# Interactive Reading: A Method to Enhance EFL Learner's Reading Habits

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**Resumen**

Por mucho tiempo se consideró que la lectura era una habilidad lingüística pasiva, en la cual no se llevaba a cabo ningún tipo de proceso mental. No obstante, esta percepción ha cambiado. Mikulecky (2008) expresó que la lectura requiere de un proceso consiente e inconsciente de pensamiento en el cual los lectores utilizan diversas estrategias para interpretar los mensajes (Teaching Reading, para. 2). Este punto de vista ha sido apoyado por autores como Altamirano y Navarro (2013) quienes anotaron que diversos estudios en lingüística aplicada han planteado que los humanos cuentan con una estructura psicológica latente que se activa cuando nueva información es encontrada (p. 18). La asociación entre la nueva información recibida y el conocimiento previo del lector es lo que resulta en la interacción entre este último y el texto leído. Este proceso genera un intercambio activo entre el lector, el escritor, y el texto. Autores como Tamrackitkun (2010) han propuesto que la lectura demanda pensamiento y no puede ser separada del conocimiento previo, y de los sentimientos del individuo involucrado en el proceso así como de la naturaleza del texto (p.14). Esta interpretación debería llevar a los docentes de inglés a pensar en métodos que permitan una interacción activa entre los docentes y el material de lectura. El uso de libros, historias cortas, artículos y otros textos escritos auténticos se ha popularizado entre los maestros de inglés como lengua extranjera. Es por esta razón que los dichos profesionales encontrarán en esta propuesta una experiencia de enseñanza sistematizada que permita a los estudiantes desarrollar el gusto por la lectura a través de la caracterización de personajes e historias extraídas de una compilación seleccionada de textos escritos.

**Abstract**

For many years, linguists considered that reading was a passive skill and that no mental process was required while being exposed to written material. Nowadays, this perception has changed radically. As defined by Mikulecky (2008), reading is "a conscious and unconscious thinking process. The reader applies many strategies to reconstruct the meaning that the author is assumed to have intended." (Teaching Reading, para. 2). This argument has been supported by authors like Altamirano and Navarro (2013) who observed that "studies in applied linguistics began to refute such beliefs by remarking that all human beings possess a latent psychological structure that is activated whenever new information is found" (p. 18). The association of the new data to the reader's background knowledge is what results in the interaction between the text and the reader. This interaction requires the active participation of the reader, the writer, and the text. In fact, Tamrackitkun (2010) prompted that "reading is thinking and can never be separated from the purpose, prior knowledge, and feelings of the person engaged in the activity r from the nature of the text being read" (p. 14). This interpretation should lead teachers to think about methods that allow learners to interact more actively with the texts they read. The use of books, short stories, articles and other types of authentic written texts to teach English as a foreign language has become popular among English as Foreign Language (EFL) teachers. For this reason, EFL teachers will find in this proposal a systematized teaching experience that leads learners to develop the taste for

reading by making characters and stories contained in a selected compilation of written texts come alive through the interpretation of plays.

**Key words:** reading, authentic material, interaction, systematized teaching experience

# 1. Introduction

Learning English as foreign language (EFL) demands discipline. Such discipline must be accompanied by the interest in developing effective communicative skills. Learners ought to be aware of the importance of conceiving the learning process as a holistic systematization of experiences that lead them to develop their communicative competence. Knowing a language is not just a matter of speaking it. It also involves the integration of all linguistic skills. The current globalized world in which people interact demands the mastering of different communicative strategies. This setting portraits the need for EFL teachers to implement instructional methodologies that lead learners' to exploit their potential. It is imperative to keep in mind that not all learners have the same capacity to internalize knowledge and that everybody has differentiated abilities to communicate. In this regard, instructors should pay close attention to the methodologies that they implement in order to lead learners to develop the different linguistic skills.

The role of the four skills (listening, reading, writing and speaking) must be highlighted in the learning process. No linguistic skill is perceived as passive anymore. Even though in the past only speaking and writing were pictured as the interactive skills, nowadays listening and reading have been proved to be active skills as well. Talking particularly about reading, this skill has been given great importance lately, and the active process involved while interacting with written texts has been widely discussed. In fact, Fallas and Fonseca (2013) asserted that

> When successful readers lay their eyes on a text, they usually apply a number of strategies that help them interact with it. They pause once in a while and make inferences or predict what is going to happen next. Also, they analyze the information and make connections with their previous knowledge in order to comprehend the text better. (p. 182)

This conception of the process that effective reading demands helps to generate ideas about the implementation of strategies that make reading be attractive for novice EFL learners.

## 1.1. General Objective

To analyze the relevance of using an interactive methodology that boosts EFL learners' interest in reading.

### 1.2. Specific Objectives

To research the role of reading in EFL classrooms.

To propose a systematized methodology that enhances novice EFL learner's interest in reading activities through the interpretation of plays

### 1.3. Research Questions

What role does reading play in EFL classroom settings?

To what extend are traditional reading techniques effective to augment EFL learners' interest in reading?

What activities are learners interested in when attending EFL reading classes?

## 2. Literature Review

### 2.1. Reading Skill in EFL Learning

Effective reading skills are fundamental during the English learning process. In fact, students receive most of the input necessary to develop communicative skills by means of reading texts. Within the EFL classrooms, reading is used for academic purposes. This skill is taught by means of comprehension and analysis of short and extensive texts. Nonetheless, for many people reading represents a pleasurable free-time activity that helps them increase their knowledge about a broad set of topics. In EFL settings, students are exposed to written texts during most of the learning experiences. Formal and informal contexts generate opportunities for apprentices to put into practice their interpretation skills. Mikulecky (2008) recognized the importance of reading and stated, "reading is the basis of instruction in all aspects of language learning: using textbooks for language courses, writing, revising, developing vocabulary, acquiring grammar, editing, and using computer-assisted language learning programs" (Teaching Reading, para. 1). However, EFL apprentices generally report a lack of interest in reading activities. This issue is concerning, especially considering that in Costa Rica high school students' performance level at the end of secondary education is assessed by administering them a standardized reading comprehension test.

Whenever a reader approaches a text, an internal process of analysis of information takes place. Even though the material is presented in a language that has not been fully developed in the learner's communicative system, some background knowledge that includes facts and perceptions is activated. Such prior information has been stored in the reader's brain as a network based on previous experiences related to the text itself. Once the reader is in contact with the content of the material, there is an internal process of associations that links the information previously stored to the new information presented and the interpretation made by the reader. The concern that may arise is how to make learners develop good reading habits. Not all individuals develop the ability to extract the information from the texts easily. In fact some need to dedicate more time and use varied techniques. The main issue regarding the students' lack of interest in reading might be a result of the belief that reading only has usefulness within classroom activities and that out of the

classrooms it does not have much utility. Authors like Hendricks and Lassiter (2009) have refuted this misconception by arguing, "We believe that reading more than just assigned passages for academic purposes also will contribute to greater student success" (p. 12). In fact, reading skills are important not only when participating in EFL learning programs but also for the professional development. Dealing with academic and nonacademic texts demands high levels of concentration and analysis. Hence, it is recommendable to develop effective reading habits.

### 2.2. Inclusion of Reading Techniques in the Classroom

Learning to read is a process that demands time, dedication, and effort. Even though some beginning apprentices seem to have a natural taste for reading, and they dedicate plenty of time to this activity, many novice readers report struggling to develop interest in this field. Here is when instructors should look for alternative measures to guide their pupils along the path. McNamara (2009) established that "Strategy instruction across a variety of domains builds on the notion that less skilled students should learn strategies that mimic those exhibited by skilled students or that *compensate* for processes exhibited by skilled students" (p.34). Imitation of effective techniques used by skilled readers may produce good outcomes if it is properly directed. McNamara (2009) reported to have designed a technique called "Self-explanation Reading Training" (SERT) which included strategies like comprehension monitoring, paraphrasing, elaboration, using logic, prediction, and bridging inference (p.35). After implementing SERT, participants showed considerable improvement in their reading comprehension skills. Other strategies such as skimming, scanning, intensive and extensive reading also help improve readers' performance.

The relevance of using effective reading techniques lies on the improvement shown by some participants in EFL programs. However, sometimes is it necessary to modify these techniques so that slower learners are also able to become successful in the learning process. It would even be helpful to model the activities for the students to have a clear perception of what they are requested to do. Medina (as cited in McRae, 2012) suggested that the teachers should "explain the strategy…, describe the importance and benefits of using the strategy, model how to use the reading strategy, highlight when and where to use the strategy, and show students how they can assess whether they are using the strategy successfully or unsuccessfully. (p. 22). All these techniques are oriented toward the improvement of learner's linguistic skills.

In settings in which reading programs have been implemented, high standard goals have been established. In order to set the objectives and the desired performance behavior, there must a well-structured inclusion of reading techniques. According to Gamboa (2013), reading strategies must be complemented with the inclusion of explicit instruction in order to provide learners with grammar and vocabulary knowledge of the target language in an interactive approach to teaching reading. On top of that, reading instruction must be constantly aimed at leading students recycle those strategies that have proved to be effective (p. 212). In North Carolina, United States, for example, the State Board of Education adopted the Common Core State Standards (CCSS) for English Language Arts in 2010. The

aim of this program is that the learners achieve some performance standards according to their school level. For this, the stakeholders designed "READY End of Grade Language Arts/Reading Assessments", which is administered in grades 3, 5, 7, 8 and English II as a way to measure the students' level of performance. Based on the skills developed by learners along the process, they are credited with achievement levels that go from level one, in which readers have a very limited command of knowledge and skills, to level five, in which learners demonstrate superior performance. This division has let the stakeholders determine the intervention guidelines to help students improve their reading skills. Even though this program is not aimed at EFL contexts, it provides some ideas of how to organize the educational system through the implementation of sequential instruction.

### 2.3. Usage of Interactive Techniques to Teach English

Researchers have devoted plenty of time to explain how intrinsic and extrinsic factors might alter the learning process either positively or negatively. As a result of the studies, authors have stated that motivation is essential when attempting to learn a foreign language. Lightbown and Spada (2000) referred to two different types of motivation: integrative motivation and instrumental motivation (p. 56). The former was identified as the interest in learning a language for personal growth and cultural enhancement; the latter was conceived as the interest in learning a language for practical and immediate goals. Even though these types of motivation are thought to be closely related to the reasons why people decide to learn a language, it is necessary to remark that the environment in which the learning process is carried out plays a very important role in enhancing students' desires to learn a language. If the learning context does not look appealing for the learners, they will probably quit or the development of their communicative skills will be limited. In this regard, Lightbown and Spada (2000) suggested the use of varied activities, tasks, and materials as a way to avoid the decrease of attention and the increase of boredom that pop up as a result of lessons that are always taught by following certain routines, patterns and format, (p. 57). This lack of creative activities, tasks, and materials does not allow participants to exploit of their creativity, which sometimes also hinders their impulse to learn the target language.

The search for strategies that increase the interest in reading and the meaningful outcomes is constant among linguists. According to Brown (2000) a constant "issue in pedagogical research is the extent to which learners will learn to read better in a laissez-faire atmosphere of enriched surrounding or in a instructed sequence of direct attention to the strategies of efficient reading" (p. 301). Some authors have stated that an effective way to help readers comprehend the written texts is by associating their content with other elements. Rädle, Heilig, and Reiterer (2011) established, "The process of understanding a research paper relies to an essential extent on sense-making" (p.2). This dialogue between those who propose direct methods and researchers who advocate for indirect methods have resulted in several proposals. For example, the British Council Hong Kong (2008-2009) developed some workshops in which participants performed drama plays that were oriented toward the development of linguistic skills. However, they reported the learners' lack of confidence in their English, and the perception that drama is just fun and games (p.2). In

this regard, teachers must carefully address the sequence of activities so that participants feel willing to participate and at the same time they understand the aims of the activities clearly.

Short stories and other similar texts provide teachers and learners with a wide variety of elements that create fictitious characters, settings, conflicts, and plots that help enrich learners' imagination. If language learners are able to comprehend and analyze the content of the texts, and then recreate the stories by means of role plays, not only would their reading skills be enhanced but also the writing, listening and speaking skills would be reinforced as well as other sub-skills. Since students are given the chance to act out as someone else, there is interaction between who they really are and the imaginary character they play. They need to adopt a new personality, and this might help them overcome factors such as shyness and fear to make mistakes that sometimes prevent them from interacting in real life situations. Besides, it is important to remark that learners must establish exchanges of information with other characters, which enriches the development of their linguistic system.

In order to suggest readings that are suitable for novice learners, it is imperative to analyze the different elements contained in the texts. Elements like the characters must be considered before selecting the pieces of writing. Even though the characters are imaginary, they must have simple features that resemble those found in real life personas. Another important element in the story is the setting where the events take place. Students should be able to recreate it unless they want to change the version of the story, which is also part of this proposal. As stated previously, the learners should be allowed to modify elements of the story based on convenience; for this reason, if they feel like making changes in aspects like the conflict, plot and resolution of the conflict, their creativity should be allowed to flourish. Considering these aspects, shorts stories such as Cinderella, Pinocchio, and The Magic Mirror are among the tales that could be used for the purpose of carrying out modified role plays. One reason why these stories would be good choices is that originally they were aimed at entertaining adults. For this, using parodies would be fun and audience-engaging. Another reason is that most learners are familiar with these tales since they are very likely to have been in contact with them through cartoons or other means.

## 3. Data Analysis

This section contains the analysis of the data collected during this research. A questionnaire was administered to EFL professors at Universidad Nacional, Campus Coto to gather their insights about the importance of reading within the Integrated English courses during the first year of the major. Another questionnaire was to first students who are majoring in English Teaching at Universidad Nacional, Campus Coto to gather their insights about the importance of reading within the Integrated English courses during the first year of their career.

### 3.1. Professors' and students' insights

The data collected from the professors revealed some interesting insights. The first figure reveals the perception that professors have about the importance of the linguistic skills.

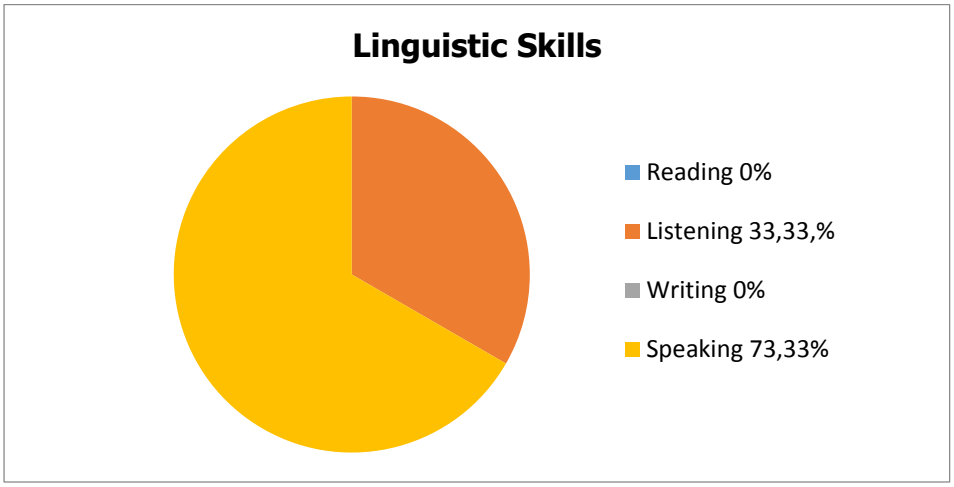


*Figure 1.* Professors' perception about the importance of the four linguistic skills. Results obtained from the professors' questionnaire administered in August 2015. The informants responded to the following statement: Mark the following linguistic skills from 1 to 4in the order of importance for you, being number 1 the most important and number 4 the least important.

The majority of professors agreed on stating that speaking is the most important skill that should be reinforced during the first year of instruction in the major. Interestingly, this perception matches the information garnered from the students.

In this regard, most of the students also expressed that for them the most important skill during the first year of the major is speaking. These data reinforce the idea of using reading as a prompt to participate in oral expression activities. As mentioned before, the learners need to make associations between the background knowledge they possess and the new information they are exposed to. Thus, reading is proposed as a tool to provide novice students with knowledge that they can use whenever it is necessary.

Another important point in the research was the encouragement to read for academic purposes and for pleasure. Both professors and students were inquired about this aspect.

Regarding this aspect most professors stated that they always request students to learn for academic purposes as part of the learning process. Here, the students' perception varies a little. However, this perception is still positive since most of the students consider that their professors constantly request them to read academic texts constantly, as shown in the following chart.

Even though the role of reading has been remarked for its importance in academic activities, reading for pleasure seems not to be fomented enough among novice EFL learners. The following figures reveal some interesting information.

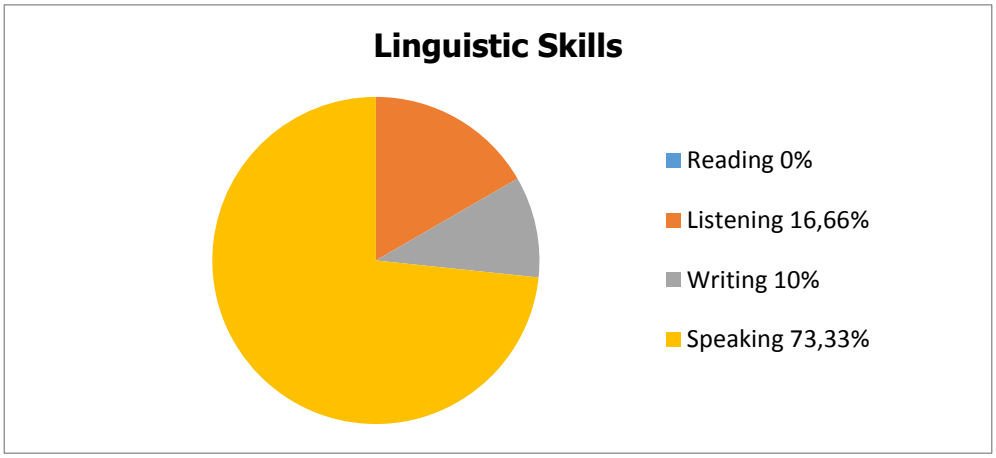


*Figure 2.* Students' perception of the importance of the four linguistic skills. Results obtained from the Students' questionnaire administered in August 2015. The informants responded to the following statement: Mark the following linguistic skills from 1 to 4 in the order of importance for you, being number 1 the most important and number 4 the least important.

Regarding reading for academic purposes, the professors, who responded the questionnaire, stated that it is highly required for their students; nonetheless, reading for pleasure does not seem to as promoted as academic reading. This information is backed up by the students whose answers are presented in the following figure.

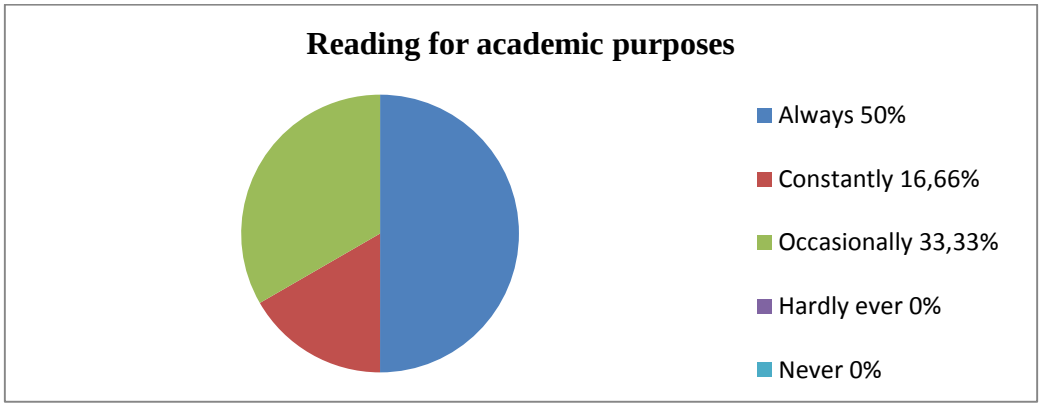


*Figure 3.* Professors' perception about encouraging students to read for academic purposes. Results obtained from the professors' questionnaire administered in August 2015. The informants responded to the following question: How often do ask your students to read for academic purposes?

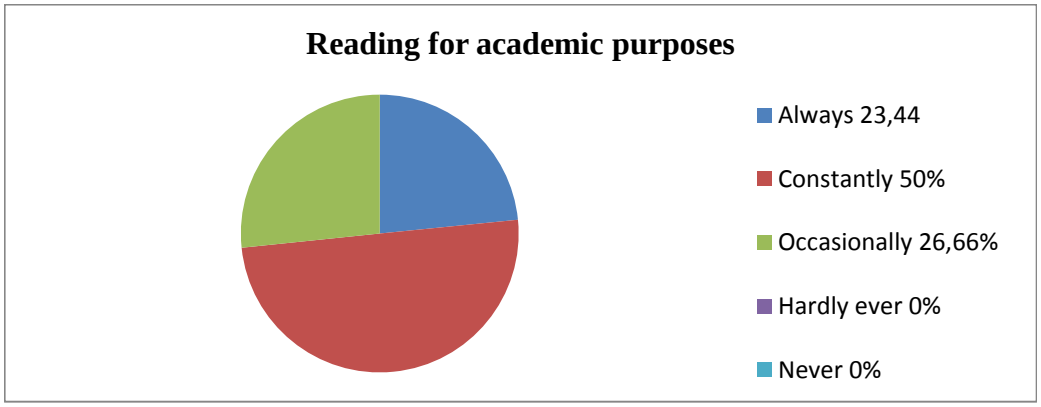


*Figure 4.* Students' perception about reading for academic purposes. Results obtained from the Students' questionnaire administered in August 2015. The informants responded to the following question: How often do your professors request you to read for academic purposes?

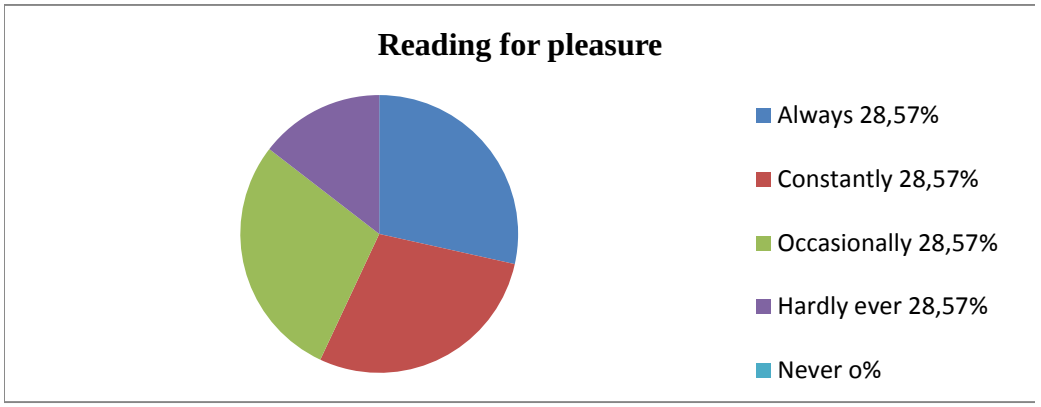


*Figure 5.* Professors' perception about encouraging students to read for pleasure. Results obtained from the professors' questionnaire administered in August 2015. The informants responded to the following question: How often do you encourage your students to read for just for pleasure?

Most of the responders considered that their professors do not encourage them to read for pleasure as constantly as they request them to read for academic aims. This might result worrisome taking into account that reading is one of the main sources of input. It is necessary to think of the importance that reading might have for the students in the future. This major demands students to be constantly reading different types of texts; thus, developing the taste and the skills necessary to succeed must be a paramount since the very beginning of the major.

As a way to support the idea of this proposal, students were asked about the types of texts they prefer to read or find more interesting (figure 7).

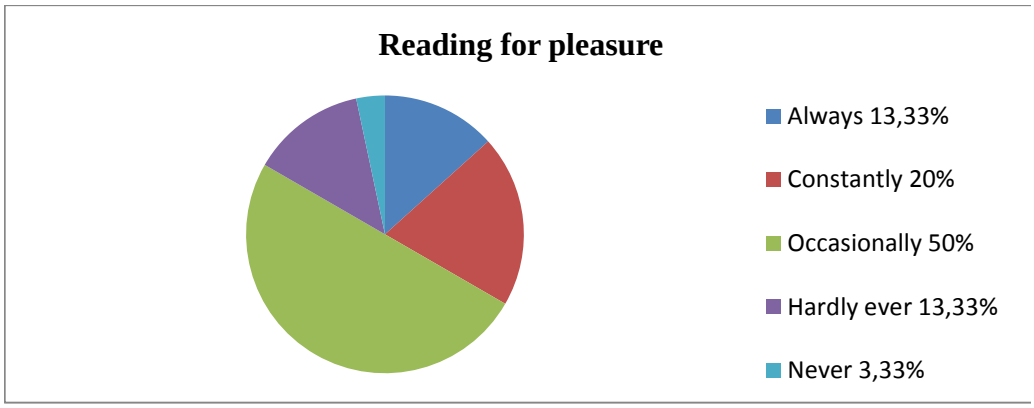


*Figure 6.* Students' perception about reading for pleasure. Results obtained from the Students' questionnaire administered in August 2015. The informants responded to the following question: How often do your professors encourage you to read just for pleasure?

In this regard, it is clearly stated that the students' preferences are oriented toward short stories and novels. As already stated this type of literature provides readers with vivid opportunities to develop their imagination and explore imaginary worlds that otherwise would be impossible. Once this data have been collected and the students' preferences are known, it would be of great help for the learning process to take advantage of this to facilitate the acquisition of new knowledge. It is necessary to mention on last element that is closely related to the learners' preferences regarding written texts. Students were asked about the activities they would like their professors to include in the classroom to teach or reinforce reading habits. The figure below presents the findings.

Taking into consideration the informants' responses, it is clearly observed that they show preference for those activities which involve some interaction. This information also supports this proposal. Learners feel that reading would be more enjoyable if interaction is present. This leads to conclude that the perception that some people have that reading is boring is not a consequence of reading itself but a perception provoked by the lack of activities and texts that enhance the readers' interest. This shows that before criticizing the learners' lack of interest and reading skills, it is necessary to self-assess the teaching process in order to find out if there is enough and proper encouragement.

## 4. The Use of Interactive Reading to Enhance EFL Learner's Reading Habits

Literature is perhaps the easiest and safest way to imaginarily travel and live experiences. Stories not only entertain but they also generate cultural knowledge. Literature is one of the riches cultural expressions used to share thoughts and beliefs. Literature has been throughout history to immortalize the lives of those who were brave enough to let other know what they were capable of creating. English literature has hundreds of short stories

that have entertained people throughout generations. Stories that were written many decades ago are still told, and they provoke admiration. Many of them have been translated into different languages and new versions have also been created. For these reasons, learners who are beginning the process of learning English should be given the opportunity to let their imagination grow by following the proposal summarized below. (Annex 1)

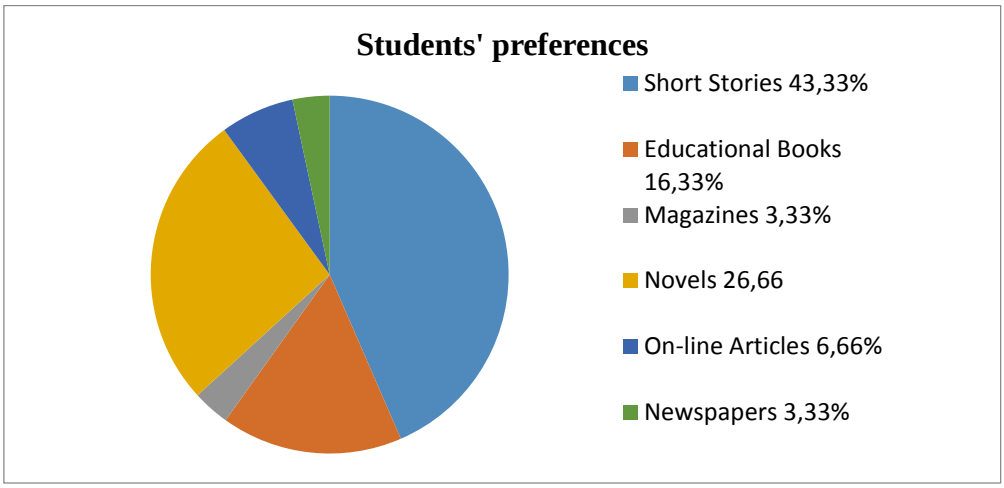


*Figure 7.* Students' perception about the different types of written texts. Results obtained from the professors' questionnaire administered in August 2015. The informants responded to the following question: What kinds of written texts do you find more interesting?

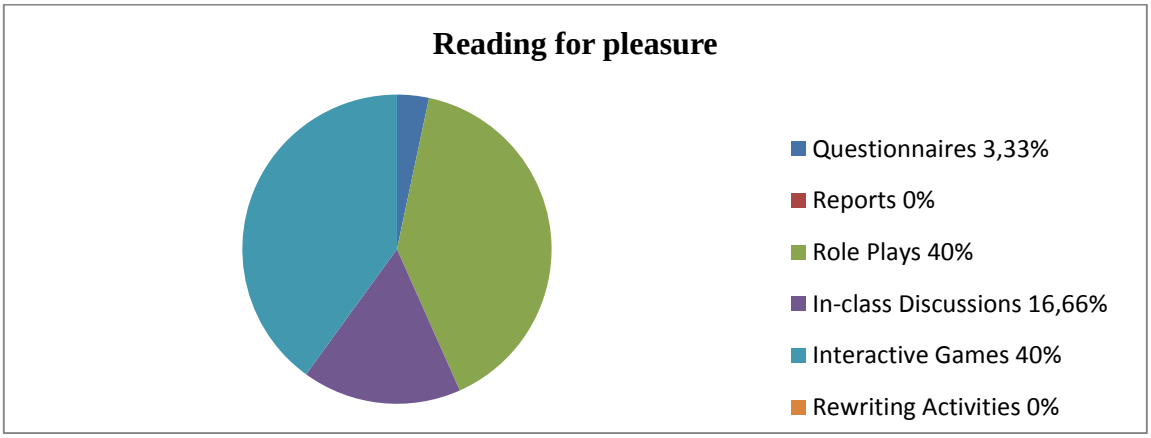


*Figure 8.* Students' perception about the different activities to teach reading. Results obtained from the professors' questionnaire administered in August 2015. The informants responded to the following question: What activities would you like your professors to include in the classroom to teach reading?

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| **Stage 1:**<br>**What's going to happen?** | In this stage the learners are presented with the story and they are asked to make predictions about what they think the story is going to be about. The characters are introduced and the students are allowed to read the introductory paragraph. In a round table, they are encouraged to contribute with ideas in order to predict what is happening next. |
| **Stage 2:**<br>**Where? Who? Why? How? They live happily ever after!** | Once the students are done with the predictions, they read the full story. This can be done individually or in groups depending on the students preferences. They must analyze the setting the characters, the conflict, the plot, and the resolution of the conflict. They should be encouraged to analyze why the different events happens in the story and why the characters behave the way they do. This is a way for students to start developing their analytical skills. In this stage they will need the guidance of the teacher. Keep in mind that they are beginners and there are several elements that they have not mastered. |
| **Stage 3:**<br>**What if…?** | In this stage, the students may suggest changes for the setting the characters, the conflict, the plot, and the resolution of the conflict. Let the students use their imagination. After all, that is what short stories were made for. The idea is that the students perform their own versions of the stories. Even though the participants are motivated to create their own versions of the stories, tell them to stick to the original story as much as possible. Sometimes when people perform parodies, they include characters from other stories, but this might disrupt the performance and create some confusion among beginning learners. |
| **Stage 4**<br>**Rehearse, rehearse, rehearse.** | Once the new versions are ready, some controlled rehearsal should take place. The professor should work as a theater director, guiding and helping the new actors and actresses with any aspect that needs some improvement. Remember to create a positive and fun environment. The idea is to help students enjoy everything they do along the process. |
| **Stage 5**<br>**Time to act out!** | When everything is ready, the students, with the cooperation of professors, may plan a special activity in order to present their plays. It is advisable to encourage them not to focus on accuracy. Instead they should focus on enjoying the experience. This kind of activity should help learners release stress, and earn confidence. |

## 5. Conclusions

There is no doubt that the EFL instructional process will continue to show evolutionary development toward the needs of students and teachers. This is a strong reason to keep one's mind up to the continuous changes and the need to focus on the benefits of the educational systems, especially in countries like Costa Rica in which the opportunities are usually accompanied by the request of bilingual professionals. The process of teaching has shown to be more successful when it is approached as a holistic method. The tendency to divide the skills and put them in order of importance is failing and lacking support and fundament. It is very important to work on all of them and integrate them as a way to provide learners with interaction that helps improve their communicative capacity.

The responsibility regarding the different learning styles falls on the person in charge of guiding the learning process. Teachers and professors of English have to be aware of that and develop varied activities for those students who need special attention and have different styles to approach the contents being taught. Reinforcing and encouraging the research on these topics is an aspect that should involve the experiences lived in the classrooms. Every activity that uses the skills and shows positive results should be discussed to share the results beyond that classroom.

Even though the results of the research have shown speaking and listening to be the strongest practiced skills there is a significant conclusion that gives reading considerable presence in the learning process. It is necessary to take this as a responsibility and encourage apprentices too develop the taste for reading activities. There should be reinforcement of reading in every level of the educational system. With the right approach and motivation the weaknesses regarding this skill can be turned into opportunities and this will result in disreputable value for the learners, especially if they are beginners since this will mark the route for a fascinating journey.

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**Annex 1**

# Story Title:

## Stage One: What's going to happen?

**Whole-class activity:** Read the introductory paragraph and make prediction about the story.

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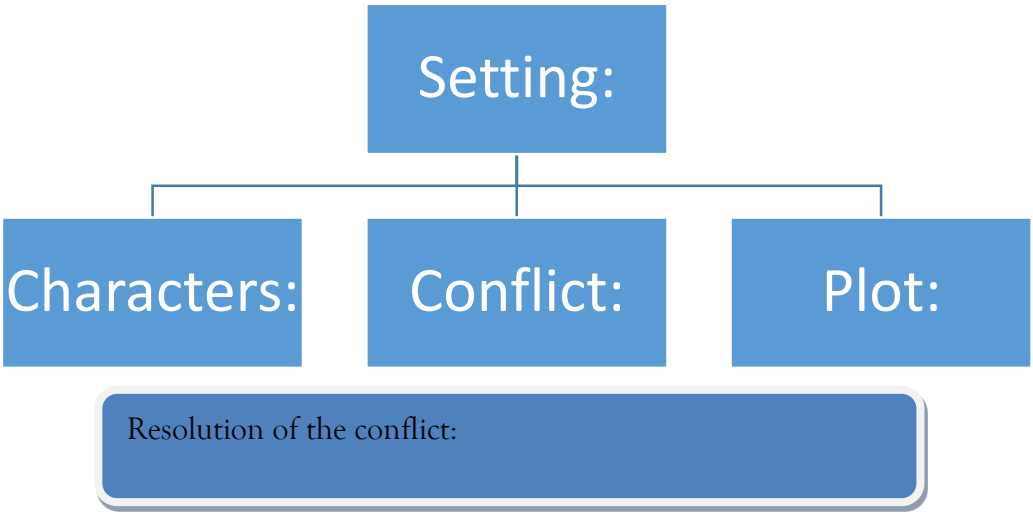
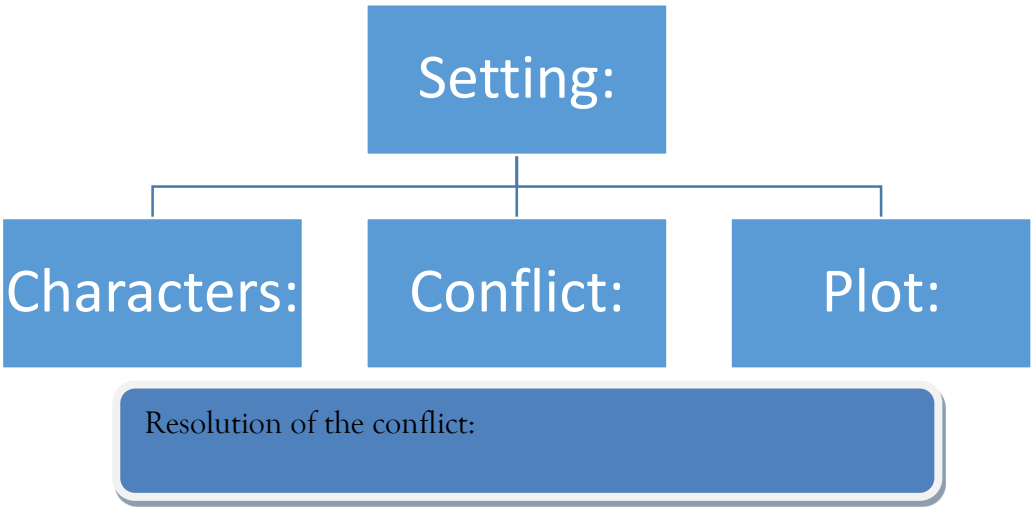
## Stage Two: ? Who? Why? They lived happily ever after!

**Individual or group activity:** Read the full story and analyze the element below. Analyze why the different events happens in the story and why the characters behave the way they do.



## Stage Three: What if...?

**Group activity:** Use your imagination and suggest changes for the setting the characters, the conflict, the plot, and the resolution of the conflict.




## Stage Four: Rehearse, rehearse, and rehearse.

**Group activity:** Start rehearsing the new version of the story. Prepare the scenery and outfits. Make the story come alive.

## Stage Five: Time to act out

**Group activity:** After you have rehearsed the play, it is time to present it to the school community. Plan a special activity. Invite students from other groups. Let them enjoy your talent.

**Annex 2**

**UNIVERSIDAD NACIONAL**
**SEDE REGIONAL BRUNCA, CAMPUS COTO**
**RESEARCH: Interactive Reading: A Method to Enhance EFL Learner's Reading Habits**
**RESEARCHER:** Elian Acuña Aguilar / Ignacio Campos Araya
Date of administration: _____

**Instrument #1: Questionnaire for first year students majoring in English teaching at Universidad Nacional, Sede Regional Brunca, Campus Coto**

The following questionnaire is part of a study being conducted by two professors of English of Universidad Nacional in the Applied Linguistics area.

**Objective:** To collect students' insights about the different aspects related to the inclusion of reading activities during the first year of the major.

**Directions:** Respond the following questions as elicited. Any information you provide will be used for academic purposes only. Thank you for your cooperation.

**Part I: Personal information**

Age: _____
Gender: ____ Female ____Male
Level: _____

1. Mark the following linguistic skills from 1 to 4in the order of importance for you, being number 1 the most important and number 4 the least important.
   ___ reading ___ listening ___ writing ___ speaking

2. In what order are the following linguistic skills reinforced by the professors during your integrated English classes? Mark the options from 1 to 4, being number 1 the most reinforced and number 4 the least reinforced.
   ___ reading ___ listening ___ writing ___ speaking

3. In what order do you put into practice the following linguistic skills during your integrated English classes? Mark the options from 1 to 4, being number 1 the most used and number 4 the least used.

___ reading ___ listening ___ writing ___ speaking

4. How often do your professors request you to read for academic purposes?

____ Always ____ Constantly ____ Occasionally ____ Hardly ever ____ Never

5. How often do your professors encourage you to read just for pleasure?

____ Always ____ Constantly ____ Occasionally ____ Hardly ever ____ Never

6. How often do you spend time on your own reading texts just for pleasure?

____ Always ____ Constantly ____ Occasionally ____ Hardly ever ____ Never

7. What kinds of written texts do you find more interesting? Mark the options from 1 to 6 , being number 1 the type of text you like the most and number 6 the type of text you like the least.

____ Short stories
____ Educational Books
____ Magazines
____ Novels
____ On-line Articles
____ Newspapers

8. What literature genre do you find more interesting? Mark the options from 1 to 8, being number 1 the most interesting genre and number 8 the least interesting genre.

____ Science Fiction
____ Fantasy
____ History
____ Horror
____ Poetry
____ Romance
____ Thrillers
____ Comedy

**9.** What activities would you like your professors to include in the classroom to teach reading? Mark the options from 1 to 6, being number 1 the activity that you like the most and number 6 the activity that you like the least.

____ Questionnaires
____ Reports
____ Role plays
____ In-class discussions
____ Interactive games
____ Rewriting activities

**Annex 3**

**UNIVERSIDAD NACIONAL**
**SEDE REGIONAL BRUNCA, CAMPUS COTO**
**RESEARCH: Interactive Reading: A Method to Enhance EFL Learner's Reading Habits**
**RESEARCHER:** Elian Acuña Aguilar / Rodrigo Ignacio Campos Araya
Date of administration: _____

**Instrument #2: Questionnaire for professors of the English Teaching Major course: "Inglés Integrado I & II" teaching at Universidad Nacional, Sede Regional Brunca, Campus Coto.**

The following questionnaire is part of a study being conducted by two professors of English of Universidad Nacional in the Applied Linguistics area.

**Objective:** To collect professors' insights about the different aspects related to the inclusion of reading activities during the first year of the major.

**Directions:** Respond the following questions as elicited. Any information you provide will be used for academic purposes only. Thank you for your cooperation.

**Part I: Personal information**
Gender: ____ Male ____ Female
Academic Degree:_____
Years of experience in teaching:_____

1. Mark the following linguistic skills from 1 to 4 in the order of importance for you as a professional in this field, being number 1 the most important and number 4 the least important.

___ reading ___ listening ___ writing ___ speaking
___ other (explain please) _____
_____

2. In what order do you consider the following linguistic skills must be reinforced during the integrated English classes? Mark the options from 1 to 4, being number 1 the most reinforced and number 4 the least reinforced.

___ reading ___ listening ___ writing ___ speaking

3. In what order do students put into practice the following linguistic skills during the integrated English classes? Mark the options from 1 to 4, being number 1 the most used and number 4 the least used.

   ___ reading ___ listening ___ writing ___ speaking

4. How often do you ask your students to read for academic purposes?

   ____ Always ____ Constantly ____ Occasionally ____ Hardly ever ____ Never

5. How often do you encourage your students to read just for pleasure?

   ____ Always ____ Constantly ____ Occasionally ____ Hardly ever ____ Never

6. How often do you spend time on your own reading texts just for pleasure?

____ Always ____ Constantly ____ Occasionally ____ Hardly ever ____ Never

7. What kind of written texts do you find more interesting to work with or to give to your students? Mark the options from 1 to 6, being number 1 the type of text you like the most and number 6 the type of text you like the least.

   ____ Short stories
   ____ Educational Books
   ____ Magazines
   ____ Novels
   ____ On-line Articles
   ____ Newspapers

8. What literature genres do you think students would find more interesting? Mark the options from 1 to 8, being number 1 the most interesting genre and number 8 the least interesting genre.

   ____ Science Fiction
   ____ Fantasy
   ____ History
   ____ Horror
   ____ Poetry
   ____ Romance
   ____ Thrillers
   ____ Comedy

9. What activities can be included in the classroom to teach reading? Mark the options from 1 to 6, being number 1 the activity that you like the most and number 6 the activity that you like the least.

____ Questionnaires
____ Reports
____ Role plays
____ In-class discussions
____ Interactive games
____ Rewriting activities