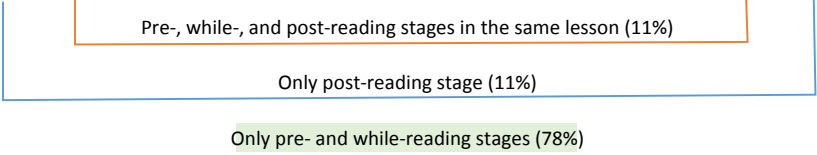


**Table 1: Lesson framework stages (Observations)**

School #	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	Average	%
Duration	80	80	70	70	75	75	70	80	80	80	80	75	70	70	70	80	80	75	75.6	100%
Pre-reading	14	17	10	21	14	0	3	16	13	6	7	11	11	15	4	13	10	0	10.3	88.9%
While-reading	66	63	60	49	61	0	62	64	67	74	73	64	59	55	66	67	52	0	55.7	88.9%
Post-reading	0	0	0	0	0	75	5	0	0	0	0	0	0	0	0	0	18	75	9.6	22%



**Table 2.0: While-reading stage reading exercises (Observations)**

School #		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Exercises	Done	2	1	1	1	1	0	1	0	3	1	3	4	3	4	0	3	3	0
	Planned	3	2	3	2	3	0	3	3	3	3	3	4	3	4	0	3	3	0

**Table 2.1: While-reading stage: quantity of reading exercises in one lesson (Observations)**

Exercises done	Number of schools	%
0	2	12.5%
1	6	37.5%
2	1	6.25%
3	4	25%
4	3	18.75%

**Table 3: Lesson framework stages (Interviews)**

School #	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	%
<b>Pre-reading</b>	Yes	Yes	Yes	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	No	Yes	Yes	No	78%
<b>While-reading</b>	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	100%
<b>Post-reading</b>	Yes	Yes	Yes	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	No	Yes	Yes	No	78%

**Table 4: Reasons for framework lesson (Interviews)**

Schools #	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	Σ	%
Pre-reading stage	Methods training	1														1	1		3	17%
	Predictions making		1					1	1	1	1								5	28%
	Students' knowledge on text topic		1			1		1		1	1		1	1			1		8	44%
	Students' lesson participation		1	1		1	1	1	1	1	1		1	1					10	56%
	Text introduction					1	1			1		1			1		1		6	33%
	Text previewing		1							1			1						3	17%
While-reading stage	Text reading + text reading activities	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	18	100%
Post-reading stage	Rounding-off		1			1	1	1	1	1	1			1			1		9	50%
	Skills integration		1	1		1	1		1			1	1				1	1	9	50%
	Methods training	1															1		2	11%

Table 5: Pre-reading stage (Prior knowledge activation) (Observations and Interviews)

School #		1		2		3		4		5		6		7		8		9		10		11		12		13		14		15		16		17		18		%		
		O	I	O	I	O	I	O	I	O	I	O	I	O	I	O	I	O	I	O	I	O	I	O	I	O	I	O	I	O	I	O	I	O	I	O	I			
Text discussion	Leading questions by teacher on students' background knowledge and experiences	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	67%	100%		
	Anticipation guide in textbook	1	1		1		1				1		1					1	1																			11%	33%	
	Previous research or reading on text topic				1					1	1		1		1			1	1		1		1	1					1	1								22%	44%	
	Audio-listening related to topic												1					1	1												1	1						0%	28%	
	Video-viewing related to topic		1		1				1	1			1					1	1											1	1							6%	44%	
	Text author discussion (background, writing style, main topics, etc.)				1						1	1		1		1				1																			6%	28%
Text preview	Title	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	89%	100%		
	Subheadings			1	1					1	1			1		1		1		1		1	1	1							1	1						17%	50%	
	Sections			1	1									1		1		1		1				1								1						6%	33%	
	Illustrations (images, maps, diagrams, graphs, and captions)	1	1	1	1					1	1			1		1	1	1					1	1	1		1				1	1						28%	61%	
	Design features				1											1	1						1																6%	17%
	Text type identification			1	1						1	1			1		1		1																				11%	28%
	Topic sentences and key words highlighting																																						0%	0%
Organizational pattern and signal words identification																																							0%	0%
Predictions	Text content		1	1	1					1	1		1		1	1	1		1		1		1	1					1	1	1		1				33%	78%		
	Text purpose and audience			1	1					1	1			1				1														1						11%	28%	
Language	Teaching of new vocabulary			1	1					1	1		1					1															1					11%	28%	
		4	6	9	14	2	3	2	3	10	11	0	9	1	10	3	7	6	15	1	6	2	2	4	8	4	5	2	3	2	3	4	8	2	10	0	3			

Table 6: While-reading stage (Observations and Interviews)

School #		1		2		3		4		5		6		7		8		9		10		11		12		13		14		15		16		17		18		Σ		%						
		O	I	O	I	O	I	O	I	O	I	O	I	O	I	O	I	O	I	O	I	O	I	O	I	O	I	O	I	O	I	O	I	O	I	O	I	O	I							
Reading	Reading aloud	1	1			1		1		1			1			1	1			1							1	1										1		8	4	50%	22%			
	Reading in silence																								1	1	1					1		1	1					4	2	25%	11%			
	Reading in silence and aloud			1	1			1		1				1	1				1	1		1	1	1		1			1	1		1								4	10	25%	56%			
Metacognition	Students' awareness of global discourse cognitive reading strategies used			1	1								1	1				1	1					1	1	1					1	1									5	6	31%	33%		
	Students' awareness of local linguistic reading strategies	1	1		1	1	1				1			1	1	1	1	1	1		1			1	1	1	1			1	1	1	1	1	1							9	13	56%	72%	
Reading strategies (text-based)	Propositions	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	16	18	#####	#####	
	Coherence		1	1	1		1		1	1	1		1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	11	18	69%	#####	
	Macropropositions				1					1				1	1				1	1	1	1	1	1	1	1	1			1	1											6	8	38%	44%	
	Schematic				1					1	1			1	1	1	1	1	1						1	1	1																5	7	31%	39%
	Others				1									1	1					1					1	1	1							1	1	1								1	7	6%
Reading exercises	From textbook	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	15	18	94%	#####	
	Teacher designed														1				1						1	1											1						1	4	6%	22%
	Correction and feedback on exercises	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	14	18	88%	#####

**Table 7: Past papers (Interviews)**

School #	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	Σ	%	
Used as classrom material	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	18	100%	
Purpose	Evaluation	1	1	1	1	1	1	1	1	1	1	1	1		1	1			15	83%	
	Practice		1	1	1	1	1			1	1			1	1	1		1	1	12	67%
	Diagnosis	1			1													1		3	17%
Selection criteria	Date (recent)	1			1			1	1		1				1				6	33%	
	Topic	1	1			1				1									4	22%	
	Session																	1	1	6%	
	Language difficulty	1					1				1		1	1			1		6	33%	
	Official	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1			15	83%	
	Textbook	1								1	1					1			4	22%	
	Others			1	1	1						1							4	22%	
Quantity per year	First year	3	3	2	3	2	3		1	3	7	5	2	9	4	3	7		1	3.63	20%
	Second year	3	3	2	3	4	6	3	7	6	9	3	3	9	4	3	3	12	3	4.78	27%
Group dynamics	Whole-class																			0	0%
	In pairs																			0	0%
	Individual	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	18	100%
Correction	Whole-class	1													1					2	11%
	By teacher after lesson		1	1	1	1	1	1	1	1	1	1	1		1	1	1	1	1	16	89%
	In pairs (marking scheme)									1										1	6%
	Indiv. (marking scheme)									1			1	1						3	17%
Reasons for use	To lower students' anxiet	1					1	1	1	1			1							7	39%
	Time management skills		1	1				1	1	1	1		1	1				1	1	10	56%
	Exam practice			1	1	1		1	1	1	1		1	1	1	1				12	67%

Average

**Table 8: Post-reading stage (Observations and Interviews)**

School #		1		2		3		4		5		6		7		8		9		10		11		12		13		14		15		16		17		18		Σ		%		
		O	I	O	I	O	I	O	I	O	I	O	I	O	I	O	I	O	I	O	I	O	I	O	I	O	I	O	I	O	I	O	I	O	I	O	I	O	I	O	I	
Skills integration	Reading	Further reading on same topic																																				0	4	0%	22%	
	Listening	Audio-listening tasks																																				0	3	0%	17%	
		Video-watching tasks																																				2	7	11%	39%	
	Speaking	Text oral summary																																				1	8	6%	44%	
		Role-playing																																				1	7	6%	39%	
		Discussions																																				2	17	11%	94%	
		Panel debates																																				0	8	0%	44%	
	Writing	Text written summary																																				0	4	0%	22%	
		Semantic maps																																				0	3	0%	17%	
		Text organization templates																																				0	1	0%	6%	
		Creative writing (different text types)																																				0	18	0%	100%	
	Reading + Listening + Speaking + Writing		Research on text topic + oral/written presentation																																				0	12	0%	67%
	Connections with TOK																																						0	6	0%	33%
	Connections with CAS																																						0	1	0%	6%



**Table 9: Post-reading stage - Reasons for skills-integration (Interviews)**

School #	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	Σ	%
Communication	1	1	1	1	1	1	1	1	1	1	1	1	1		1	1	1	1	17	94%
Team-work	1	1			1	1	1		1	1	1		1	1	1	1	1		13	72%
Knowledge acquisition	1	1			1	1			1	1			1		1	1	1		10	56%
Teacher training	1															1			2	11%



**Table 11: Collaborative work in post-reading stage (Observations)**

School #		6			7			17			18		
		2	3	4	2	3	4	2	3	4	2	3	4
Skills integration	Reading	Further reading on same topic											
	Listening	Audio-listening tasks											
		Video-watching tasks											
	Speaking	Text oral summary											
		Role-playing											
		Discussions											
		Panel debates											
	Writing	Text written summary											
		Semantic maps											
		Text organization templates											
		Creative writing (different text types)											
	Reading + Listening + Speaking + Writing		Research on text topic + oral/written presentation										
	Connections with TOK												
Connections with CAS													

- 2: Pairs
- 3: Small groups
- 4: Whole class



Table 13: Collaborative approach (Interview)

School #	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	Σ	%	
Collaborative work in lessons	1	1			1	1	1		1	1	1		1		1		1				
Stage	Post	Post			Post	Post	Post		Post	Post	Post		Post		Post		Post				
Reason for no collaborative work			"No es como me gusta dar mi clase"	"Es una pérdida de tiempo"				"No tenemos tiempo para eso"				"Lo hacen en otras materias"		"No necesitan trabajar en grupos"				"No sé por qué no"			
Reasons	Communicative skills	1	1						1	1	1		1		1	1	1		9	75%	
	Research skills	1				1	1	1		1	1					1	1		8	67%	
	Thinking skills		1					1											2	17%	
	Self-management skills					1	1	1		1	1		1			1			7	58%	
	Collaborative skills		1			1	1			1			1		1				6	50%	
Motivation for language learning	1										1				1		1		4	33%	
Group formation	By teacher									1						1			2	17%	
	By students	1	1			1	1	1		1	1	1	1		1	1	1		12	100%	
Task roles	By teacher									1						1			2	17%	
	By students	1	1			1	1	1		1	1	1	1		1	1	1		12	100%	
Evaluation	Modality	Teacher ev.	1	1			1	1	1		1	1	1		1	1	1		12	100%	
		Peer ev.																		0	0%
		Self-ev.																		0	0%
Collaborative work setting	School																		0	0%	
	Home	1	1			1	1	1		1	1	1		1		1	1	1	12	100%	

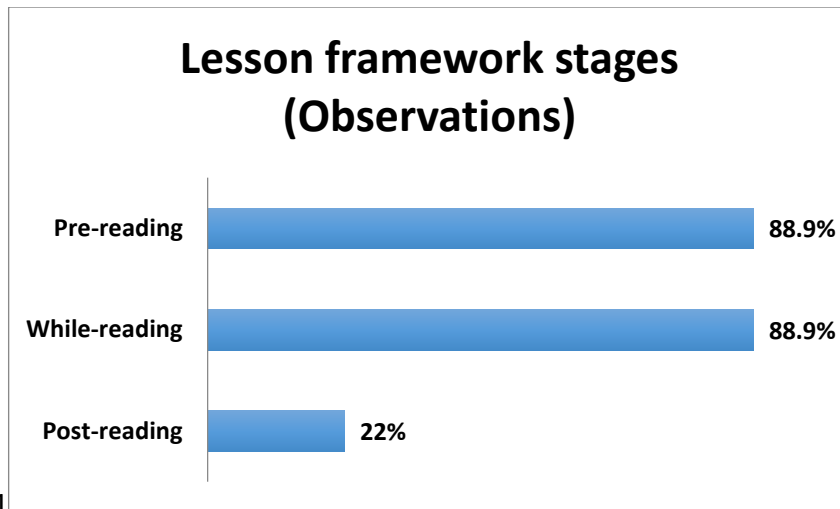


Figure 1

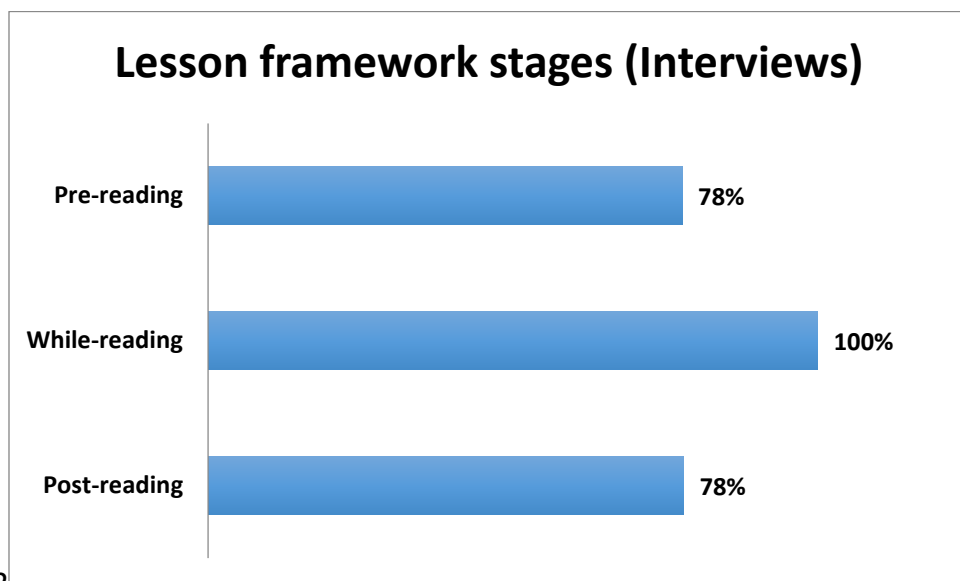


Figure 2

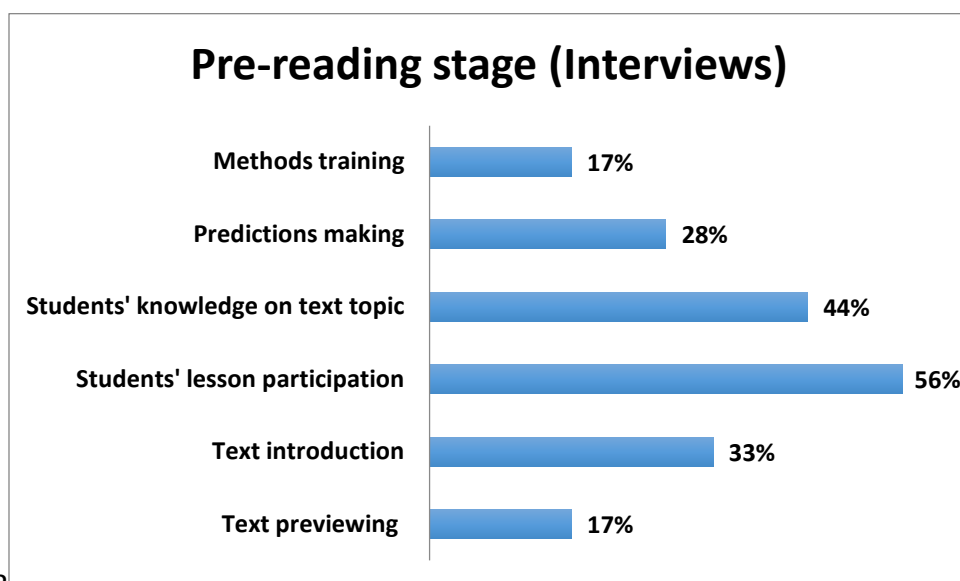


Figure 3

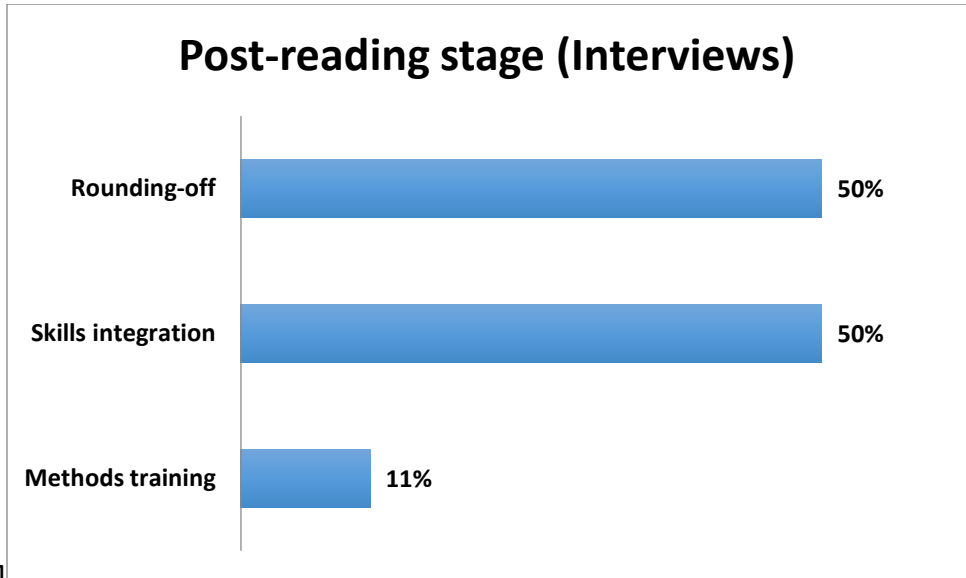


Figure 4

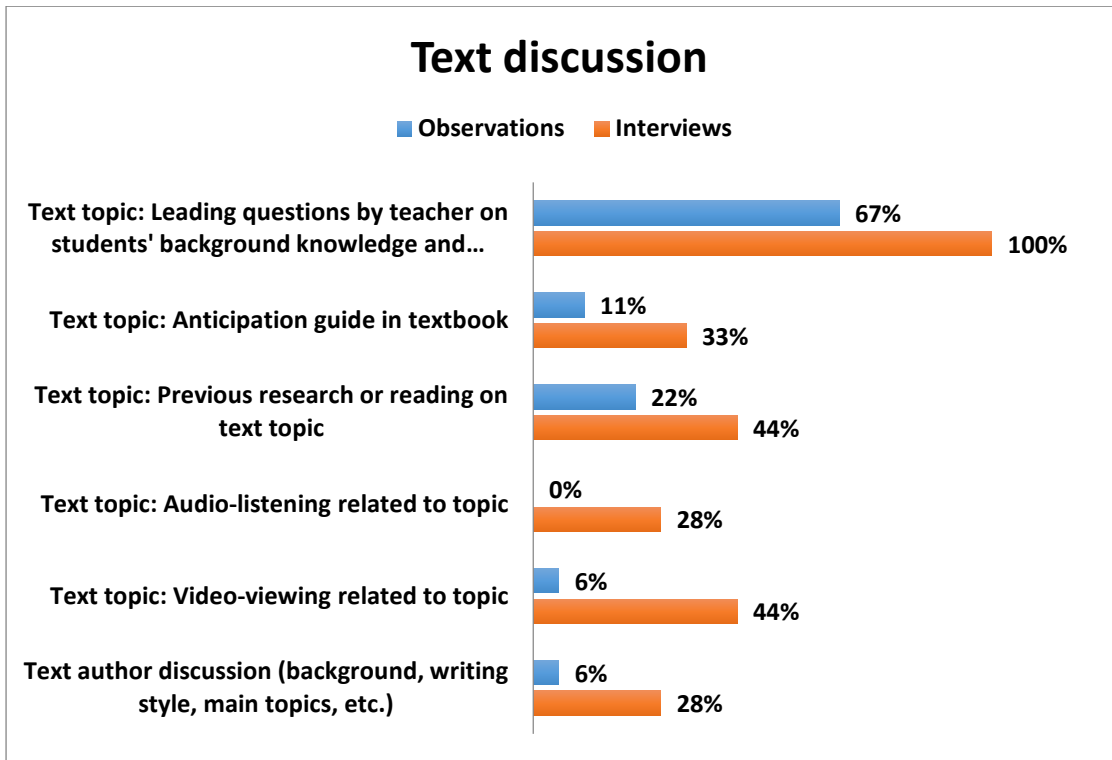


Figure 5

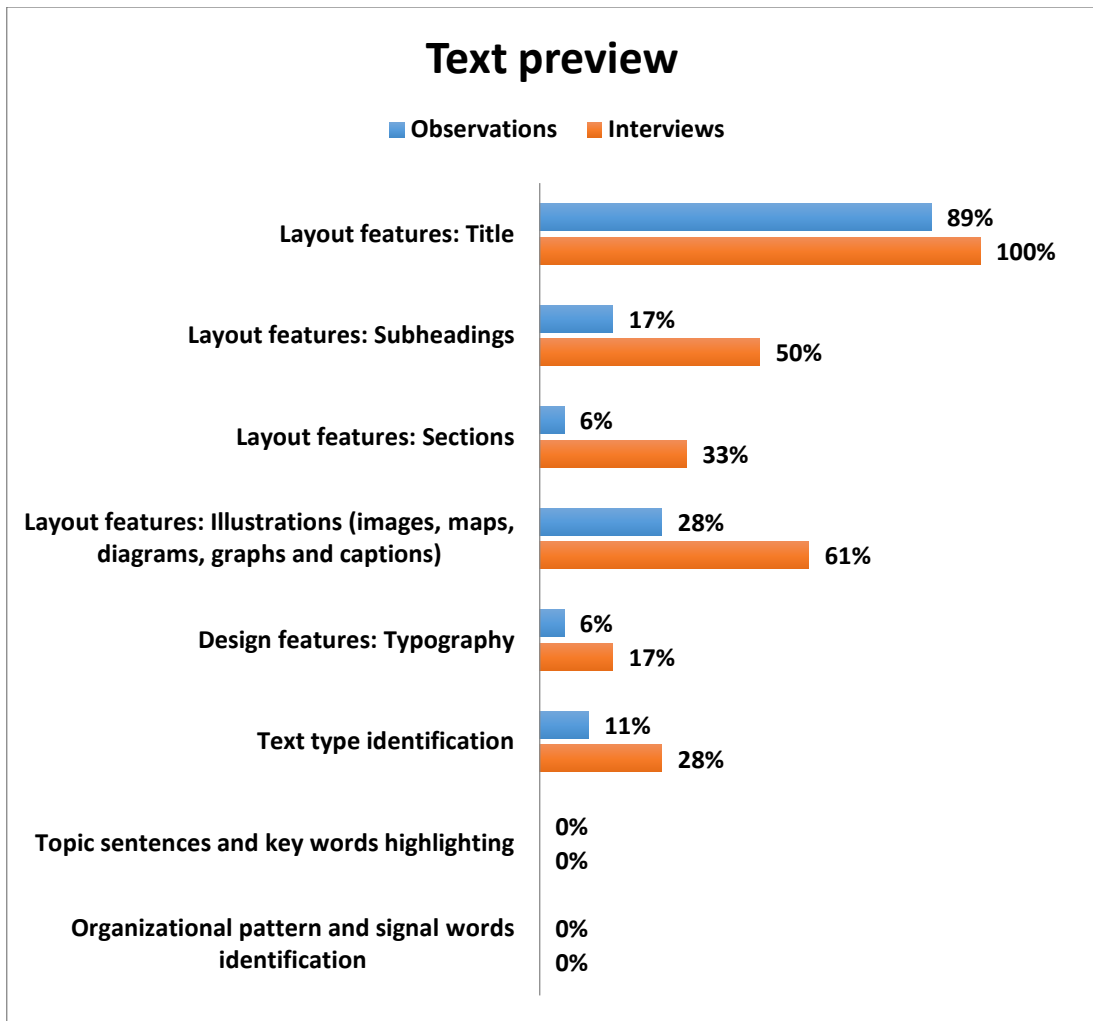


Figure 6

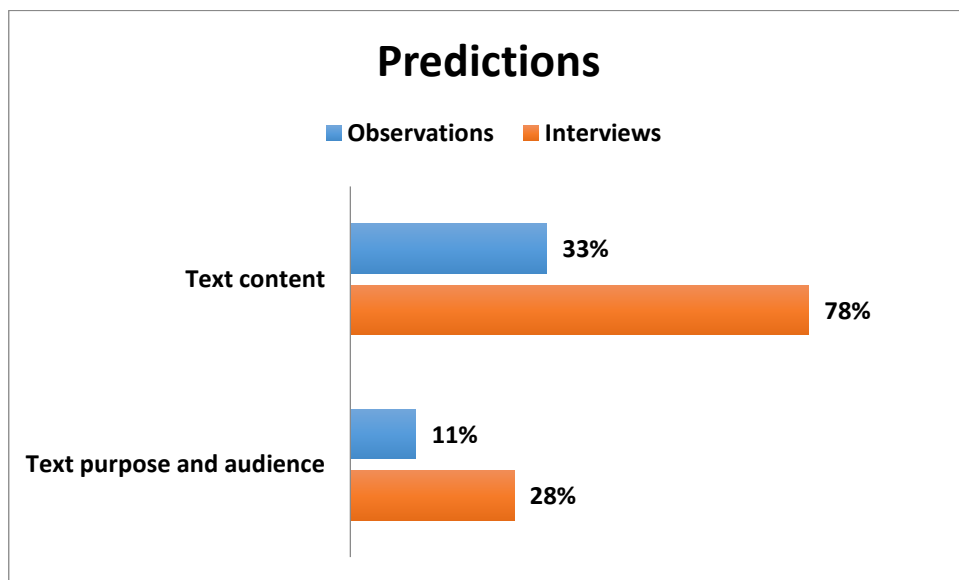


Figure 7



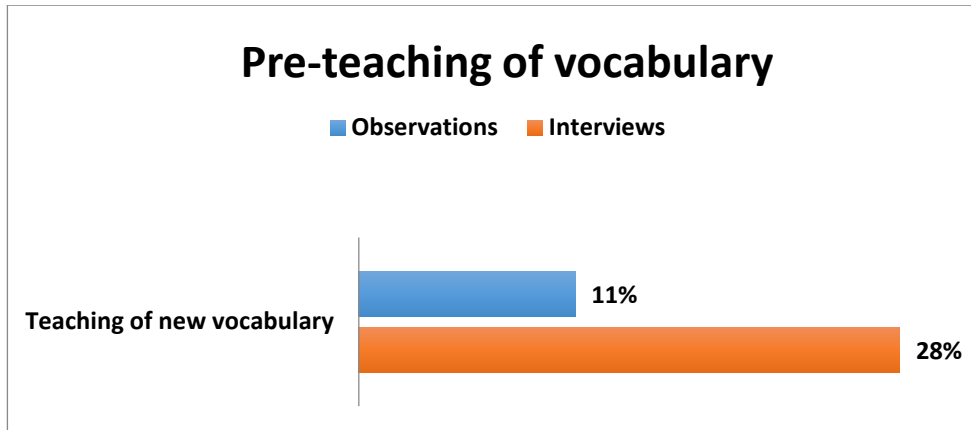


Figure 8

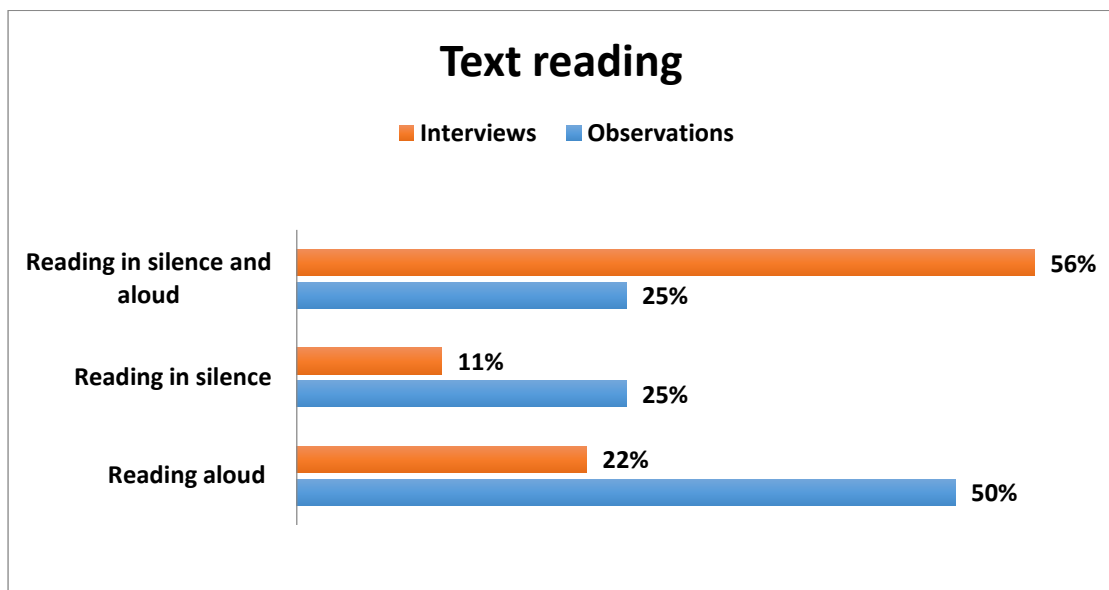


Figure 9

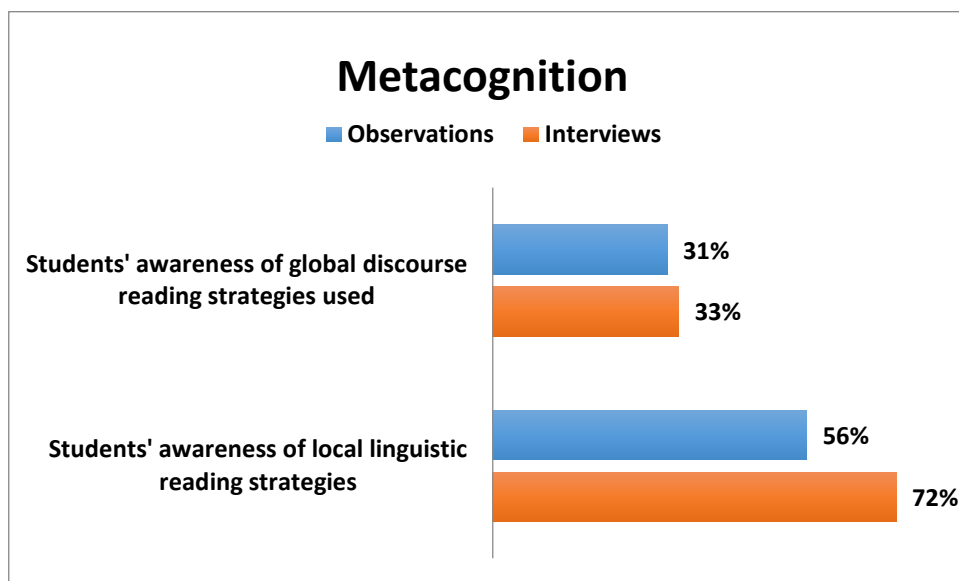


Figure 10

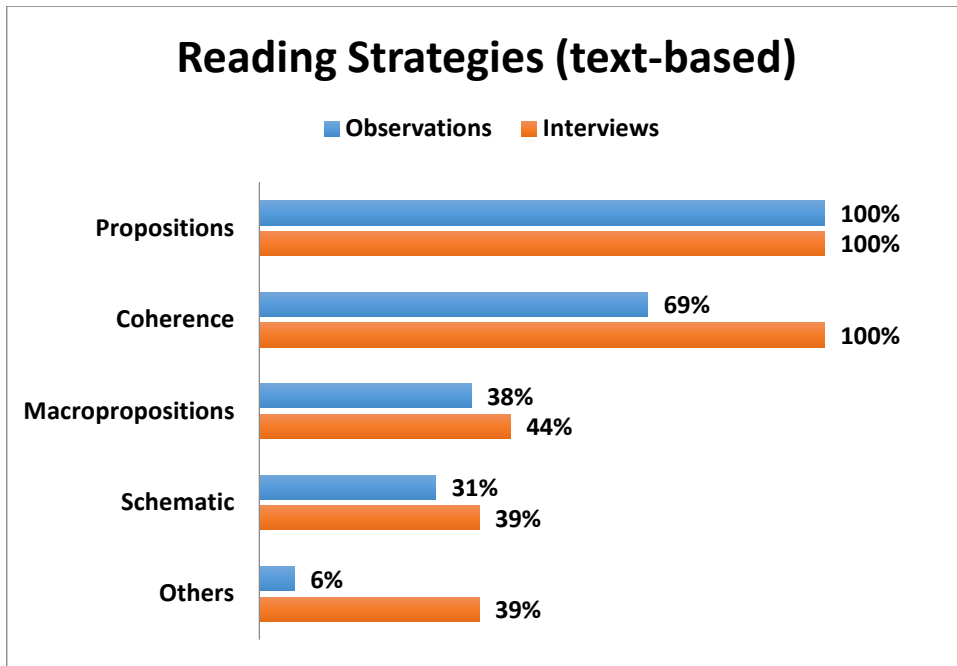


Figure 11

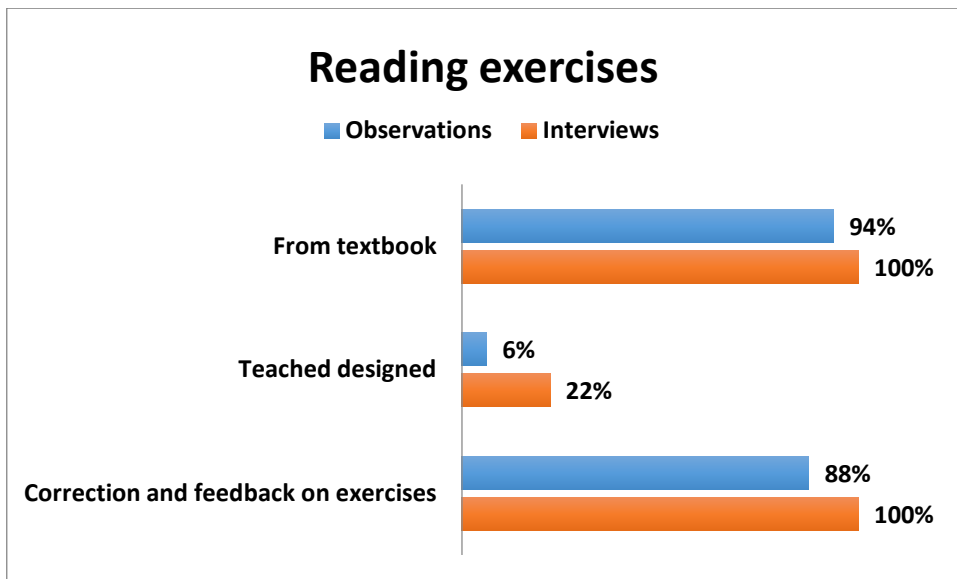


Figure 12

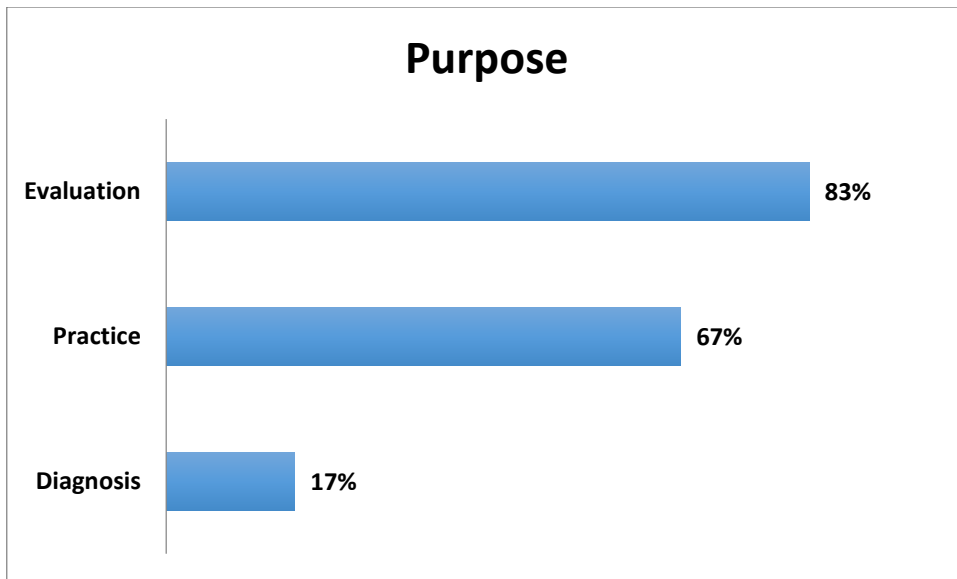


Figure 13

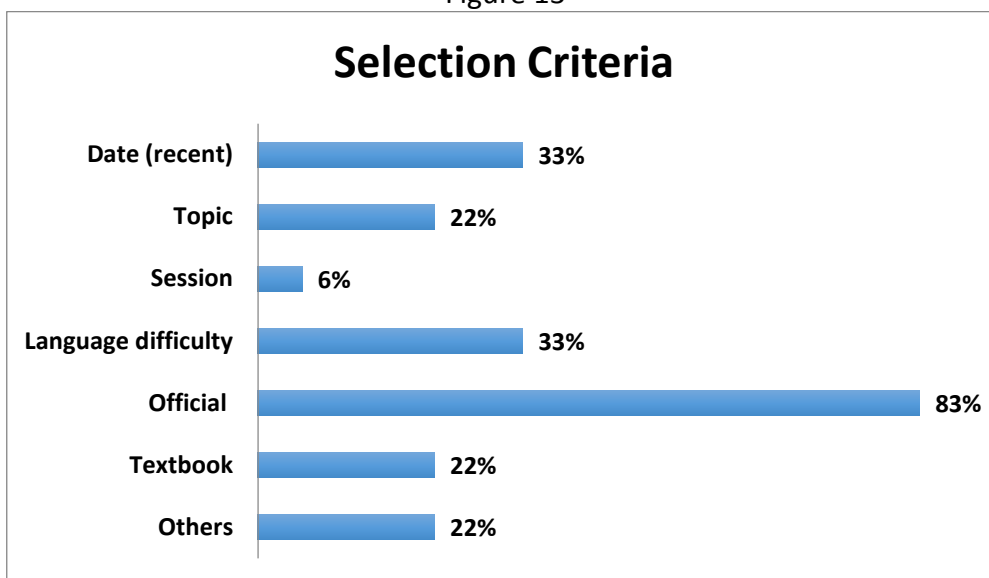


Figure 14

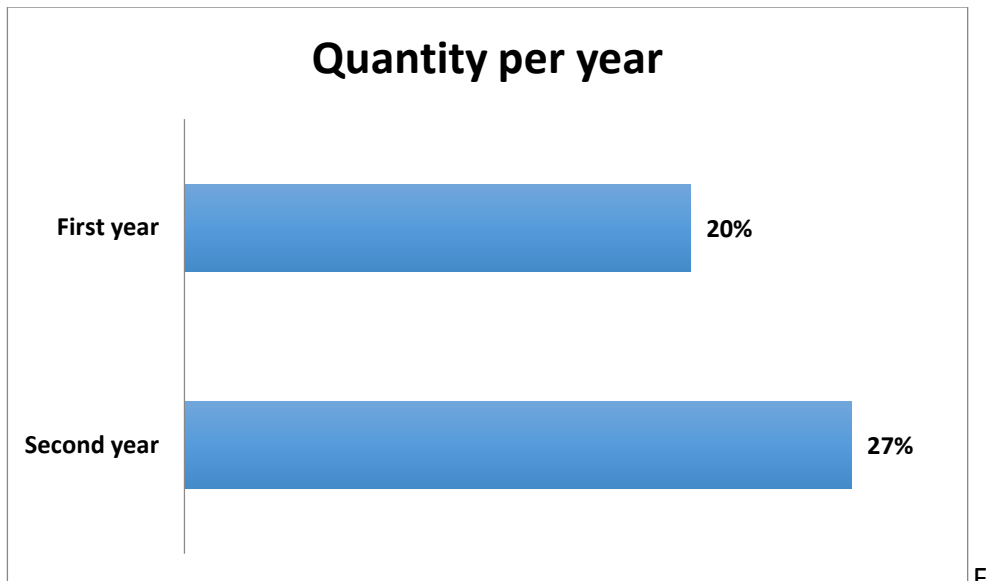


Figure 15

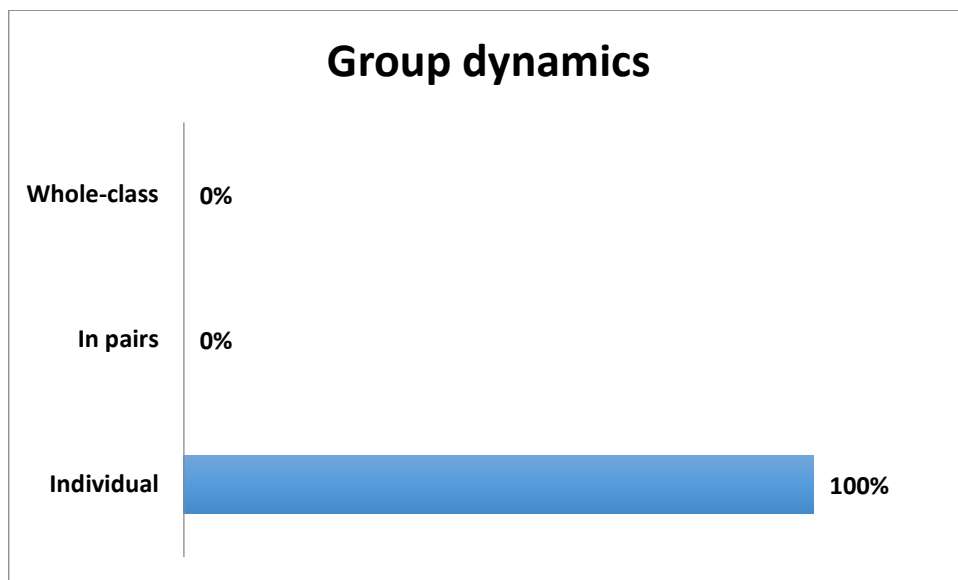


Figure 16

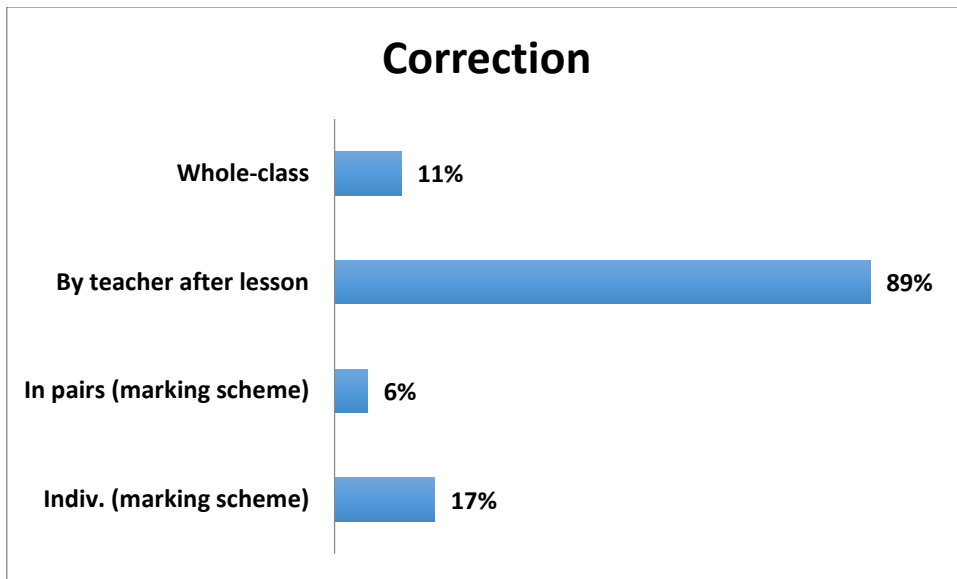


Figure 17

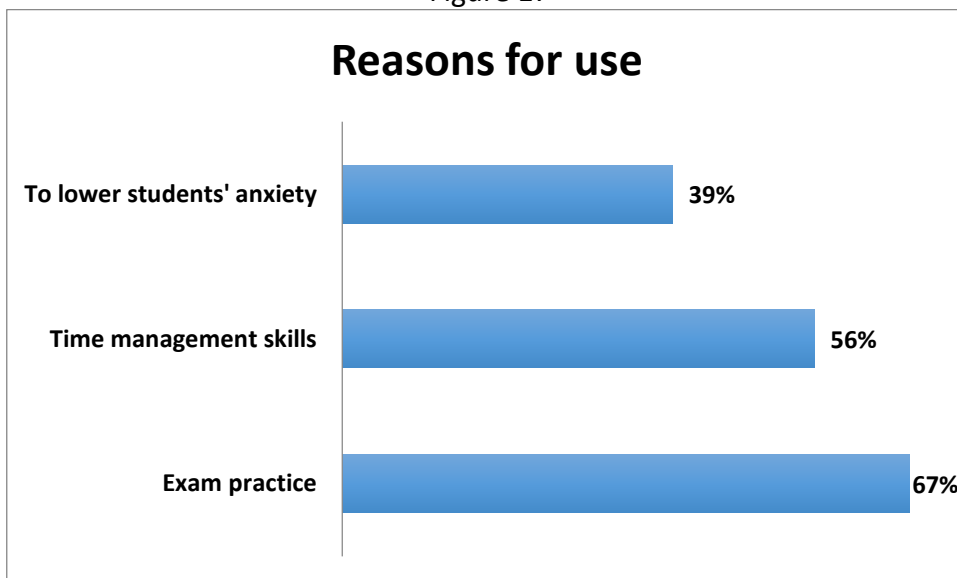


Figure 18

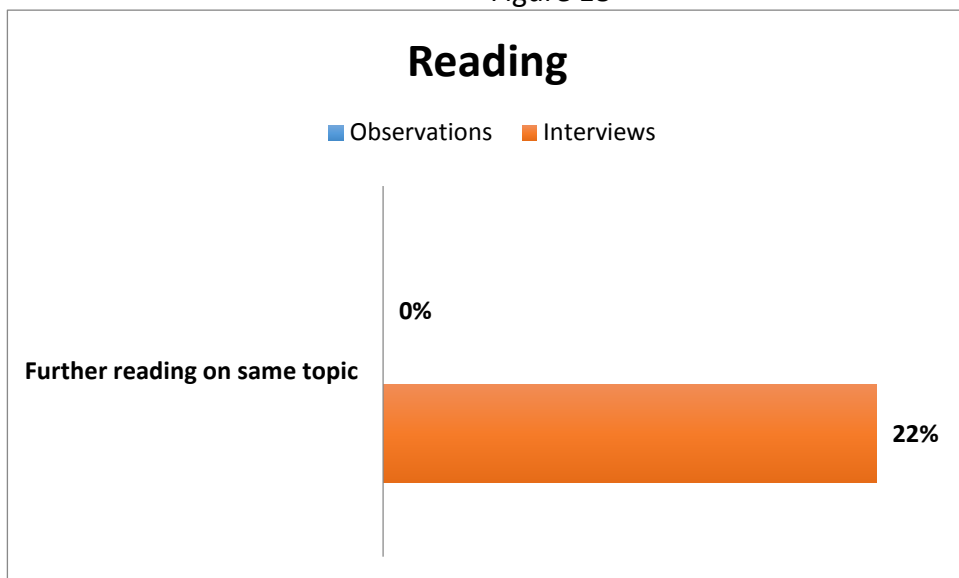


Figure 19

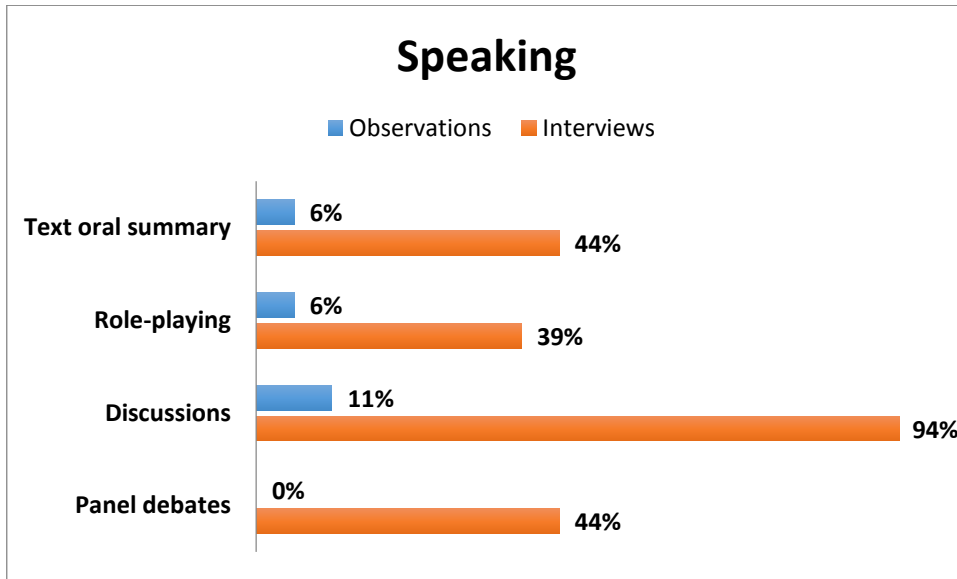


Figure 20

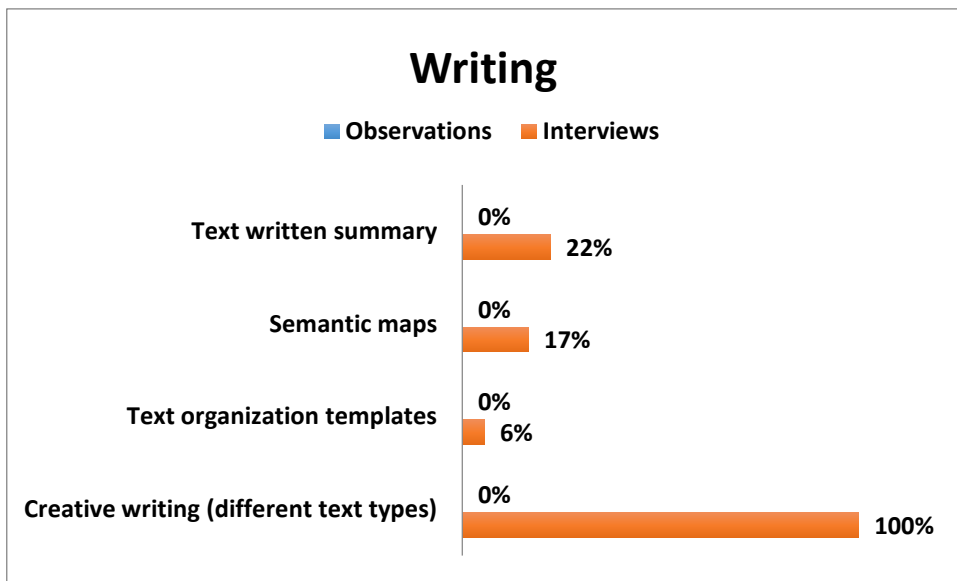


Figure 21

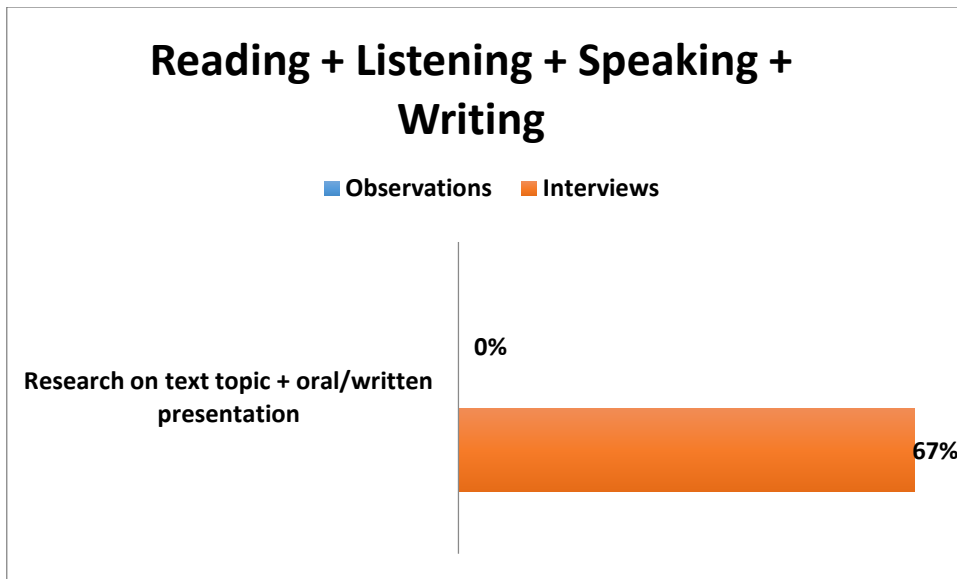


Figure 22

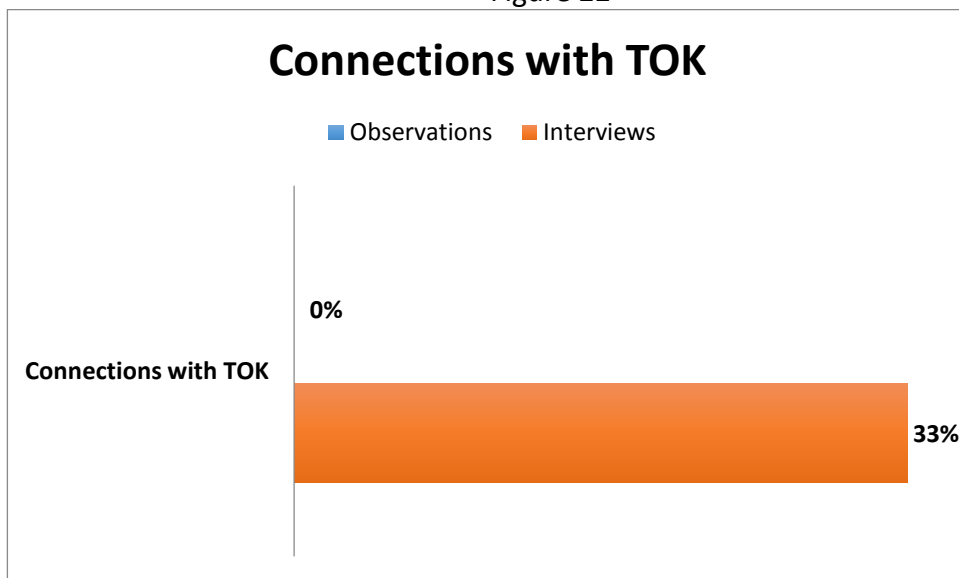


Figure 23

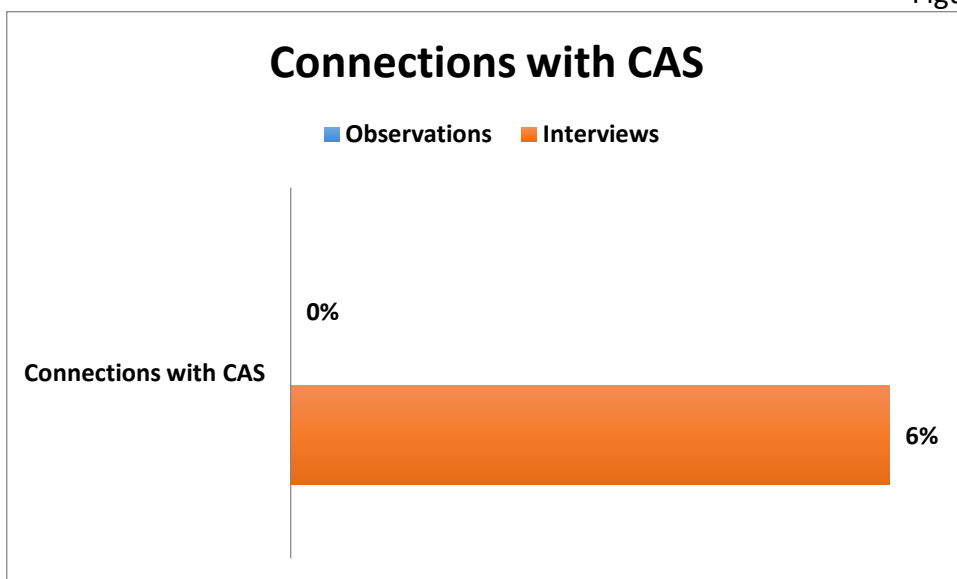


Figure 24

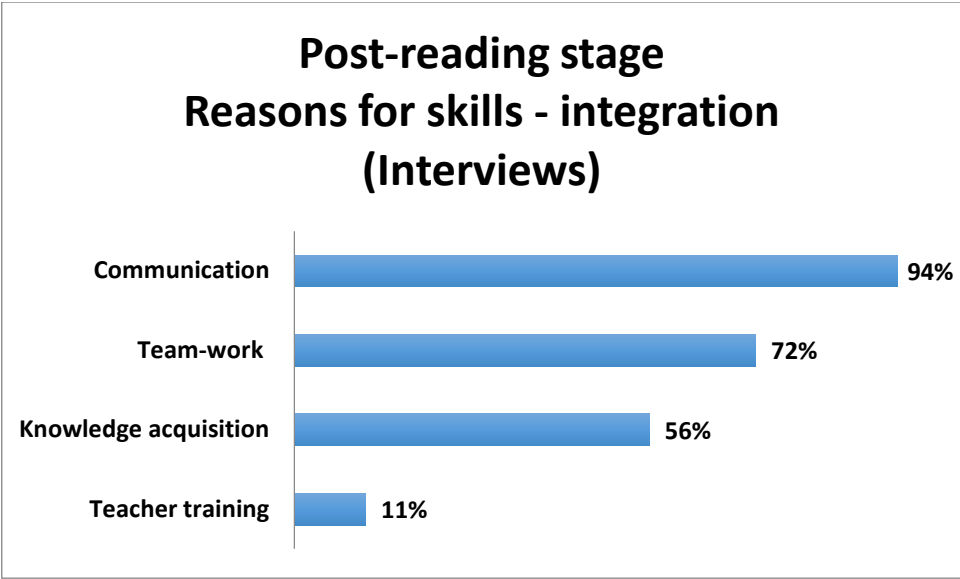


Figure 25

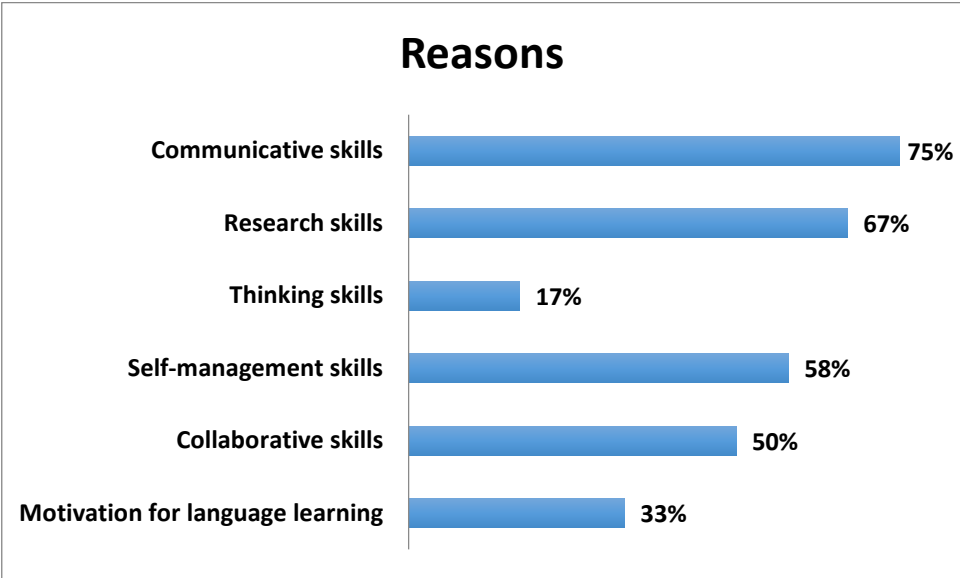


Figure 26



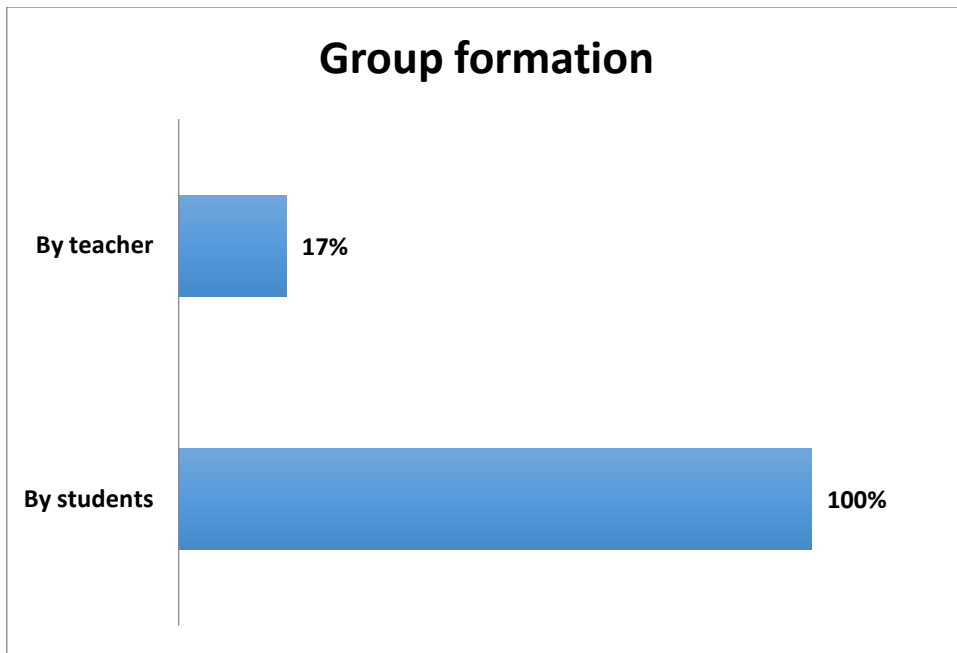


Figure 27

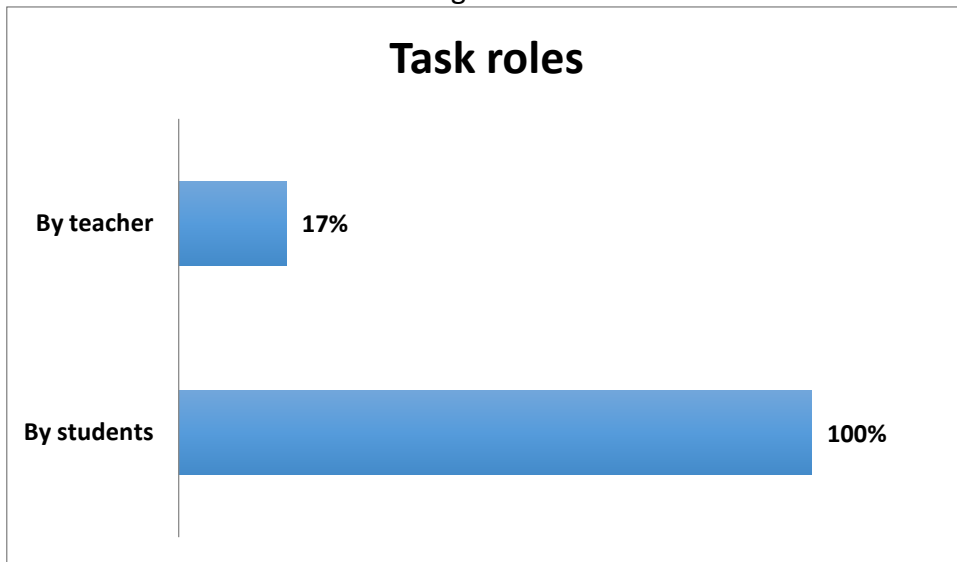


Figure 28

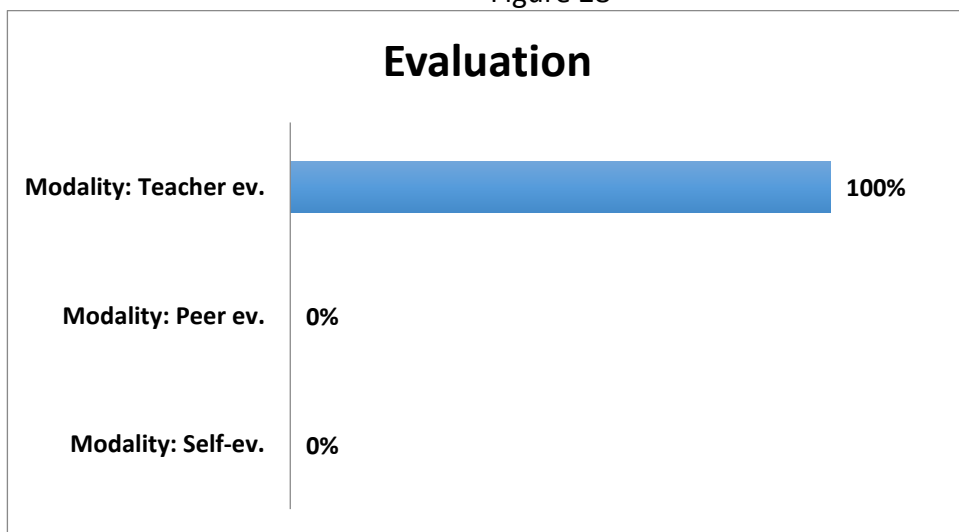


Figure 29

