to the particular characteristics of each text.	Skimming a text	2	0	3	5	10
	Applying skimming strategies	1	1	5	5	8
	Scanning a text	2	0	0	8	10
	Applying scanning strategies	3	4	8	3	2
Identify the different discursive typologies of the texts, keeping in mind the structure of paragraphs, elements of cohesion and coherence, and other strategies used by the author to configure the macrostructure of the texts.	Recognizing different types of texts	0	0	2	4	14
	Reading different types of texts.	0	0	4	12	4
	Organizing paragraphs in a text	3	0	3	4	10
	Identifying paragraphs in a text	0	1	11	8	1
	Identifying transition words in a text	0	2	5	8	5
	Using transition words	6	2	7	3	2
	Reorganizing sentences	0	0	1	8	11
	Identifying proper sentences in a text	0	0	0	20	0
Develop strategies to deal with vocabulary in context when reading, as well as using the dictionary as a tool.	Using the dictionary	1	0	1	13	6
	Dictionary Competition	2	5	8	4	1
	Identifying false cognates	1	3	11	4	1
	Identifying cognates	1	0	0	3	16
Properly interpret the graphic aids, to have an integral understanding of the academic texts.	Predicting the topic using images	0	0	2	2	16
	Explaining information from the graphics	0	0	3	16	1
Develop a positive attitude toward the English learning, especially toward the reading of scientific academic texts written in this language.	Students participate in group activities, they attend to class, they do homework and work on the proposed activities for the class.					

In Table 2 we can see that the four activities proposed in the class for the objective regarding use of strategies, show that students had better performance applying skimming strategies, for instance, identifying the main ideas in a paragraph and seeking for specific information rather than scanning strategies.

The seven activities regarding types of texts show that students have difficulties working with paragraph structures and elements of cohesion, for instance, recognizing

transition words, while they perform better recognizing types of texts and working with elements of coherence (paragraph structure)

For the vocabulary component, the four activities proposed show that students have a low performance in the use of dictionaries and recognizing false cognates, while they have a better performance in recognizing true cognates.

Regarding graphic interpretations, the two activities show that most of the students reached the two highest scores on the grading scale.

For the attitude component, the grading does not come in terms of activities but the sum of all the process of the students, taking into account, participation, doing homework, working in class, etc.

Tables from 3 to 7 are based on the Average Result for the Evaluation indicators Rubric.

Table 3 presents a final average result of 3.9 obtained by the class, for the first objective of the course, which is equal to an acceptable level of achievement and it is explained in the table in qualitative terms.

Table 3: Final Achievement average for the Evaluation indicator regarding the first course objective

Course Objectives	Final average	Achievement average for the Evaluation indicators regarding the course objectives				
		0.0 to 1.9 Deficient	2.0 to 2.9 Insufficient	3.0 to 3.9 Acceptable	4.0 to 4.9 Good	5.0 excellent
To have an appropriate use of strategies to help with the process of reading in English, using a variety of resources, according to the particular characteristics of each text.	3.9			<p>The student can use reading strategies as skimming and scanning in a basic way.</p> <p>The student applies some reading strategies according to the particular characteristics of the texts</p>		

Table 4 presents a final average result of 4.0 obtained by the class, for the second objective of the course, which is equal to a Good level of achievement and it is explained in the table in qualitative terms.

Table 4: Final Achievement average for the Evaluation indicator regarding the second course objective

Course Objectives	Achievement average for the Evaluation indicators regarding the course objectives					
	Final average	0.0 to 1.9 Deficient	2.0 to 2.9 Insufficient	3.0 to 3.9 Acceptable	4.0 to 4.9 Good	5.0 excellent
Identify the different discursive typologies of the texts, keeping in mind the structure of paragraphs, elements of cohesion and coherence, and other strategies used by the author to configure the macrostructure of the texts.	4.0				The student identifies different discursive typologies of the texts. The student identifies the structure of the paragraphs and elements of cohesion and coherence.	

Table 5 presents a final average result of 3.9 obtained by the class, for the third objective of the course, which is equal to an Acceptable level of achievement and it is explained in the table in qualitative terms.

Table 5: Final achievement average for the Evaluation indicators regarding the third course objective

Course Objectives	Achievement average for the Evaluation indicators regarding the course objectives					
	Final average	0.0 to 1.9 Deficient	2.0 to 2.9 Insufficient	3.0 to 3.9 Acceptable	4.0 to 4.9 Good	5.0 excellent
Develop strategies to deal with vocabulary in context when reading, as well as using the dictionary as a tool.	3.9			The student uses some strategies to deal with vocabulary in context. The student sometimes uses de dictionary The student identifies some cognates and false cognates in English.		

Table 6 presents a final average result of 4.4 obtained by the class, for the fourth objective of the course, which is equal to a Good level of achievement and it is explained in the table in qualitative terms.

Table 6: Final Achievement average for the Evaluation indicator regarding the fourth course objective

Course Objectives	Final average	Achievement average for the Evaluation indicators regarding the course objectives				
		0.0 to 1.9 Deficient	2.0 to 2.9 Insufficient	3.0 to 3.9 Acceptable	4.0 to 4.9 Good	5.0 excellent
Properly interpret the graphic aids, to have an integral understanding of the academic texts.	4.4				The student interprets graphic aids.	

Table 7 presents a final average result of 4.4 obtained by the class, for the final objective of the course, which is equal to a Good level of achievement and it is explained in the table in qualitative terms.

Table 7: Final Achievement average for the Evaluation indicator regarding the fifth course objectives

Course Objectives	Final average	Achievement average for the Evaluation indicators regarding the course objectives				
		0.0 to 1.9 Deficient	2.0 to 2.9 Insufficient	3.0 to 3.9 Acceptable	4.0 to 4.9 Good	5.0 excellent
Develop a positive attitude toward the English learning, especially toward the reading of scientific academic texts written in this language.	4.1				The student has a positive attitude toward the reading of academic texts in English. The student participates in class	

3. Results of the Academic Motivation Scale

The results for the Academic Motivation Scale are presented in Annex 5, in this section the components will be presented with the results from the survey.

Results from table 8 present the **expectancy component** regarding what students expect from the academic texts in English. From this table we can say that 58.4% of students consider that the texts have what is expected from them for the course, while 16% consider that the texts do not have what is expected from them for the course.

Table 8: Expectancy component

Items		Value scale according to the percentage of students selecting each question				
		1	2	3	4	5
Expectancy component	When reading an academic text I can understand the main ideas.	4 %	4 %	32 %	40 %	20 %
	I am capable of differentiate the main ideas from the secondary ideas in the academic texts.	4 %	4 %	32 %	40 %	20 %
	Some academic texts are complex I can understand them if I make an effort.	0 %	0 %	8 %	12 %	80 %
	I am in capacity to read most of the academic texts in my discipline area.	12 %	40 %	40 %	4 %	4 %
	I consider that I select well the academic texts that are helpful to my tasks.	4 %	8 %	16 %	60 %	12 %
Component average		4,8%	11,2 %	25, 6 %	31,2 %	27,2 %

Results from table 9 present the **interest component** regarding the interest students have toward reading academic texts related to their disciplines and other texts in English. From this table we can say that 74.8% of students value this component with the highest scores, that is to say, students are interested and motivated to read academic texts which are relevant for their disciplines. And 7.4% of students are not interested in reading academic texts in English

Table 9: Interest component

Items		Value scale according to the percentage of students selecting each question				
		1	2	3	4	5
Interest component	I am interested in texts related to my discipline.	0 %	0 %	4 %	16 %	80 %
	I am interested in texts of disciplines associated to my area of study.	0 %	0 %	4 %	16 %	80 %
	I like reading academic texts related to my courses.	0 %	0 %	4 %	16 %	80 %
	I am interested in reading material different to the one required in the course.	0 %	4 %	12 %	4 %	80 %
	Reading academic texts is entertaining.	20 %	4 %	12 %	20 %	44 %
	I read texts for pleasure and I read other texts that are not mandatory.	0 %	8 %	12 %	20 %	60 %
	When I have doubts, after class I read other texts and other sources.	4 %	12 %	60 %	20 %	4 %
Component average		3,4 %	4 %	15,4 %	13,7 %	61,1 %

Results from table 10 present the **Importance component** dealing with the importance of knowing and reading the bibliography for the course. From this table we can say that 61.3% of students give importance to the bibliography required for reading academic texts, 21.9% of students consider bibliography is not important, while 16.8% scored this component with a 3.0 indicating that the component is not completely important neither totally unimportant.

Table 10: Importance component

Items		Value scale according to the percentage of students selecting each question				
		1	2	3	4	5
Importance component	For me, a minimum bibliography is important to understand the topics of the course	12 %	20 %	20 %	40 %	8 %
	It is important to read all the minimum bibliography of the courses.	12 %	20 %	20 %	40 %	8 %
	For me, the minimum bibliography is important to complement the topics of the course.	12 %	20 %	20 %	40 %	8 %
	for me, it is important to understand the bibliographic material of the courses because they allow me to master certain topics.	0 %	20 %	20 %	20 %	40%
	for me, reading the bibliography before class is really important	2 %	10 %	8 %	20 %	60%
	I consider very important complementary reading suggested by the course program	0 %	4 %	12 %	32%	52 %
Component average		6.3 %	15,6 %	16,6 %	32 %	29,3 %

Results from table 11 present the **Utility component**, which show the idea students have on the utility that reading academic texts in English has on their professional development. 59.2% of the students consider that reading academic texts is useful for their lives, 36.8% of students scored this component with a 3.0 indicating that the component is not completely important neither totally unimportant and 4% consider that is not important.

Table 11: Utility component

Items		Value scale according to the percentage of students selecting each question				
		1	2	3	4	5
Utility component	I consider of a great utility understanding the academic texts that are assigned to me.	0 %	4 %	80 %	12 %	4 %
	Reading academic texts will help me to be a good professional.	0 %	0 %	8 %	88 %	4 %
	Reading of academic texts is useful for my professional development.	4 %	4 %	84 %	4 %	4 %
	I consider academic reading useful to develop professional skills.	0 %	4 %	8 %	84 %	4 %
	I consider of great utility understanding the academic texts that I am assigned to read.	0 %	4 %	4 %	80 %	12 %
Component average		0,8 %	3,2 %	36,8 %	53,6 %	5,6 %

And in the last place we have the **cost component** presented in table 12, which reflects a different side of the results, having 78 % of the students giving a low and medium score to this component which is related to effort and time that students dedicate to reading academic texts in English. Only 22% of the students invest extra time and effort in understanding the texts.

Table 12: Cost Component

Items		Value scale according to the percentage of students selecting each question				
		1	2	3	4	5
Cost component	I am able to put apart other things and commit to a text until I finish it.	12 %	60 %	20%	4 %	4 %
	The time I use to read academic texts implicate that I stop other activities.	4 %	72 %	12 %	8 %	4 %
	When I perform an academic reading I dedicate the necessary time to finish it in a proper way.	4 %	20 %	16 %	52 %	8 %
	If I do not understand the text, I can invest more time to read it again.	4 %	12 %	76 %	8 %	0 %
Component average		6 %	41 %	31 %	18 %	4 %

V. ANALYSIS

For authors like Goodman, reading is a skill involving the active participation of the reader in the process of constructing meaning from the text. According to the class observations done, it can be said that the students participated during the whole process of reading academic texts in English, which constitute the reason and the center of the program. The process of constructing meaning from the text starts in the first level of ESP, but it cannot be said that the process is finished once the course is finished. Reading requires more than the active participation of the students, it requires that some basic reading strategies are devolved and repeated many times in order for students to achieve a basic level of mastery.

Using strategies as skimming and scanning are not as simple as they might look, some authors like Spratt, Pulverness, & Williams (2005) state that they imply a development of metacognitive skills from the reader that allows him to be competent in the world of reading.

According to the results of this research, students had difficulties using scanning techniques, but they performed better in skimming techniques. The use of skimming activities in the class allowed the students to have an idea of the text, while scanning demanded that the student find specific information in the text. According to the results, the students failed to apply some reading strategies, because they were in the process of learning them and at the same time use them. Some of these strategies were not familiar for them and even after learning in class and repeating the techniques; they did not continue working on them in order to keep improving.

If we continue with the analysis of the results, we can see that regarding the topic of identifying different types of texts, some authors like Loureda (2003) sustain that if the reader knows the different speech genres he will discover the text structures. During the class observations, when dealing with this topic, I could identify that students enjoyed the activities in which they were exposed to a great variety of texts with the intention of identifying its purpose.

Recognizing types of texts had a Good score (4.0) among students, which means that they were able to distinguish between basic narrative, descriptive and informative texts.

Understanding the different types of texts does not mean that students understand all the elements presented in them. For instance, it was difficult for them to recognize transition words used as elements of coherence, and to understand the structure of paragraphs in the texts. Both coherence and cohesion are necessary to understand the intentionality of the author and the contextualization of the reader as presented by Chueca and Moncayo.

Paragraph structure demands that students face the texts and read plenty of material with the ultimate goal of knowing the structure of the text and the purpose of the author. In the first level of the ESP program, students are exposed to some texts related to their disciplines, but they do not face complete texts, thus they only work with “parts” of the texts and for this reasons they find it hard to identify all the structure or a written text all at once.

Regarding Vocabulary, some authors like Elliot (1972) and Scholfield (1999) defend the use of the dictionary to learn new vocabulary and understand the texts, others like Bensoussan, Sim, & Weiss are against its use. The component of vocabulary scored 3.9 in the overall performance of the students, and according to the observations, students did not decrease the use of the dictionary throughout the course, that is to say, they did not try different strategies to gain new vocabulary and, in agreement with some of the authors mentioned above, they spent too much time looking for words attempting to understand meaning. Additionally, when using the dictionary they tended to confuse the words and the meaning, thus they did not get an accurate interpretation of the text.

From the class observations, it can be said that students tend to use the relationship with the teacher to avoid using vocabulary strategies. For instance, they come to the teacher when understanding words in context or recognizing false cognates is required. It is easier for students to understand cognates because they have similar meaning but also because they share common orthographic features. Cognates are a source to learn new vocabulary, but students tend to forget when the word is a false cognate, which leads them to misinterpretation and ultimately back to the teacher asking for clarification.

Graphic aids are really important. For some authors like Mayer & Gallini (1990), they help the reader understand the text. Graphic interpretation component scored the

highest of the components and the overall performance of students was 4.4, demonstrating that when using graphics for reading interpretation, students were able to get more information from the text helping them in reading comprehension.

The attitudinal component, according to the results presented in the Academic Motivation Survey, shows that students like academic texts in English but they do not want to make any extra effort or invest their time in activities related to reading in English outside the classroom.

They have a positive attitude toward the course and toward reading academic texts. In the overall performance, they had an average of 4.1 for the attitude component, which means that they participate from the activities, they are responsible, they attend class and do homework. They are willing to learn, and they value what reading academic texts means for their lives; however, they do not dedicate time or make an effort to go beyond the class, to read the bibliography or dedicate personal time to a topic they do not understand. In other words, they use the class to pass the course, they find it important, but in real terms they do not apply what they learn to their daily lives.

VI. CONCLUSIONS

Reading academic texts in English is a complex task. For an ESP course, the first level is fundamental in order to teach students how to use basic reading strategies as those presented in this research.

In terms of performance, the students reached the objectives of the course, they passed the course and if we take into account their grading reports and the final averages they obtained, we can say that they fulfilled the requirements stipulated by the University from a numerical point of view.

In qualitative terms, it can be said that according to the final grades, students need to improve reading strategies, for instance skimming and scanning, which are techniques that are important for a reader when it comes to look for information on a text or decide whether or not it is relevant as a consulting material.

From the point of view of the observations and the performance of students in the attitude component, it can be said that the students' attitude toward reading academic texts is positive. They are willing to work and participate in class and, according to the results of the survey; they like reading academic texts and consider it important for their professional development.

Students have a positive attitude, but according to what we experienced in the semester during the classes, even though their attitude is positive and they participate, according to the observations, they lack more discipline and dedication to what they do and it is reflected when they have to keep going back on previous material or they forget the topics covered in previous classes relying on the students that grabbed and applied the necessary concepts for the class.

It is not enough with having a good class environment, to have cognitive skills and actually being registered in a course. It is necessary to give an extra part and go beyond what is proposed in the course in order to master reading strategies which are necessary not only for reading in English but for reading in general.

It can be concluded that the objectives of the course are achieved. Using the grading of students, understanding their attitudes in class and using the Academic Motivation

Survey, it can be said that for the first level of ESP students fulfill the purposes of the course and lay the foundations for becoming critical readers in the two remaining courses. However, the students need to continue working on reading strategies and integrate them as an essential part of their academic lives. At the same time, the students need to integrate reading as part of their lives and not only inside the class to reach higher goals, and not to settle for what they learn in the course and then just forget all about it.

Reading strategies for academic texts are a challenge not only for students but also for the teachers, new strategies need to be implemented in order to help students to begin a process of becoming critical readers in three levels proposed by the University. One level helps students with the basic skills, but with limited time and the context of students, the first level only gets to teach these strategies and repeat them over and over with hope that students grab something from the texts.

The first level of ESP should be focused only in the developing of these basic strategies and future courses should deal more in detail with the notions of critical reading as expected by the University. But in a preliminary way it can be said that students make progress toward this ultimate goal.

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VIII. ANEXOS

Annex 1 ESP program



UNIVERSIDAD DEL VALLE

FACULTAD DE HUMANIDADES

ESCUELA DE CIENCIAS DEL LENGUAJE

DEPARTAMENTO DE LENGUAS EXTRANJERAS

PROGRAMA DEL CURSO

ASIGNATURA : LECTURA DE TEXTOS ACADÉMICOS EN INGLÉS I

CÓDIGO : 204101M CRÉDITOS : 3

PREREQUISITOS : Ninguno HABILITABLE : No

DOCENTE: Ricardo Londoño Meza e-mail:
richardteacher2012@hotmail.com

El siguiente programa corresponde a la asignatura "Lectura de Textos Académicos en Inglés I" y fue desarrollado por los profesores de la Sección de ESP de la Escuela de Ciencias del Lenguaje de la Universidad del Valle.

I. DESCRIPCIÓN

Este curso va dirigido a estudiantes universitarios de distintos programas de estudio que necesitan desarrollar una competencia de lectura en inglés para sus propósitos académicos y cumplir parcialmente con los requisitos planteados por la Universidad en cuanto a su proficiencia en un idioma extranjero.

El curso es el primero de una serie de varios niveles que se plantean desde una perspectiva de la lectura como proceso interactivo en la que el lector utiliza una serie de recursos lingüísticos, discursivos, de conocimiento previo de su disciplina y del mundo, para construir sentido a partir del texto escrito. Esta visión interactiva supone la capacidad de asumir aspectos globales y particulares de los textos de carácter expositivo y argumentativos propios de las publicaciones académicas de la vida universitaria. Se pretende que el estudiante desarrolle las competencias específicas que le permitirán convertirse en un lector crítico y autónomo, capaz de enfrentarse con propiedad y eficiencia a los retos de la sociedad de la información en la que vivimos.

II. JUSTIFICACIÓN

En el mundo moderno de la globalización del conocimiento, es imprescindible poder tener acceso a la información actualizada que se transmite a través de los medios escritos y tecnológicos. La mayoría de los avances en la ciencia y la tecnología en todo el mundo se socializa a través de publicaciones especializadas en inglés. Un profesional

competente debe ser capaz de acceder a esta información para mantenerse al día en los avances de su profesión y poder así incidir en los desarrollos propios de su campo de trabajo.

III. OBJETIVOS

GENERAL

Este primer nivel tiene como objetivo familiarizarse con el inglés como medio para acceder a la información actualizada en las distintas áreas de interés del estudiante. El curso se centrará principalmente en el desarrollo de estrategias de lectura que permitan al estudiante una interpretación adecuada de los distintos textos representativos de su área de especialidad, principalmente aquellos de carácter científico-pedagógico propios de los primeros niveles de estudio universitario.

ESPECÍFICOS

Se busca que, al finalizar el curso, el estudiante haya logrado:

1-Manejar con eficacia las estrategias que facilitan el proceso de lectura de textos académicos en inglés haciendo uso de diversos recursos, de acuerdo con las características particulares de cada texto.

2-Identificar los diferentes aspectos lingüísticos y discursivos que caracterizan los textos académicos y sus funciones, de acuerdo con el propósito del autor y al tipo de texto.

3-Identificar las distintas tipologías discursivas de los textos, teniendo en cuenta la organización de las ideas en los párrafos, los elementos de cohesión y coherencia, y otras estrategias utilizadas por el autor para configurar la macro estructura de los mismos.

4-Desarrollar estrategias de manejo del vocabulario en contexto, así como el uso eficiente del diccionario.

5-Interpretar adecuadamente las ayudas gráficas que acompañan a los textos académicos y que constituyen un elemento integral para la comprensión de los mismos.

6-Desarrollar una actitud positiva hacia el inglés y en especial hacia la lectura de textos auténticos de carácter científico en este idioma.

7-Desarrollar habilidades para la comprensión audiovisual de información de tipo científico disponible en grabaciones o en video para complementar el material escrito.

IV. CONTENIDOS

En cada uno de los grupos se utilizarán desde el principio textos auténticos, no simplificados, PERTINENTES AL ÁREA DE ESPECIALIDAD del conjunto de estudiantes del grupo. Todos los grupos se regirán por el siguiente esquema.

1. Estrategias de lectura

1.1 Tipo de texto y propósito de lectura

1.2 Skimming

1.3 Scanning

1.4 Lectura intensiva

1.5 Lectura crítica

2. Estrategias de reconocimiento e interpretación del vocabulario

2.1 Palabras "transparentes" o cognados, palabras estructurales, generales y específicas

2.2 Palabras derivadas. Interpretación de prefijos y sufijos, reconocimiento de la categoría gramatical

2.3 Palabras compuestas

2.4 Interpretación del sentido por el contexto

2.5 Uso del diccionario

3. Estilos de organización de cohesión y coherencia

3.1 Marcadores de cohesión y coherencia: conectores y referencia

3.2 Identificación de relaciones lógicas al interior del texto

4. Interpretación de tablas y gráficas

5. Introducción a las tipologías discursivas

5.1 Descripción de estructura, función y funcionamiento

A lo largo del desarrollo de los temas se trabajarán los aspectos gramaticales pertinentes a los distintos tipos de texto como:

Frase verbal, tiempos verbales, reconocimiento de la voz pasiva

Frase nominal

Funciones del sufijo -ing

V. METODOLOGIA

Este curso tiene un alto contenido teórico y conceptual, ya que se trata de promover una visión de los procesos cognitivos y afectivos que se desarrollan en la mente del individuo al enfrentar un texto en lengua extranjera. Los procesos psicolingüísticos que se generan en la lectura exigen una readecuación de las prácticas anteriores que promovían la lectura en lengua extranjera simplemente como una "traducción" literal, palabra por palabra, de los contenidos del texto.

Es importante, por lo tanto, llevar al estudiante a que se concientice sobre estos procesos para que pueda llegar a ser un lector eficaz.

La metodología, en consecuencia, es altamente interactiva. El papel del profesor no es solamente el de enseñar inglés, sino el de ayudar al estudiante a desarrollar sus propios recursos de interacción frente al texto. Esto se logra, no a través de conferencias o clases magistrales, sino a través de un trabajo permanente de construcción conjunta que se lleva a cabo entre el profesor y los estudiantes. Consideramos que esta interrelación constituye un

elemento fundamental en los procesos que conducen a que el estudiante "aprenda a aprender". En este sentido, nuestra propuesta es ambiciosa, ya que permite al estudiante no solamente conocer mejor la lengua extranjera, sino también abordar el conocimiento de manera más crítica y creativa, ser un mejor lector, un profesional más independiente.

IV. EVALUACIÓN

Examen parcial	20%
Examen final	30%
Quizzes	10%
Control continuo (tareas, lecturas, resúmenes, talleres, asistencia .etc.)	40%

BIBLIOGRAFÍA

El curso se desarrolla según los lineamientos establecidos por la Escuela de Ciencias del Lenguaje, por lo cual se tomará como guía los materiales elaborados y sugeridos por la coordinación y el grupo de docentes de ESP. Igualmente se tendrá en cuenta el material existente en la Biblioteca Mario Carvajal, los Centros de Documentación y el Centro de Recursos de la Escuela de Ciencias del Lenguaje, al igual que el material de lectura específico de cada carrera que se les sugerirá a los estudiantes hacer llegar en las primeras clases y el cual ellos deseen trabajar a lo largo del curso en aras a resolver sus necesidades inmediatas de comprensión y análisis de textos directamente relacionados con su área de estudio.

Se sugiere además, contar con un buen diccionario bilingüe o monolingüe lo mismo que hacer uso de la guía "Reading Academic Texts" first level second edition 2009, elaborada por el profesor Asnorald Cadavid Rios.

“Reading and Understanding” book one and two, third edition. Rosa Ma. Durán, Eric Pearse. Mac Graw Hill.

“Building skills for the TOEFL IBT” , Northstar intermediate. John Beaumont. Pearson and Longman

Annex 2: Evaluation Indicators

Course Objectives	Evaluation Indicators				
	1 Deficient	2 Insufficient	3 Acceptable	4 Good	5 excellent
To have an appropriate use of strategies to help with the process of reading in English, using a variety of resources, according to the particular characteristics of each text.	<p>The student does not use reading strategies as skimming and scanning</p> <p>The student does not apply reading strategies according to the particular characteristics of the texts.</p>	<p>The student recognizes reading strategies as skimming and scanning but cannot apply them.</p> <p>The student recognizes that there are different reading strategies to be applied according to the particular characteristics of the texts but does not use them.</p>	<p>The student can use reading strategies as skimming and scanning in a basic way.</p> <p>The student applies some reading strategies according to the particular characteristics of the texts</p>	<p>The student can use reading strategies as skimming and scanning but still has to ask the teacher for some help.</p> <p>The student properly applies reading strategies according to the particular characteristics of the texts</p>	<p>The student can use reading strategies as skimming and scanning in an autonomous way.</p> <p>The student applies different reading strategies according to the particular characteristics of the texts</p>
Identify the different discursive typologies of the texts, keeping in mind the structure of paragraphs, elements of cohesion and coherence, and other strategies used by the author to configure the macrostructure of the texts.	<p>The student does not identify the different discursive typologies of the texts.</p> <p>The student does not differentiate the structure of the paragraphs and does not understand elements of</p>	<p>The student identifies with difficulty different discursive typologies of the texts.</p> <p>The student identifies the structure of the paragraphs but cannot differentiate elements</p>	<p>The student identifies some discursive typologies of the texts.</p> <p>The student identifies the structure of the paragraphs and some elements of cohesion and coherence.</p>	<p>The student identifies different discursive typologies of the texts.</p> <p>The student identifies the structure of the paragraphs and elements of cohesion and coherence.</p>	<p>The student identifies and compares different discursive typologies of the texts.</p> <p>The student identifies the structure of the paragraphs and elements of cohesion and coherences and uses other strategies to understand the macrostructure of the texts.</p>

	cohesion and coherence.	of cohesion and coherence.			
Develop strategies to deal with vocabulary in context when reading, as well as using the dictionary as a tool.	<p>The student does not use strategies to deal with vocabulary in context.</p> <p>The student uses the dictionary all the time.</p>	<p>The student identifies different strategies to deal with vocabulary in context but does not use them.</p> <p>The student only uses the dictionary to deal with vocabulary</p>	<p>The student uses some strategies to deal with vocabulary in context.</p> <p>The student sometimes uses de dictionary</p>	<p>The student identifies and uses different strategies to deal with vocabulary.</p> <p>The student uses the dictionary only a few times</p>	<p>The student uses and relates a variety of strategies to deal with vocabulary in context.</p> <p>The student does not use the dictionary all the time.</p>
Properly interpret the graphic aids, to have an integral understanding of the academic texts, and also create concept maps to help in the process of summarizing.	<p>The student does not interpret graphic aids.</p> <p>The student does not use concept maps to help in the process of summarizing</p>	<p>The student identifies graphic aids.</p> <p>The student identifies the concept maps, but cannot create them to help in the process of summarizing</p>	<p>The student interprets basic graphic aids.</p> <p>The student creates basic concept maps to help in the process of summarizing.</p>	<p>The student interprets graphic aids.</p> <p>The student creates concept maps in proper way maps to help in the process of summarizing.</p>	<p>The student interprets complex graphic aids.</p> <p>The student creates detailed concept maps to help in to process of summarizing.</p>
Develop a positive attitude toward the English learning, especially toward the reading of scientific academic texts written in this language.	<p>The student does not have a positive attitude toward the reading of academic texts in English.</p> <p>The student does not participate in class</p>	<p>Sometimes the student has a positive attitude toward the reading of academic texts in English.</p> <p>Sometimes the student participate in class</p>	<p>The student has a positive attitude toward the reading of academic texts in English.</p> <p>The student does not participate very often in class.</p>	<p>The student has a positive attitude toward the reading of academic texts in English.</p> <p>The student participates in class</p>	<p>The student has a positive attitude toward the reading of academic texts in English, and extends his work beyond class.</p> <p>The student participates in class, asks questions and goes beyond the material proposed in class.</p>

Annex 3: (AMS) student's answer sheet

Lectura de textos académicos en Inglés I

Academic Motivation Scale Survey

Answer sheet

Name _____ Date: _____

Please complete all the answers selecting an option from 1 to 5, number 1 indicating that you strongly disagree and number five that you strongly agree with the answers.

questions	Strongly disagree =1	2	3	4	Strongly Agree = 5
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					
15					
16					
17					
18					
19					
20					
21					
22					
23					
24					
25					
26					
27					

Annex 4: AMS survey

Expectancy	Interest	Importance	Utility	Cost
1. When reading an academic text I can understand the main ideas.	6. I am interested in texts related to my discipline.	13. For me, a minimum bibliography is important to understand the topics of the course.	19. I consider of a great utility understanding the academic texts that are assigned to me.	24. I am able to put apart other things and commit to a text until I finish it.
2. I am capable of differentiate the main ideas from the secondary ideas in the academic texts.	7. I am interested in texts of disciplines associated to my area of study.	14. It is important to read all the minimum bibliography of the courses.	20. Reading academic texts will help me to be a good professional.	25. The time I use to read academic texts implicate that I stop other activities.
3. Some academic texts are complex I can understand them if I make an effort.	8. I like reading academic texts related to my courses.	15. For me, the minimum bibliography is important to complement the topics of the course.	21. Reading of academic texts is useful for my professional development.	26. When I perform an academic reading I dedicate the necessary time to finish it in a proper way.
4. I am in capacity to read most of the academic texts in my discipline area.	9. I am interested in reading material different to the one required in the course.	16. For me, it is important to understand the bibliographic material of the courses because they allow me to master certain topics.	22. I consider academic reading useful to develop professional skills.	27. If I do not understand the text, I can invest more time to read it again.
5. I consider that I select well the academic texts that are helpful to my tasks.	10. Reading academic texts is entertaining.	17. for me, reading the bibliography before class is really important	23. I consider of great utility understanding the academic texts that I am assigned to read.	
	11. I read texts for pleasure and I read other texts that are not mandatory.	18. I consider very important complementary reading suggested by the course program		
	12. When I have doubts, after class I read other texts and other sources.			

Annex 5: AMS student's answer sheet

Items		Value scale according to the percentage of students selecting each question				
		1	2	3	4	5
Expectancy component	When reading an academic text I can understand the main ideas.	4 %	4 %	32 %	40 %	20 %
	I am capable of differentiate the main ideas from the secondary ideas in the academic texts.	4 %	4 %	32 %	40 %	20 %
	Some academic texts are complex I can understand them if I make an effort.	0 %	0 %	8%	12 %	80 %
	I am in capacity to read most of the academic texts in my discipline area.	12 %	40 %	40 %	4 %	4 %
	I consider that I select well the academic texts that are helpful to my tasks.	4 %	8 %	16 %	60 %	12 %
Component average		4,8%	11,2 %	25, 6 %	31,2 %	27,2 %
Interest component	I am interested in texts related to my discipline.	0 %	0 %	4 %	16 %	80 %
	I am interested in texts of disciplines associated to my area of study.	0 %	0 %	4 %	16 %	80 %
	I like reading academic texts related to my courses.	0 %	0 %	4 %	16 %	80 %
	I am interested in reading material different to the one required in the course.	0 %	4 %	12 %	4 %	80 %
	Reading academic texts is entertaining.	20 %	4 %	12 %	20 %	44 %
	I read texts for pleasure and I read other texts that are not mandatory.	0 %	8 %	12 %	20 %	60 %
	When I have doubts, after class I read other texts and other sources.	4 %	12 %	60 %	20 %	4 %
Component average		3,4 %	4 %	15,4 %	13,7 %	61,1 %
Importance component	For me, a minimum bibliography is important to understand the topics of the course	12 %	20 %	20 %	40 %	8 %
	It is important to read all the minimum bibliography of the courses.	12 %	20 %	20 %	40 %	8 %
	For me, the minimum bibliography is important to	12 %	20 %	20 %	40 %	8 %

	complement the topics of the course.					
	For me, it is important to understand the bibliographic material of the courses because they allow me to master certain topics.	0 %	20 %	20 %	20 %	40%
	for me, reading the bibliography before class is really important	2 %	10 %	8 %	20 %	60%
	I consider very important complementary reading suggested by the course program	0 %	4 %	12 %	32%	52 %
Component average		6.3 %	15,6 %	16,6 %	32 %	29,3 %
Utility component	I consider of a great utility understanding the academic texts that are assigned to me.	0 %	4 %	80 %	12 %	4 %
	Reading academic texts will help me to be a good professional.	0 %	0 %	8 %	88 %	4 %
	Reading of academic texts is useful for my professional development.	4 %	4 %	84 %	4 %	4 %
	I consider academic reading useful to develop professional skills.	0 %	4 %	8 %	84 %	4 %
	I consider of great utility understanding the academic texts that I am assigned to read.	0 %	4 %	4 %	80 %	12 %
Component average		0,8 %	3,2 %	36,8 %	53,6 %	5,6 %
Cost component	I am able to put apart other things and commit to a text until I finish it.	12 %	60 %	20%	4 %	4 %
	The time I use to read academic texts implicate that I stop other activities.	4 %	72 %	12 %	8 %	4 %
	When I perform an academic reading I dedicate the necessary time to finish it in a proper way.	4 %	20 %	16 %	52 %	8 %
	If I do not understand the text, I can invest more time to read it again.	4 %	12 %	76 %	8 %	0 %
Component average		6 %	41 %	31 %	18 %	4 %

Annex 6: Grading reports

Universidad del valle																			
Students	Skimming a text	Applying skimming strategies	Scanning a text	Applying scanning strategies	Recognizing different types of texts	Reading different types of texts.	Organizing paragraphs in a text	Identifying paragraphs in a text	Identifying transition words in a text	Using transition words	Reorganizing sentences	Identifying proper sentences in a text	Using the dictionary	Dictionary Competition	Identifying false cognates	Identifying cognates	Predicting the topic using images	Interpreting information using graphics	participation and attitude
Student 1	5,0	3,5	5,0	0,0	3,0	4	0,0	4	4,6	1,7	5	4	0,0	0,0	2,5	0,0	5,0	3,6	4,5
student 2	4,0	5,0	5,0	4,3	5,0	4	5,0	4,5	4,6	0	5	4	4,5	4,3	4,8	5,0	5,0	4,4	4,5
student 3	5,0	3,5	4,5	2,1	3,0	4	3,0	3,5	3	0	4,8	4,5	4,5	2,1	3,8	5,0	5,0	4	4,0
student 4	5,0	3,5	5,0	3,5	4,0	4	5,0	4,5	3,6	3,5	5	4	4,7	3,5	3,9	4,0	5,0	4,3	5,0
student 5	4,0	1,5	5,0	3,1	5,0	4	5,0	3,5	4,6	2,8	5	4,5	4,5	3,1	3,5	4,0	5,0	4	4,7
student 6	5,0	5,0	4,0	4,3	5,0	5	5,0	3,6	4,6	4,2	5	4,6	5,0	4,3	3,5	5,0	5,0	4,3	4,2
student 7	5,0	5,0	0,0	4,8	5,0	4	5,0	3,5	4,6	4,2	4,8	4,4	4,0	4,8	4,5	5,0	3,0	4,4	2,1
student 8	5,0	3,5	4,5	2,1	5,0	4	0,0	3,3	3	0	5	4,3	3,5	2,1	4,3	5,0	5,0	4	3,4
student 9	0,0	2,5	4,5	2,1	5,0	4	0,0	3,1	3,6	3,1	3,7	4	4,5	2,1	3,8	5,0	5,0	3,3	3,4
student 10	5,0	3,5	5,0	3,5	5,0	4	5,0	3,4	4	3,1	4,8	4,2	4,5	3,5	2,3	5,0	5,0	4	4,4
student 11	4,0	4,5	5,0	3,5	5,0	5	5,0	3,5	5	3,1	4,8	4,5	5,0	3,5	3	5,0	5,0	4,3	4,2
student 12	4,0	5,0	4,0	3,8	4,0	3	4,0	4,3	4	0	5	4,6	5,0	3,8	2,5	5,0	4,0	4,1	3,4
student 13	0,0	5,0	4,5	2,5	5,0	5	3,5	4,4	3	0	4,8	4,3	4,5	2,5	3,5	5,0	5,0	4,1	3,6
student 14	4,0	5,0	4,0	1,6	4,0	3	4,0	3,5	4,6	3,1	4,2	4,1	4,0	1,6	3	4,0	4,0	3,5	4,4
student 15	5,0	4,0	5,0	4,6	5,0	5	5,0	4,2	4	3,1	5	4,5	4,8	4,6	3,5	5,0	5,0	4,4	4,2
student 16	3,8	5,0	5,0	3,1	5,0	4	4,0	4,3	5	5	4,5	4,3	5,0	3,1	3,5	5,0	5,0	4,5	5,0
student 17	5,0	5,0	5,0	3,3	5,0	3	4,5	2,5	4	3,5	5	4,4	5,0	3,3	3,5	5,0	5,0	3,6	4,4
student 18	5,0	4,0	5,0	2,3	4,0	3	5,0	3,3	4,6	4,2	4,6	4,2	4,5	2,3	4,8	5,0	3,0	4	4,2
student 19	5,0	4,5	0,0	3,6	5,0	4	3,5	3,5	3	0	5	4,4	4,5	3,6	3,8	5,0	5,0	4	3,6
student 20	5,0	4,5	4,5	1,6	5,0	4	4,0	4	4,6	2,4	5	4,6	4,7	1,6	3,9	5,0	5,0	4	4,2
Averages	4,2	4,2	4,2	3,0	4,6	4,0	3,8	3,7	4,1	2,4	4,8	4,3	4,3	3,0	3,7	4,6	4,7	4,0	4,1
	3,9				4,0								3,9			4,4		4,1	
	Use of Strategies Average				Types of texts (paragraph structure, cohesion, coherence) Average								Vocabulary Average			graphic interpretation		Attitude Average	

Annex 7: Number of students according to the grading performance for the activities proposed to achieve the course objectives.

Course Objectives	Activities	Number of students according to the grading performance for the activities proposed to achieve the course objectives				
		0.0 to 1.9 Deficient	2.0 to 2.9 Insufficient	3.0 to 3.9 Acceptable	4.0 to 4.9 Good	5.0 excellent
To have an appropriate use of strategies to help with the process of reading in English, using a variety of resources, according to the particular characteristics of each text.	Skimming a text	2	0	3	5	10
	Applying skimming strategies	1	1	5	5	8
	Scanning a text	2	0	0	8	10
	Applying scanning strategies	3	4	8	3	2
Identify the different discursive typologies of the texts, keeping in mind the structure of paragraphs, elements of cohesion and coherence, and other strategies used by the author to configure the macrostructure of the texts.	Recognizing different types of texts	0	0	2	4	14
	Reading different types of texts.	0	0	4	12	4
	Organizing paragraphs in a text	3	0	3	4	10
	Identifying paragraphs in a text	0	1	11	8	1
	Identifying transition words in a text	0	2	5	8	5
	Using transition words	6	2	7	3	2
	Reorganizing sentences	0	0	1	8	11
Identifying proper sentences in a text	0	0	0	20	0	
Develop strategies to deal with vocabulary in context when reading, as well as using the dictionary as a tool.	Using the dictionary	1	0	1	13	6
	Dictionary Competition	2	5	8	4	1
	Identifying false cognates	1	3	11	4	1
	Identifying cognates	1	0	0	3	16
Properly interpret the graphic aids, to have an integral understanding of the academic texts.	Predicting the topic using images	0	0	2	2	16
	Explaining information from the graphics	0	0	3	16	1
Develop a positive attitude toward the English learning, especially toward the reading of scientific academic texts written in this language.	Students participate in group activities, they attend to class, and they do homework and work on the proposed activities for the class.					

Annex 8: Average Result for the Evaluation indicators Rubric

Course Objectives	Achievement average for the Evaluation indicators regarding the course objectives					
	Final average	0.0 to 1.9 Deficient	2.0 to 2.9 Insufficient	3.0 to 3.9 Acceptable	4.0 to 4.9 Good	5.0 excellent
To have an appropriate use of strategies to help with the process of reading in English, using a variety of resources, according to the particular characteristics of each text.	3.9			<p>The student can use reading strategies as skimming and scanning in a basic way.</p> <p>The student applies some reading strategies according to the particular characteristics of the texts</p>		
Identify the different discursive typologies of the texts, keeping in mind the structure of paragraphs, elements of cohesion and coherence, and other strategies used by the author to configure the macrostructure of the texts.	4.0				<p>The student identifies different discursive typologies of the texts.</p> <p>The student identifies the structure of the paragraphs and elements of cohesion and coherence.</p>	

<p>Develop strategies to deal with vocabulary in context when reading, as well as using the dictionary as a tool.</p>	<p>3.9</p>			<p>The student uses some strategies to deal with vocabulary in context.</p> <p>The student sometimes uses de dictionary</p> <p>The student identifies some cognates and false cognates in English.</p>		
<p>Properly interpret the graphic aids, to have an integral understanding of the academic texts.</p>	<p>4.4</p>				<p>The student interprets graphic aids.</p>	
<p>Develop a positive attitude toward the English learning, especially toward the reading of scientific academic texts written in this language.</p>	<p>4.1</p>				<p>The student has a positive attitude toward the reading of academic texts in English.</p> <p>The student participates in class</p>	