# 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%

Pre-, while-, and post-reading stages in the same lesson (11%)

Only post-reading stage (11%)

Only pre- and while-reading stages (78%)

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

Sch	nool #	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
Exercises	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	%
Pre-reading	Yes	Yes	Yes	No	Yes	No	No	Yes	Yes	No	78%								
While-reading	Yes	100%																	
Post-reading	Yes	Yes	Yes	No	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	%
	Methods training	1															1	1		3	17%
	Predictions making		1					1	1	1	1									5	28%
Pre-reading	Students' knowledge on text topic		1			1		1		1	1		1	1			1			8	44%
stage	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	1	18	100%
_	Rounding-off		1			1	1	1	1	1	1			1			1			9	50%
Post-reading stage	Skills integration		1	1		1	1		1			1	1				1	1		9	50%
20020	Methods training	1																1		2	11%

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

S ch -	ol #			1	:	2		3		4		5		6	7	,	٤	3		9	1	.0	1	.1	1	2	1	3	1	4	15		1	6	1	7	1	18		%
Juil			0	Ι	0	1	0	Т	0	I	0	I	0	Ι	0	I	0	Ι	0	I	0	I	0	I	0	Ι	0	Т	0	I	0	I	0	Ι	0	Т	0	Т	0	1
		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	67%	100%
E		Anticipation guide in textbook	1	1		1		1				1		1					1	1																			11%	33%
Text discussion	Text topic	Previous research or reading on text topic				1					1	1		1		1			1	1		1			1	1							1	1					22%	44%
Text d		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 style, main	discussion (background, writing topics, etc.)				1					1	1		1		1				1																			6%	28%
		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	89%	100%
	Laurant	Subheadings			1	1					1	1				1		1		1						1	1	1						1		1			17%	50%
	Layout features	Sections			1	1										1		1		1						1										1			6%	33%
Text preview		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%
Text	Design features	Typography				1													1	1						1													6%	17%
	Text type id	entification			1	1					1	1				1		1		1																			11%	28%
	-	nces and key words highlighting																																					0%	0%
	identificatio	nal pattern and signal words on																																					0%	0%
Predictions	Text conten	t		1	1	1					1	1		1		1	1	1		1		1			1	1	1	1				1	1	1		1		1	33%	78%
Predi	Text purpos	e 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	4		5	Γ	6	7	'	8	3	9	)	10	)	1	1	12	2	13	1	14	Т	15	:	16	1	17	1	8		Σ		%	٦
School #		0	Т	0	Ι	0	Т	0	I	0	I	0	Т	0	Т	0	Т	0	I	0	I	0	Т	0	I	0	1 (	)	0	1	0	Т	0	T	0	T	0	1	0	, []	1
	Reading aloud	1	1			1		1		1			1			1	1			1							:	L	1							1	8	4	50'	% 22	2%
Reading	Reading in silence																							1		1	1				1		1	1	Π		4	2	25	% 11	٤%
	Reading in silence and aloud			1	1		1		1		1			1	1			1	1		1	1	1		1			1		1		1			$\square$		4	10	25	% 56	j%
	Students' awareness of global discourse cognitive reading strategies used			1	1									1	1			1	1						1	1	1				1	1			$\square$		5	6	31	% 33	\$%
Metacognition	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	Π		9	13	56	% 72	2%
	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	Π	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	Π	1	11	18	69	% ##	:##
Reading strategies (text-based)	Macropropositions				1						1			1	1			1	1	1	1			1	1	1	1				1	1			$\square$		6	8	38	% 44	1%
	Schematic				1					1	1			1	1	1	1	1	1						1	1	1								$\square$		5	7	31	% 39	9%
	Others				1									1	1				1						1		1					1		1	$\square$		1	7	69	% 39	<del>)</del> %
	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	Π	1	15	18	94	% ##	:##
Reading exercises	Teacher designed														1				1					1	1									1	Π		1	4	69	% 22	2%
	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	Π	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%	
	Evaluation	1	1	1	1	1	1	1	1	1	1	1	1	1		1	1			15	83%	
Purpose	Practice		1	1	1	1	1			1	1			1	1	1		1	1	12	67%	1
	Diagnosis	1			1													1		3	17%	1
	Date (recent)	1			1			1	1		1				1					6	33%	
	Торіс	1	1			1					1									4	22%	
	Session																		1	1	6%	1
Selection criteria	Language difficulty	1					1				1		1	1			1			6	33%	1
cinteriu	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%	1
Quantity per	First year	3	3	2	3	2	3		1	3	7	5	2	9	4	3	7		1	3.63	20%	age
year	Second year	3	3	2	3	4	6	3	7	6	9	3	3	9	4	3	3	12	3	4.78	27%	Average
	Whole-class																			0	0%	
Group dynamics	In pairs																			0	0%	1
	Individual	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	18	100%	
	Whole-class	1													1					2	11%	
Correction	By teacher after lesson		1	1	1	1	1	1	1	1	1	1	1	1		1	1	1	1	16	89%	1
Correction	In pairs (marking scheme)									1										1	6%	1
	Indiv. (marking scheme)									1			1	1						3	17%	1
	To lower students' anxiet	1					1	1	1	1	1			1						7	39%	1
Reasons for use	Time management skills		1	1				1	1	1	1		1	1				1	1	10	56%	1
	Exam practice			1	1	1		1	1	1	1	1		1	1	1	1			12	67%	1

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

School #		1	L	2		3	Τ	4		5		6	7		8		9		10	1	1	12	I	13	1	14	1	5	1	6	17	7	18		2	5		%
School #		0	Т	0	1 (	) I	0	וכ	0	I	0	Т	0	Т	0	Т	0	ı o	1	0	Т	0	0	I	0	Т	0	Т	0	Т	0	Т	0	L	0	I	0	1
Reading	Further reading on same topic		1			1	L					1		1																					0	4	0%	6 22%
Listening	Audio-listening tasks									1								1								1									0	3	0%	6 17%
Listening	Video-watching tasks		1		1					1	1	1						1								1						1	1		2	7	119	% 39%
	Text oral summary				1					1			1	1		1		1								1				1				1	1	8	6%	6 44%
Speaking	Role-playing				1	1	L							1							1					1				1	1	1			1	7	6%	6 39%
	Discussions		1		1	1	L	1		1	1	1		1		1		1	1				L	1		1		1		1		1	1	1	2	17	119	% 94%
grat	Panel debates				1					1		1		1				1						1		1				1					0	8	0%	6 44%
Kills integration Multiple Multiple Mul	Text written summary		1													1							L											1	0	4	0%	6 22%
S Writing	Semantic maps																	1						1						1					0	3	0%	6 17%
o writing	Text organization templates																	1																	0	1	0%	6%
	Creative writing (different text types	)	1		1	1	L	1		1		1		1		1		1	1		1		L	1		1		1		1		1		1	0	18	0%	6 100%
Reading + Listening + Speaking + Writing	Research on text topic + oral/written presentation		1		1					1		1		1				1	1		1			1				1		1		1			0	12	0%	67%
Connections with TOK			1			1	L					1						1					L							1					0	6	0%	6 33%
Connections with CAS						1	L																												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 10: Collaborative work in pre-reading stage (Observations and Interviews)

-			-	1	-		2	- 1		3			4				-	6		-	7			8			9	-	10			11	- 1	-	12		12	3	-	14			15	_	16	_	1	17			18	-	_				
Scho	ol #		0	Ť	-+	0	ŕ	1	0	Ť	1	0	Ť	-	0	1	0	Ť	1	0	ŕ	1	0	Ť	1	0	Ť	-	0		0	Ť		0	1		0	-	6	5	1	0	Ť		0		c	Ť	1	0	1.0	-	1	Σ	11	%	
					4		4 2	3 4			3 4		1 2 3			2 3			3 4	2 3	4 2	3 4			3 4		2 3	4 2	3 4	2 3 4			3 4 3		2 3			2 3 4			3 4		2 3			2 3 4			3 4	2 3 4		4	-	0 1	1 1	1	
		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		:	L	1	1	1		1			1	1	1	:	L	1	1	1	1 1	1	1			1	2	0 12 5 0 1	8	28% 0%	100%
tivation	Text topic	Anticipation guide in textbook		1	1		1	1			1															1	1	1			Π																						0	0 2 2 0 4	4	11% 0%	22%
edge ac		Previous research or reading on text topic													1		1									1		1		:	L														1	1	1						0	0 3 0 0 4		0% 0%	22%
uowle		Audio-listening related to topic																													L															1	1		1				0	0 0 0 3	\$	0% 0%	17%
Prior		Video-viewing related to topic			1			1				1	1	1					1												L															1	1		1				0	0 1 0 0 7	-	0% 0%	39%
	Text author writing style	discussion (background, e, main topics, etc.)						1							1		1																																				0	0 1 0 0 2	:	0% 0%	11%
		Title		1	1		1	1		1	1	1	1	1	1		1		1		1			1	1	1		1	1		L	1	1				1	:	1	1	1		L	1	1	1	1	1	1			1	0	0 15 0 0 1	6	0% 0%	89%
	Layout	Subheadings				1	1	1							1		1								1			1									1	:	1							1	1		1				0	0 3 0 0 7	/	0% 0%	39%
	features	Sections				1	1	1																	1			1																					1				0	0 1 0 0 4	J	0% 0%	22%
preview		Illustrations (images, maps, diagrams, graphs and captions)		1	1	3	1	1							1		1								1	1		1									1	1	1		1					1	1		1				0	05009	э	0% 0%	509
Text	Design features	Typography						1																				1																									0	0 0 0 0 2	-	0% 0%	115
		lentification					1	1							1		1								1			1																									0	0 2 0 0 4	4	0% 0%	225
	highlighting																																																				0	0 0 0 0	ı	0% 0%	0%
	Organizatio identificatio	nal pattern and signal words on																																																			0	0 0 0 0	,	0% 0%	0%
tions	Text conten	nt				1	1	1							1		1							1	1			1			L						1	:	1						1	1	1		1			1	0	0 5 0 0 9		0% 0%	505
Prediv	Text purpos	se and audience			$\left  \right $	1	1	1							1		1								$\prod$			1																					1				0	0 2 0 0 4		0% 0%	229
anguage	Teaching of	new vocabulary					1	1							1		1											1					Π										Π						1				0	0 2 0 0 4	:	0% 0%	22%

2: Pairs 3: Small goups 4: Whole class

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

Cala				6			7			17			18	
Scho	ool #		2	3	4	2	3	4	2	3	4	2	3	4
	Reading	Further reading on same topic												
	Listoning	Audio-listening tasks												
	Listening	Video-watching tasks			1									1
		Text oral summary						1						
	Speaking	Role-playing							1					
u	Speaking	Discussions			1									1
grati		Panel debates												
Skills integration		Text written summary												
kills	W/witing	Semantic maps												
S	Writing	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 goups
- 4: Whole class

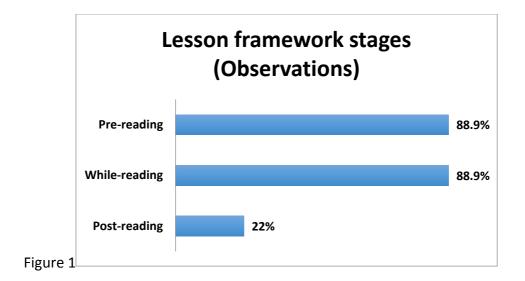
### Table 12: Collaborative work in post-reading stage (Interviews)

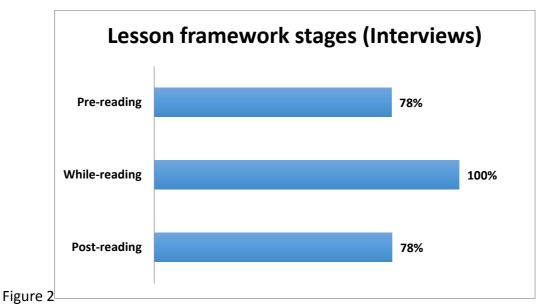
School #			1	T	2	1	3	3		4	T	5	1	6	1		7		8	1	9	Т	10	1	11	1	12		13	1	14	4		15		16	T	17	Τ	18	-	<u> </u>		Σ		1		%		
SCH	01#		1 2	3	4 1	2 3	4	1 2	3 4	1 2	3	4 1	2 3	4 1	2 3	3 4	1 2	3 4	1 2	2 3 4	1	2 3	4 1	2 3	4 1	2 3	4	1 2 3	3 4 1	1 2	3 4	1 2	3 4	1 2	3 4	1 2	3 4	4 1	2 3	4 1	2 3	4	1	2	3	4	1	2	3	4
	Reading	Further reading on same topic	1					1						1			1																										4	0	0	0	229	6 0%	. 0%	6 0%
	Listening	Audio-listening tasks												1									1										1										0	0	0	3	0%	5 0%	0%	5 17%
	Listening	Video-watching tasks			1		1							1		1							1										1							1		1	0	0	0	9	0%	5 0%	. 0%	50%
	Speaking	Text oral summary					1							1				1					1										1				:	1				1	0	0	0	7	0%	5 0%	0%	39%
		Role-playing				1		1									1									1						1				1			1			Π	0	7	0	0	0%	39%	6 0%	6 0%
		Discussions			1	1	1		1		1	1	1 1	1	1	L 1	1	1 1				1	1		1				1		1		1		1		:	1		1		1	0	2	5	17	0%	11%	6 289	6 94%
		Panel debates				1							1		1	L		1				1									1		1				1						0	0	8	0	0%	5 0%	, 449	6 0%
Skills ir		Text written summary	1																1									L												1		Π	4	0	0	0	229	6 0%	. 0%	6 0%
	Writing	Semantic maps																					1								1						:	1					0	0	0	3	0%	5 0%	. 0%	17%
	-	Text organization templates																					1																			Π	0	0	0	1	0%	5 0%	. 0%	6%
		Creative writing (different text types	) 1		1			1		1		1		1	1		1		1		1		1		1	1		1 1	1	L		1		1 1		1 1		1	1	1		Π	18	6	0	0	100	% 33%	6 0%	6 0%
	Reading + Listening + Speaking + Writing	Research on text topic + oral/written presentation		1		1 1							1		1	L		1				1 1		1 1		1					1			1	1	1	1		1				o	5	12	0	0%	3 28%	6 679	6 0%

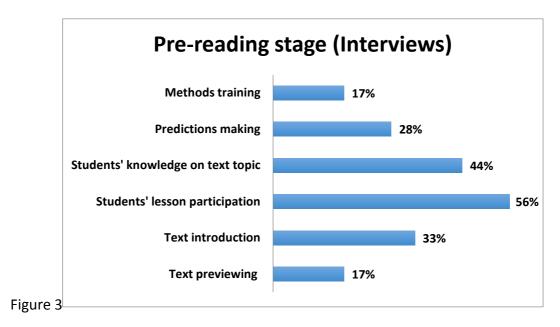
1: Individual 2: Pairs 3: Small goups 4: Whole class

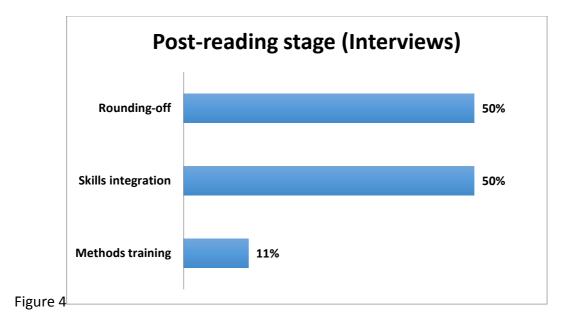
### Table 13: Collaborative approach (Interview)

School #				4	-	6	7	8	9	10	11	12	13	14	45	16	17	18	<b>—</b>	~		
			1	2	3	4	5	6		8	-	-		12	-	14	15	16		18	Σ	%
	e 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 necesita n trabajar en grupos"				"No sé por qué no"		
	Communicative s	1	1							1	1	1		1		1	1	1		9	75%	
	Research skills		1				1	1	1		1	1						1	1		8	67%
Reasons	Thinking skills			1					1												2	17%
Reasons	Self-management	t skills					1	1	1			1	1		1			1			7	58%
	Collaborative skil	ls		1			1	1			1				1		1				6	50%
	Motivation for language learning		1										1				1		1		4	33%
Group	By teacher											1						1			2	17%
formation	By students		1	1			1	1	1		1	1	1		1		1	1	1		12	100%
Task roles	By teacher											1						1			2	17%
TUSKTOICS	By students		1	1			1	1	1		1	1	1		1		1	1	1		12	100%
	Теа	Teacher ev.	1	1			1	1	1		1	1	1		1		1	1	1		12	100%
Evaluation	Modality	Peer ev.																			0	0%
	Self-ev.																				0	0%
Collaborativ	School																				0	0%
e work	Home		1	1			1	1	1		1	1	1		1		1	1	1		12	100%









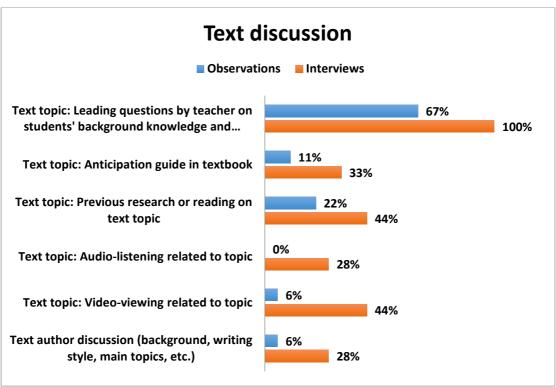


Figure 5

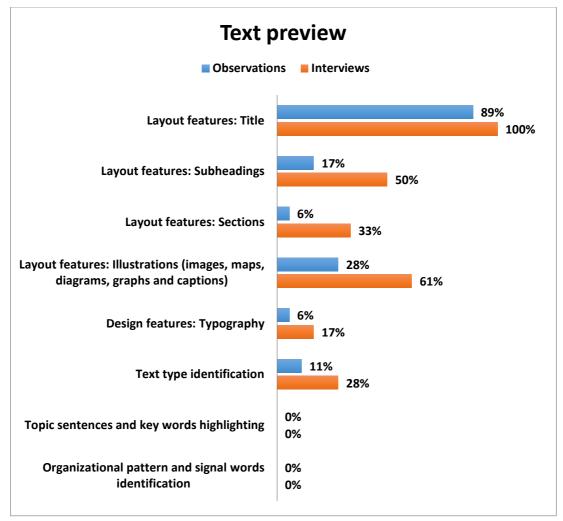


Figure 6

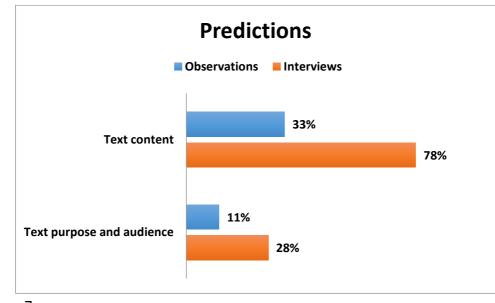
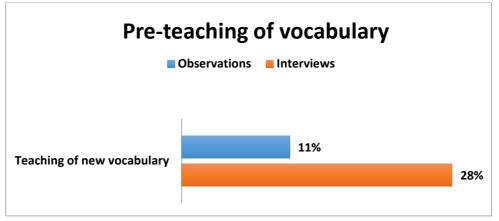
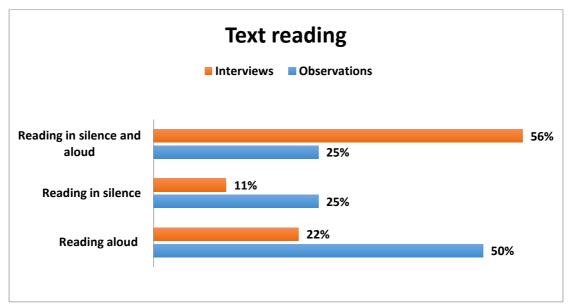


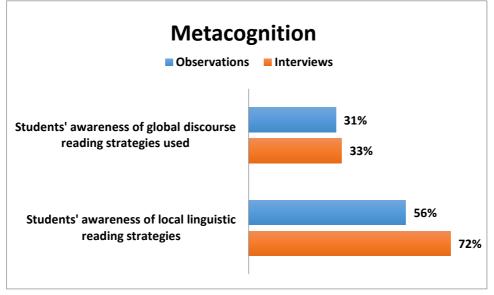
Figure 7



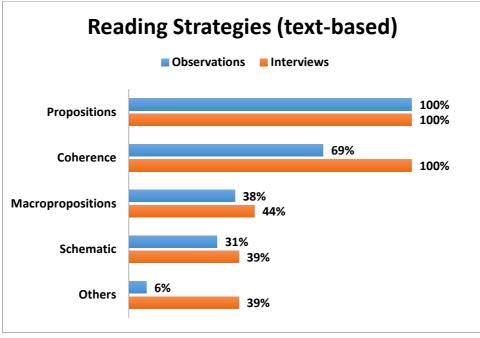














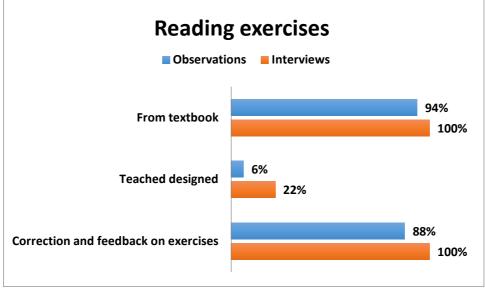
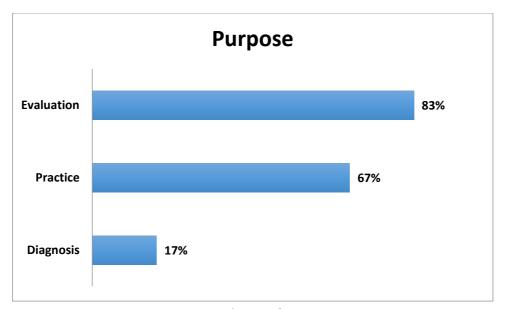


Figure 12



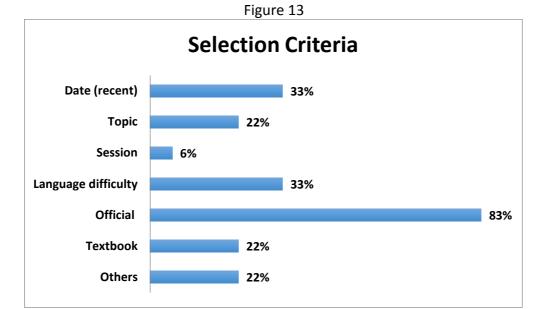
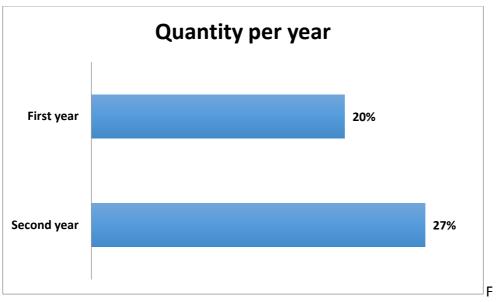


Figure 14





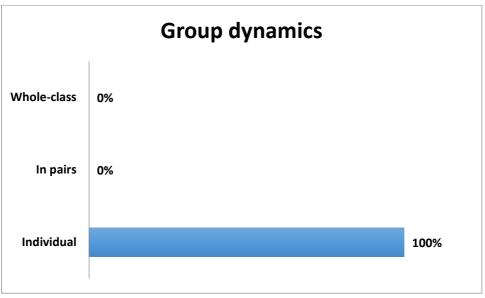
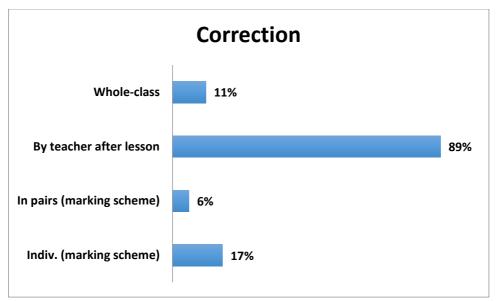
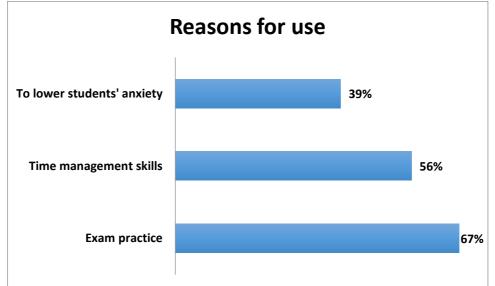


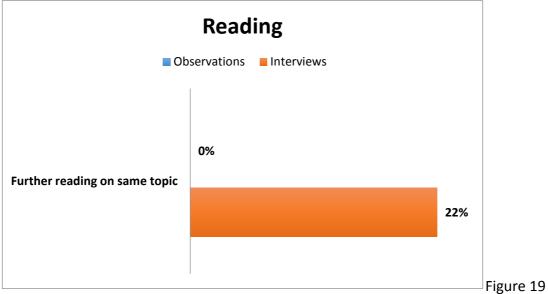
Figure 16











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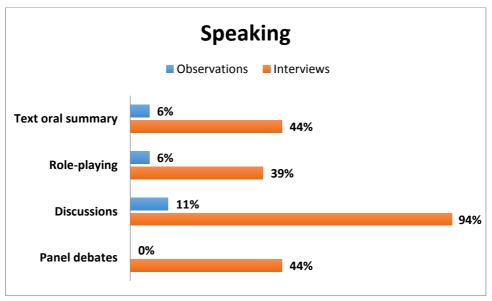


Figure 20

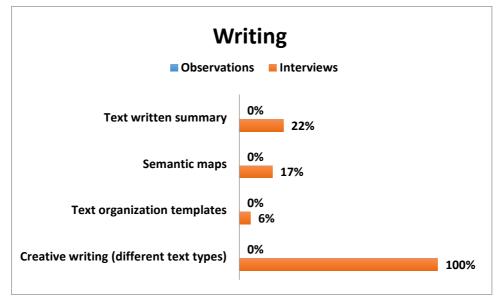
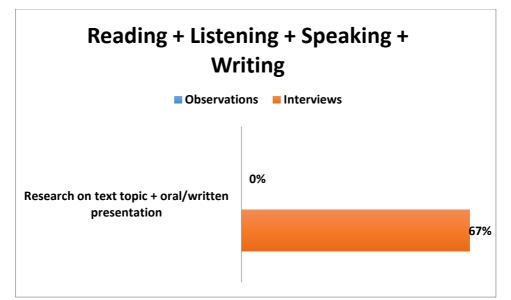
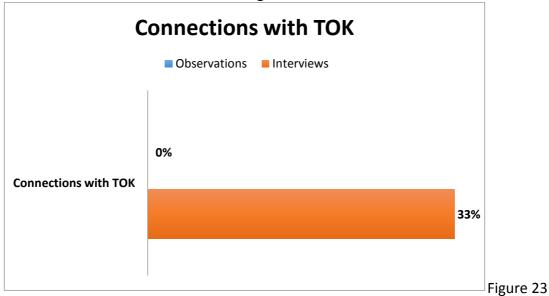
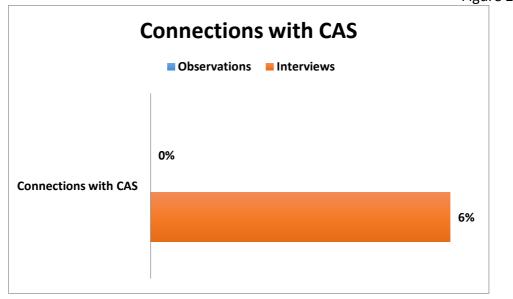


Figure 21

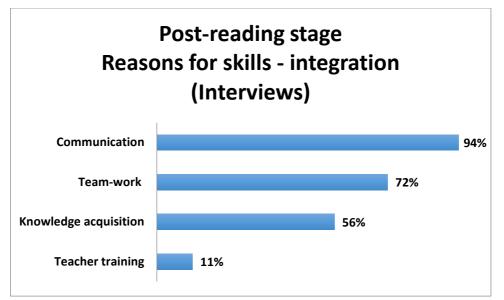














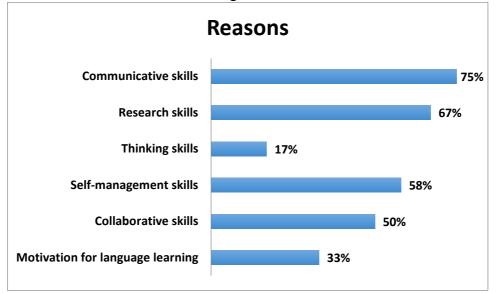


Figure 26

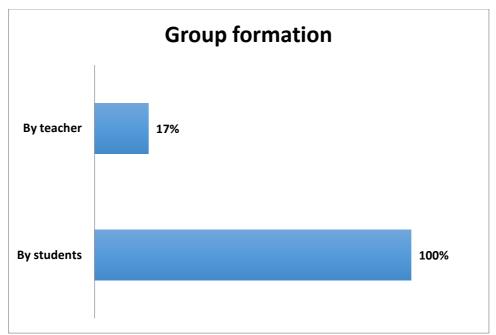
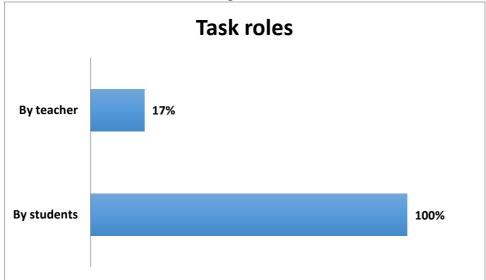
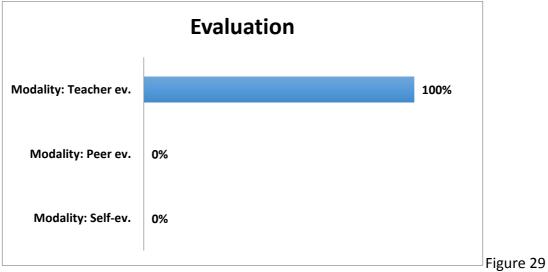


Figure 27







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