

Fostering Reading Comprehension and Self-Directed Learning in a Collaborative Strategic
Reading (CSR) Setting

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Universidad de la Sabana

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Abstract

This Action Research Project was carried out at five public educational institutions in different regions of the country with very similar needs. All the teacher-researchers had common interests and concerns related to the weaknesses that learners showed in reading comprehension activities in primary, secondary and at university level. The overall aim of this Action Research study was to analyze whether the use of a Collaborative Strategic Reading could foster reading comprehension in English language learners and at the same time help them to become self-directed learners. The research design was guided by core definitions of the main constructs and the principle of Action Research, which consists of four essential moments: planning, action, observation and reflection. Data collected throughout the implementation included pre and post questionnaires, pre and post reading comprehension tests, students' learning logs and teacher's journals. Results indicate that the Collaborative Strategic Reading affected participants in positive ways. Participants developed reading comprehension skills through cooperative work, efficacy in their metacognitive process, and interest and commitment towards learning when participating in a CSR classroom. Additionally, findings also reported students responded positively to the development of monitoring and self-assessment tasks which enhanced their self-direction.

Keywords: Reading comprehension, collaborative strategic reading, self-directed learners, cooperative work, metacognitive process

Resumen

Este estudio se llevó a cabo en cinco instituciones educativas públicas en diferentes regiones del país con necesidades muy parecidas. Todos los docentes investigadores tenían intereses y preocupaciones comunes relacionadas con las debilidades que los estudiantes presentaban en comprensión lectora en los niveles de primaria, bachillerato y universitario. El propósito de este estudio de investigación-acción era analizar si el uso de la Estrategia Colaborativa de Lectura podía promover la comprensión lectora en los estudiantes del idioma inglés y al mismo tiempo ayudarles a convertirse en estudiantes autónomos. El diseño de la investigación se basó en las definiciones básicas de los constructos principales y los principios de la investigación acción la cual consiste en cuatro momentos esenciales: planeación, acción, observación y reflexión. La información recogida a lo largo de la implementación incluyó pre y post cuestionarios, pre y post exámenes de comprensión lectora, los diarios de los estudiantes y los diarios de los profesores. Los resultados indican que la Estrategia Colaborativa de Lectura afectó a los estudiantes de manera positiva ya que desarrollaron habilidades en comprensión lectora a través del trabajo colaborativo, eficacia en su proceso metacognitivo y el interés y el compromiso hacia el aprendizaje al participar en un salón de estrategia colaborativa de lectura. Adicionalmente, los resultados también reportaron que los estudiantes respondieron positivamente al desarrollo de tareas de monitoreo y auto evaluación las cuales aumentaron su auto-dirección.

Palabras claves: comprensión lectora, Estrategia Colaborativa de Lectura, estudiantes auto-dirigidos, trabajo colaborativo y proceso metacognitivo.

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Declaration

We hereby declare that our research report entitled:

Fostering Reading Comprehension and Self-Directed Learning in a Collaborative Strategic Reading (CSR) Setting

- is the result of our research circle members' work.
- is the outcome of work done in collaboration as declared and specified in the text;
- is neither substantially the same as nor contains substantial portions of any similar work submitted or that is being concurrently submitted for any degree or diploma or other qualification at the Universidad de La Sabana or any other university or similar institution except as declared and specified in the text;
- complies with the word limits and other requirements stipulated by the Research Subcommittee of the Department of Languages and Cultures;
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Introduction

In this introductory chapter the researchers mention what the project is about and what motivated its design and implementation. They also explain what the problems are and the value the study has for their community and students, as well as the research questions and objectives.

Statement of the Problem

With the unrelenting trend toward globalization, which manifests itself in greater international trade, travel, education, Internet use, cheap international telephone calls, and mass entertainment, English has become a world language. The need to be able to understand English is increasing by the day. There is a growing need, therefore, for international citizens to be able to understand not just standard British or American English, but other varieties used around the world (Flowerdew J. and Miller L. 2005).

Similarly, as Graddol (2006; cited in Hillyard, 2011) notes, English will soon be seen as a basic communicative skill rather than as a foreign language, leaving behind those who cannot utilize it effectively. In this process of recognizing and understanding such varieties (world Englishes), reading becomes a skill of paramount importance as people need to be able to identify the purpose, authenticity and local meaning present in the wide variety of written material they often come across through the media and the internet. Yet, as it is known, not all readers are able to do so as research suggests (Twining, 1991), there are different reasons why people may have problems with reading comprehension such as: a) failure to understand a word, b) failure to understand a sentence, c) failure to understand how sentences relate to one another,

and d) failure to understand how the information fits together in a meaningful way (organization).

Besides, from early childhood, children's language competencies are not always well developed at all levels and kids are not all engaged and inspired to read (Duke, 2006). Some other factors causing comprehension problems are: avoiding the need that learners have to process information and hold in the long term memory to properly utilize that information; working on vocabulary, grammar and syntactical skills to decode the message; and scaffolding learner's thinking skills to help them go beyond the words and infer the real meaning of the text.

These factors together with an over use of reading and inappropriate study strategies often result in a very limited ability to understand written texts of any kind. This, unfortunately, seems to be the reality that some of our high school and university English language learners live. Although many of them might be motivated to learn the target language, they often feel frustrated because they cannot express what they want to say, or understand what they read or hear.

This situation seems to emerge from the scarce contact students have with the English language outside the classroom and the fact that they are often unaware of what their strengths, weaknesses and reading needs are. Many of our Colombian language learners do not know how to take control of their overall reading and language learning processes. This phenomenon is something that the five researchers that participated in this study, as well as the majority of language teachers here in Colombia, have to deal with every day in the different public educational contexts they currently work in; a situation that motivated them to design and conduct the present research project.

As Noorah and Zaini (2008) suggest, it is important to make students aware of the fact that learning does not only involve having knowledge of a particular strategy, skill or linguistic unit (competence), but rather making appropriate use of that knowledge (performance). In the particular case of reading, one of the best ways to foster such a sense of awareness is to help our students reflect on the way they have been addressing the learning of vocabulary and the reading of texts in the target language.

The memorizing of long lists of words or the translating of texts, as a result of traditional and teacher-centered classrooms, is perhaps the only way through which some of our students interact with the written material. Hence, as we want to see a gradual development in our students' ability to read and understand different kinds of texts, we have decided to focus our attention on the collaborative and independent use of reading strategies. By learning how to use reading strategies and monitoring their own reading process, students might not only learn how to better comprehend the written word, but they might also challenge their beliefs and misconceptions about both reading and the learning of a foreign language. They might also learn how to face reading problems on their own and how to become life-long language learners.

Rationale

As stated above, readers need to be able to understand a wide variety of texts they come across through the media and the Internet. These texts, which come in different genres and formats, carry particular social and cultural meanings that must be effectively grasped by L2 language users if they are to both enhance their understanding of other cultures and avoid a breakdown in communication. However, some of our Colombian English language learners seem to face reading comprehension problems and those messages are not always fully recognized. The teaching and learning of reading is therefore an area worth studying since effective readers

should be able to avoid or effectively tackle comprehension problems as well as read between the lines so as to grasp the actual social and cultural knowledge present in most readings.

One of the ways to help L2 learners become effective readers as well as effective language users is to teach them how to make use of learning strategies so that they can not only understand and interpret written texts more effectively, but also to manage their own language learning processes inside and outside of the classroom. Today we must see language learners in a new context; we must maintain student interest by helping them see how what they are learning prepares them for life in the real world; we must instill curiosity, which is fundamental to lifelong learning. We must also help learners become even more resourceful so they can discover the actual meanings underlying the information they have access to as well as continue to learn outside the formal school day.

The main goal for a teacher is thus to encourage students to find their own paths and paces to discover knowledge. Students also need to learn to take responsibility for their learning process. In this way, they will demonstrate interest, a good attitude towards learning, confidence and respect for others' opinions. They will apply their knowledge in real life situations in order to communicate clearly, cooperate effectively, and be citizens of the world who are responsible and conscious of global problems.

Therefore, through this research project we sought that our students use strategies so as to help them develop the skills and knowledge they need to become successful readers and language learners. Through the implementation of the Collaborative Strategic Reading (CSR) approach, this research team intended to help students' improve their reading performance by teaching them how to monitor their own reading practices and make a systemic use of strategies. In this process students were encouraged to diagnose their own learning needs, formulate

learning goals, identify resources for learning, select and implement learning strategies, and evaluate their own learning outcomes. By being able to manage, monitor and assess their own reading process, they might both learn how to become lifelong learners and face the challenges posed by the information age where English is not only being widely used, but has also acquired local uses and meanings.

In response to the aforementioned needs and interests, we decided to pose the following research questions and objectives.

Research Questions

- To what extent does the use of Collaborative Strategic Reading foster reading comprehension in English language learners?
- How does the use of this approach facilitate and enhance language learners' self-direction?

Research Objectives

General

- To support the development of reading comprehension in English through the implementation of Collaborative Strategic Reading (CSR).
- To foster the use of reading comprehension strategies self-directly.

Specific

- To implement a set of pre, during and post reading strategies to help students of mixed achievement levels understand a variety of texts while working in small groups.
- To enhance the state exam scores in English (Contexts 2 and 5)
- To promote the transfer and recycling of strategies by motivating their use outside of the classroom.

- To help learners become aware of self-regulated reading and language learning through the use of definitive strategies and self-access materials.

This research study is divided into six main chapters. The first one includes a general overview of the aspects that motivated the study, the project's pedagogical value, and the research questions and objectives. The second chapter includes the literature review; an exploration of the existing studies and theory related to the constructs present in the research questions. Chapter three describes the type of study, the characteristics of the context and of the participants, the researchers' role, the data collection instruments, the data collection procedures and the materials used. Chapter four includes a description of the pedagogical intervention and implementation. Chapter five presents the approach to data analysis, data management, data analysis procedures, and findings. Finally, chapter six includes the conclusions, pedagogical implications, limitations and recommendations for further research.

Theoretical Framework

There are a number of theoretical interrelated concepts guiding our role as researchers in this action research project. Below, we will address some of them such as Reading Comprehension (Strategies and Strategy Instruction), Collaborative Strategic Reading (CSR) and Self-Direction. We will also describe and discuss previous research studies carried out internationally in order to establish what other researchers have studied and found when examining these topics.

Reading Comprehension and Reading Strategies

Reading is a process that demands students' active participation for constructing meaning from the text (Anino, 1998 cited in Bondanza, 1998). During reading, the meaning does not automatically go from the page to the readers; instead, it is a complex negotiation among the text, readers and their purpose for reading. It is never an abstract, purposeless activity, although it is regrettably still taught in that way to many learners. Readers always read for a purpose, and its recollection always involves feelings as well as knowledge and experience (Smith, 1994). In other words, reading can never be separated from the purpose of readers and its consequences upon them.

To accomplish effectiveness in reading, readers seek the most direct path to meaning by using techniques or strategies for reducing uncertainty, by being selective about the use of the cues available and by drawing deeply on prior conceptual and linguistic competence (Carrel, 1998). Readers do not only read simply to learn content or new vocabulary, but they read for a more important purpose: for comprehension.

According to Salinger (1988, p. 23), "comprehension requires readers to attempt to gain the meaning that authors have stated". When someone is reading a text, he/she has to interpret

what is written as well as to establish what the author wants to transmit; in doing this, the reader sometimes should combine his/her background information about the theme with what the writer writes. Pearson and Johnson (1978, cited in Salinger, 1988) point out that reading comprehension is a complex process; it is “building bridges between the new text and the known... by means of a dialogue between writer and reader” (p.24). The “known” includes all what the reader knows about language processing (reading skills and vocabulary) and about the topic presented to him. The “new” includes what authors know about their topics and how they present that information. The “new” may include new information, concepts and terminology that readers can learn and add to their knowledge base. If learners lack sufficient background experience or ability to interact with new information, they will find the new material hard to understand.

Good readers are therefore active in their reading. They ask questions about new words and concepts, make comparisons, and draw on their prior knowledge to assist them in comprehension (Duke, 2006). Developing good reading comprehension is more than just thinking about how to comprehend. Students must also be taught specific skills that are essential to good comprehension. Students taught in a more direct and explicit fashion on decoding skills, improve faster than students taught in a more implicit fashion (Foorman, 1998).

From this point of view, it is possible to argue that when a student acquires effective reading habits or learns how to use reading strategies; the process of meaning, negotiation, and understanding becomes easier than when he/she reads a written text not knowing how to best interact with it. As it is known, reading strategies are very important tools that help students read productively, which is why; it is of paramount importance to make use of them so as to enhance reading comprehension in and outside the classroom.

Grabe (2009) is one of the seminal authors who discuss the use of strategies for reading comprehension. According to him, reading involves strategic responses to text, the combination of automatic word recognition, a large vocabulary, background knowledge and extensive reading practice. Good readers articulate a repertoire of strategies, flexibly applying and adapting individual comprehension strategies before they read a text, while they are reading and after they conclude a first reading of a document. Some of these strategies are:

1. To read selectively according to goals.
2. To read carefully in key places.
3. To reread as appropriate.
4. To monitor their reading continuously and be aware of whether or not they comprehend the text.
5. To identify important information.
6. To try to fill in gaps in the text through inferences and prior knowledge.
7. To make guesses about unknown words.
8. To use text structure-information to guide understanding.
9. To make inferences about the author, key information and main ideas.
10. To attempt to integrate ideas from different parts of the text.
11. To build interpretations of the text as they read.
12. To build main idea summaries.
13. To evaluate the text and the author and, as a result, form feelings about the text.
14. To attempt to resolve difficulties

Figure 1: Reading Strategies, Grabe (2009)
According to Grabe (2009):

The strategic reader is one who automatically and routinely applies combinations of effective and appropriate strategies depending on reading goals, reading tasks and strategic processing abilities. The strategic reader is aware of his or her comprehension effectiveness in relation to reading goals and applies a set of strategies appropriately to enhance the comprehension of difficult texts. (p. 222)

After revising the concepts of reading comprehension and reading strategies, it is time to discuss what it takes to teach strategies in the classroom. McLaughlin (2012, p. 432-440), for instance, establishes 10 teaching for reading comprehension principles that can be applied in the classroom in order for students to become active and strategic readers.

1. Base your understanding of comprehension on the social constructivist nature of reading.
2. Understand students' roles in the reading comprehension process.
3. Be an influential teacher.
4. Motivate and engage students.
5. Teach reading comprehension strategies.
6. Foster the development and use of vocabulary.
7. Provide students with a variety of types and levels of text.
8. Encourage students to use multiple modes of representative thinking.
9. Embed formative assessments in your everyday teaching.
10. Teach students to comprehend at deeper levels.

Figure 2: Principles to Teach Reading Comprehension, McLaughlin (2012)

All of the aforementioned principles are to be followed by teachers if they desire to enhance reading comprehension; however, principle number 5, explicit or direct strategy instruction, is that which seems to be at the center of the whole process (McLaughlin, 2012, p. 434-436). The routinization of many strategic responses to text processing or text difficulties allows for fluent processing and a minimization of active problem solving interruptions to the comprehension process. Explicit strategy instruction is therefore of paramount importance in the process of teaching and learning to read as it moves readers from conscious control of reading strategies to unconscious use of reading skills (Anderson, 2011).

Additionally, teaching for strategic reading involves consistent modeling, scaffolding, extensive practice, and eventually independent use of strategies. Collaborative Strategic Reading,

an approach that aims to teach students to use comprehension strategies while working cooperatively and which combines direct strategy instruction with active collaborative work, is therefore a suitable pedagogical strategy for teachers willing to devise a strategic and successful learner-centered reading environment. Such a strategy, on which this action research project relies, is discussed next.

Collaborative Strategic Reading

What is CSR?

Collaborative Strategic Reading (CSR) is a pedagogical strategy or model that teaches students to use comprehension strategies while working cooperatively. Strategies include previewing the text; giving ongoing feedback by deciding "click" (I get it) or "clunk" (I don't get it) at the end of each paragraph; "getting the gist" of the most important parts of the text; and "wrapping up" key ideas. The concept of this strategy is engaging students to work in small cooperative groups (3-5) and applying four reading strategies: *Preview, Click & Clunk, Get the Gist and Wrap Up*, (Zainol, 2012).

- **Preview.** Allows a student to generate interest and activate background knowledge in order to predict what they will learn through the text.
- **Click & Clunk.** Is a self-monitoring strategy, which controls students' understanding about words, concepts and ideas that they understand or do not understand or need to know more about. In this stage students' self-monitor their understanding of the text and the elements in it and decide what is not well understood so as to make emphasis on it and clarify it.
- **Get the Gist.** Is a strategy in which students identify the main ideas from reading to confirm their understanding of the information.

- **Wrap Up.** Provides students with an opportunity to apply metacognitive strategies like planning, monitoring and evaluating to further extend comprehension

As stated by Zainol (2012), Klingner and Vaughn were the first authors to develop the concept of Collaborative Strategic Reading in 1987, where collaborative learning (Johnson & Johnson, 1987) and reciprocal teaching (Palincsar & Brown, 1984) are blended to develop metacognitive skills among students. In 2001, Klingner, et al conducted a study in 10 classrooms across five schools located in a large metropolitan school district in the southeastern United States. The student population in all schools was predominantly Hispanic, ranging from 92% to 97%, and students were considered to be limited in English proficiency.

Five teachers and their classes (in two schools) were assigned to the CSR condition, and five teachers and their classes (in three schools) were assigned to a control condition. All students were reading in English and were taught throughout the school day in English.

Teachers. Some teachers in the sample were already somewhat familiar with CSR, so Klingner et al. (2001) could not randomly assign teachers to conditions. Instead they matched teachers based on approximate years of teaching experience and educational degrees as well as student demographics. These researchers used this procedure since they were concerned that if some teachers at a school were in the CSR condition and others in the control condition, their peers who were using CSR would influence control teachers. Researchers encouraged CSR teachers to consult with their colleagues, and this would not have been possible whether teachers had been assigned randomly to conditions. Klingner et al.'s (2001) primary interest was in real-world applications of CSR.

Implementation Procedures. The five CSR teachers attended a full day professional development workshop in late September. Teachers saw CSR modeled, they were provided with background reading, they viewed videotapes of students using the strategy, and they had opportunities for more than 2 hours of hands-on practice.

Klingner et al. (2001) provided all necessary materials and conducted multiple in-class demonstrations for teachers. Once teachers were comfortable using CSR on their own, Klingner et al asked them to implement it twice a week. Also, the researchers observed teachers' implementation of CSR, using implementation validity checklists, and provided constructive feedback regarding the extent to which teachers implemented the practice's critical components.

Teacher Measures. The researchers took extensive observation notes that were guided by written prompts organized around four topics: the classroom's physical environment, description of the lesson, teachers' behaviors, and students' behavior. The data collected also included information about classroom management and students' engagement. The researchers noted the activities that the two sets of teachers (i.e., experimental and control) used to facilitate students' comprehension of content-area text.

Klingner et al. (2001) recorded how: (a) Comprehension strategies were taught, (b) students were grouped, and (c) text was read (e.g., silently, aloud by teacher, aloud by student). The purpose of these prompts was to help the researcher group organize their observation notes into descriptions of the ways teachers facilitated comprehension and knowledge acquisition.

Data Collection. Klingner et al. (2001) tape-recorded and transcribed each interview. They conducted three formal classroom observations per teacher, as well as several additional informal observations. The two primary researchers also visited each CSR classroom at least twice to provide teachers with support and feedback on their implementation of CSR.

They also took observation notes during each formal observation and immediately afterwards typed their notes, organizing them around the prompts in the protocol. The research group generated summaries at the end of the study using these semi-structured notes.

Results. Students in CSR classrooms showed greater improvement in reading comprehension than students in classrooms where CSR was not implemented. First Klingner et al (2001) examined student's outcomes across achievement groups in terms of reading comprehension. Students in CSR classrooms showed greater improvement in reading comprehension than students in classrooms where CSR was not implemented.

Then the researcher group shared the results of the prompted think-aloud strategy interview. Next they provided teacher profiles that illustrate the variation among intervention teachers in their CSR implementation and the challenges they faced. In the latter Klingner et al (2001) found that teachers' implementation of CSR varied a great deal and as a result they suggested that future research investigate whether support with classroom management (as part of a comprehensive professional development program) facilitates teachers' implementation of complex interventions, as well as examine the roles of prior knowledge and teachers' readiness or motivation to learn a new strategy.

Why CSR?

Despite the instructional limitations Klingner et al. found in their study, CSR is a strategy or model worth implementing in the classroom for a number of reasons. CSR not only teaches readers with cognitive (top down and bottom up) approaches, but it also teaches readers how to use the strategies metacognitively. CSR provides readers with dual reading approaches simultaneously, both bottom up and top down models. In CSR, readers are engaged to generate their prior knowledge by giving an overall look to the text while looking at non linguistics

features such as; charts, pictures and diagrams. Through this process, the readers predict what they will learn from the text. CSR provides readers with information on how to decode words, take a note in the margins, and underlining as part of cognitive strategies that are fundamental factors in comprehending texts (Dogan, 2002). As stated by Zainol (2012), “the more complex the texts are, the more strategies are supposed to be implemented and the readers who use strategies comprehend better texts than those who do not” (p. 197).

CSR also engages students to work in small groups cooperatively, so they have the opportunity to discuss and share ideas among the members of the groups as well as develop their social skills (Johnson & Johnson, 1987). Research has shown that cooperative learning techniques have benefited students in:

1. Promoting student and academic achievement
2. Increasing students’ retention
3. Enhancing student satisfaction with their learning experience
4. Helping students develop skills in oral communication
5. Developing students’ social skills
6. Promoting students’ self-esteem
7. Helping to promote positive relations

The cooperative learning concept imbued in CSR promotes students to be active as well as cooperative in achieving common learning goals. This concept of collaboration, however, does not only promote academic achievement and social skills, but also helps learners reflect on their own reading process. As it is known, many students with reading and learning problems fail to monitor their understanding when they read. In CSR, clicking and clunking are therefore

designed to teach students to identify the moments when they understand – or fail to understand – what they are reading or what is being read to them.

Students are first asked to identify possible clunks during reading. After clunks have been identified, the teacher has students use a set of "fix-up" strategies to figure out the clunks. These strategies are: a) reread the sentence and look for key ideas to help you understand the word; b) reread the sentence with the clunk and the sentences before or after the clunk; c) look for a prefix or suffix in the word; and d) break the word apart and look for smaller words. During this stage, students use "clunk cards" with prompts that remind them of the various fix-up strategies.

As with the other strategies, students can be taught the click and clunk strategy and the set of fix up strategies from the beginning of the year as well as being encouraged to use them in various academic contexts or subjects (Zainol, 2012). It is important to note that students apply these strategies first with the teacher's help and then independently in their small groups.

Due to the fact that students can help each other while working in groups, in CSR students are likely to

a) Increase their conceptual learning by improving their understanding and memory of what they have read and,

b) Maximize their involvement. CSR allows students to learn to implement reading strategies in a more effective way, as there is an important amount of collaborative scaffolding present, as it can be seen in Fan's study.

Fan (2010) investigated the impact of CSR in EFL Taiwanese students' reading comprehension. The study was conducted with 110 Taiwanese students from two intact classes. Mixed method was used as the research design and a questionnaire and standardized reading pre-test, post- test and interviews were used to gather data. The statistical results of the study confirm

that CSR is more effective than the traditional teacher-led reading approach, which focuses on vocabulary and grammar, as it leads to improved students' reading comprehension scores.

Findings also indicate that CSR had a positive effect on the Taiwanese university learners' reading comprehension, particularly in comprehension questions related to getting the main idea and finding supporting details. A detailed analysis of qualitative data also suggested that the learners with relatively homogenous English ability provided collaborative scaffolding for text comprehension through co-construction, elaboration, appeal for assistance, corrective feedback and use of prompts.

Consequently, by participating in a CSR environment, students can improve their reading comprehension skills through both teachers' mental modeling (use of think-alouds) and collaborative scaffolding; two practices that are unfortunately not normally experienced in many of our classrooms. Collaborative Strategic Reading teaches students to use comprehension strategies while working cooperatively as each of the members has a role, a duty, a responsibility within the group, which in turn increases their opportunities for meaningful communication in a low- anxiety context. In addition, by learning how to use reading strategies, students learn how to monitor their own reading process and how to transfer that knowledge to other subject areas and spaces in and outside of the school. By learning to take control over their own language learning process, students definitely start tracing a path that might enable them to become self-directed learners

Self- Direction

Since Malcolm Knowles published his work on "Self-Directed Learning (SDL)" in 1975, many scholars have been engaged in the concept of "Andragogy". This term has been used for many years but it was settled and formulated by Alexander Kapp (1833) to refer to the ability

adults have to learn, with or without others' help. According to Kapp, since adults have experience at learning and have self-concepts, their learning becomes an evolving process of self-directed inquiry. This results into an effective performance of roles in social spaces. Their learning is not motivated by a grade, but by an inner desire of solving real problems around them and it is a continuous process where they become "lifelong learners".

In a similar vein, Garrison (1997) considers SDL as a process where learners are able to combine "external management (contextual control), internal monitoring (cognitive responsibility), and motivational (entering and task) factors associated with learning in an educational context" (p.20). In other words, learners are able to take responsibility and work collaboratively on the construction of concepts, developing skills to self-manage learning goals, resources, learning strategies, external support and self-assessment and deciding if it is worthwhile knowledge (Knowles, 1975). In all this process, the educator's role is to offer scaffolding, constructive feedback and to help learners in their reflection on the quality of what is learned. In this way, learners keep motivated and focused on their learning goals and establish realistic expectations.

Nonetheless, as mentioned by Lowry (1989), self-directedness depends only on the person who is in charge of carrying it out; this person is who decides what should be learned, what methods should be used and how the process should be measured. In Lowry's (1989) paper, it is also revealed that some adults are not able to engage in SDL because they are not independent, confident or resourceful enough; that is, not all adults (or learners) are able to work self-directly. There are ones that are more capable than others and it is very true since each person has their own learning style. Obviously, the more mature you are, the more self-directed you can be; however, it is impossible to say that 100% of adults or students are or can become

self-directed learners. Brookfield (1985, cited in Lowry, 1989) interestingly notes that even people that are self-directed learners prefer to be in more formal educational settings.

Based on Lowry’s and Brookfield’s ideas, it can thus be inferred that it is necessary to strengthen SDL from the first stages of life, both from home and school, in order to generate more possibilities for the successful development of self-directed attitudes and habits. Lowry (1989, p 3-5) lists the following roles that are to be adopted by educators and institutions when working on SDL:

<ul style="list-style-type: none"> • Help the learner identify the starting point for a learning project. • Help learners acquire the needs assessment techniques necessary to discover what objectives they should set. • Provide examples of previously acceptable work. • Teach inquiry skills, decision-making, personal development, and self-evaluation of work. 	<ul style="list-style-type: none"> • Help learners locate resources. • Help learners develop positive attitudes and feelings of independence relative to learning. • Recognize learner personality types and learning styles. • Encourage critical thinking skills. • Make sure that learners are aware of the objectives, learning strategies, resources, and evaluation criteria once they are decided upon.
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Figure 3: Roles for Educators and Institutions to Support and Facilitate SDL (Lowry, 1989)

In a similar vein, Boud (1988, cited in Cotterall, 1995) states that “the main characteristic of autonomy as an aspect to learning is that students take some significant responsibility for their own learning over and above responding to instruction” (p. 23). That is to say, the teacher should transfer responsibility to the learners, who now have to set their learning goals, make choices

with regard to their learning, and assess their progress. From this point of view, students learn to take the risk of doing things by themselves and become more efficient learners depending more on their own work rather than having to wait for the teacher to provide them with answers to their problems.

Grow (1991), in his document about SDL, starts with a short anecdote about how he had to change his methodology because one of his adults-to be student hated him. Due to this situation, he reflected about how to teach adults effectively and in a way that they would not be teacher-dependent. That was how the concept of Self-Direction arose to complement his research. He bases his work on the “Situational Leadership Model” by Hersey and Blanchard (1988). This model works around the concept of “Situational Leadership”, which compares and mixes management strategies with teaching strategies and leads students to be more self-managed.

In his article, Grow (1991) presents the Staged Self-Directed Learning Model (SSDL) based on important publications (Knowles, 1980, Tannenbaum & Schmith, 1957, Millar et al, 1986, and Pratt, 1988) among others. To Grow: a) Self-Direction produces life-long learners; b) good teaching is situational; c) being a dependent learner is not wrong, whether that dependency is temporary or permanent; d) Self-Direction can be learned and it can be taught; and e) nearly every action we take results from a workable converge of misconceptions (p. 127). The SSDL model has four stages:

Stage 1: Learners of Low Self-Direction. Here, learning is teacher-centered. The teacher plays the role of a coach and provides students with enough tools to start a path of Self-Direction. The students, on the other hand, expect direction and discipline.

Stage 2: Learners of Moderate Self-Direction. The role of the teacher is to motivate and inspire students to learn on their own, as they are willing to learn and are confident about their learning process. The teacher helps them to set goal and scaffold their learning.

Stage 3: Learners of Intermediate Self-Direction. The teacher takes advantage of the fact that students are involved and engaged with their own learning process, and becomes a facilitator. “He is a participant and leads pupils through the use of tools, strategies and techniques that will help them develop a deeper sense of self-direction and the transition towards independence” (Grow, 1991; p. 134).

Stage 4: Learners of High Self-Direction. In this stage, the teacher empowers learners and “cultivates the students’ ability to learn” (ibid; p.135). The teacher shows how to self-access, set higher goals, learn, direct and produce effectively.

An interesting issue in Grow’s (1991) proposal is the mismatch between students and teachers’ learning stages. Here he highlights the fact that a stage 1 student could be frustrated if a stage 3 or stage 4 teacher directed him. The ideal teaching learning process should thus be one where there is a balanced and negotiated method between the teacher and the student, always in search of Self-Direction. He points out that the T1/S2-S3 mismatch is caused by the public school system and years of dependent teaching. Grow also states that teachers may fall into traps, for example, becoming authoritarian teachers, leaving motivated students without the learning skills they need; disappearing within the group or failing to monitor the learning process. Students can also fake self-direction or resist a model different from T1.

Another interesting aspect of the document is the fact that the SSDL model presents a linear progression of the four stages, Grow (1991) points out that a class may not be linear, as the

students are placed in different stages of self-direction. Therefore, it is possible for an S3 class to loop back to S1 or S2 when necessary and then return to S3.

At the end of his document, Grow presents a series of limitations to this model and suggestions for further research with many variables. He first states that this theory is not perfect and that it is idealistic; it simply helps people to have a grounded idea of what needs to be done. He also asks, for example, why isn't the learners' ability to be self-directed an important variable in the teaching of subjects? Or why the SSDL model does not ask what the learners think about all this? (Grow, 1991, p. 146). Questions that must definitely be addressed by teachers and researchers who pursue the SDL path and which to some extent have been considered in this research project through data collection methods that aim to identify students' feelings and behaviors.

Now we will reference some of the other authors who talk about the relationship between SDL and reading comprehension, which is the focus of the present research project.

Self-Direction and the Use of Reading Strategies

Khodabandehiou, Jahandar, Seyedi and Dolat (2012) present in their work some of the problems students have when reading a text, especially because of the lack of reading strategies. In agreement with Block (2004) and Knowles (1975) among others, they contend that when teachers help students become aware of their own thinking and learning processes, it is easier for them to establish learning goals and to develop the best learning processes to accomplish them.

To promote Self-Direction, teachers thus have to “engage students [in the use of] specific strategies that will help them solve problems in their own contexts, by themselves, without being told”. In terms of the role of the teacher, the authors also state that “as students have different

learning styles and paces, good teaching is situational to fit into the students' needs and interests (Grow, 1991) and the teacher therefore has to be a facilitator of learning (Knowles, 1975), inviting learners to work collaboratively and be responsible of their own learning". (Khodabandehiou et.al, 2012, p.2).

From their literature review (Brookfield, 1993; Merriam, 2001; Knowles, 1971; Lowry, 1989), they conclude that students must be encouraged to become SDL learners who are at the center of the learning process and who are able to promote emancipator learning and social action. Consequently, SDL should also include cooperative learning work and not only be based on individualistic behaviors and personal efforts, as authors as Braman (1998, in Khodabandehiou et.al, 2012) suggest.

In their study, Khodabandehiou et.al examined how reading comprehension strategies helps students construct meaning from the text in a more meaningful way, as this is how they can make connections with their own contexts, shifting from the instructor-centered approach to the student-centered approach (Palincstar and Brown, 1986, cited in Khodabandehiou et.al, 2012, p.4).

Method. The study includes 92 females, aged from 15 to 25, upper-intermediate and advanced students. They were selected randomly and divided into a controlled group (TDL) and an experimental group (SDL). They were trained in an eight week course of English reading tests. TDL group was trained in teacher-directed strategies and the SDL group was trained and practiced in SDL reading strategies. This means that the TDL group received the common training, as passive recipients using summaries and without taking into account their previous knowledge to understand a particular text, while the SDL group was trained and practiced in pre, during and post reading strategies. In the pre-reading stage, students predicted, asked questions

and talked about personal experiences in order to activate previous knowledge. During the while-reading stage, students were modeled metacognitive strategies and monitored on their own learning. In addition, during the post reading stage, they practiced paraphrasing, writing different endings, collaborative work, discussions and projects to relate the reading to their own experiences.

Material. IELTS reading comprehension test, consisting of three parts with a total of 13 questions, including choosing the best heading for a paragraph, multiple choice questions and True-False-Not Given statements.

Procedure. Control group was taught under the patterns of the teacher-centered approach as passive recipients. The SDL group was trained and practiced in pre, during and post reading strategies. “One researcher observes the classes and then evaluates students’ needs and objectives and guides the teacher to their goals and preferred strategies” (Khodabandehiou et.al, 2012, p.6).

Groups presented a post-test, the SDL group was interviewed about the treatment, and all of them showed positive attitudes about SDL. The data was analyzed through independent samples of T-Tests.

Results. The independent Samples T-Test showed a meaningful difference between TDL and SDL results, proving better performance of the latter. It leads to the proof that self-directed learners perform better after the implementation of SDL strategies and were superior to TDL strategies. The authors therefore conclude that, “the long-term objective of the SDL is a lifelong learning particularly in adult education” (Khodabandehiou et.al, 2012, p.8). The authors also highlight the importance of making students responsible for their own learning and the fact that

teachers must be aware of students' degree of self-direction to avoid mismatches in the learning style.

In addition, they point out that as students grow, their interest in becoming SDL is bigger and therefore the use of effective strategies helps them be truly good readers. A relevant fact to note is that the follow up activities used with the SDL group, like extensive readings of magazines, books and newspapers, enabled them to use their metacognitive skills in order to construct meaning from the texts and make significant connections to their contexts, helping them to become lifelong learners. The authors also suggest applying SDL strategies in other disciplines aside from reading and in other fields of study as well.

To conclude, it can be stated that reading comprehension is a dialogue between the text and the reader. Students therefore need to develop certain strategies that allow them to: a) read and understand the main ideas of a text despite not knowing every single word, b) establish connections between the text and their knowledge and personal experiences, and c) move away from a teacher-dependent context or learning environment, where the reading process is overly controlled by the teacher, to a student-centered one where they are able to monitor their reading process and make decisions so as to solve comprehension shortcomings.

CSR is a pedagogical strategy that provides learners with the opportunity of becoming more effective readers by learning how to monitor their own reading process and how to tackle reading difficulties as they work collaboratively. Collaborative work, however, not only permits them to negotiate meaning with others while reading, but also to gain confidence in their own reading and overall language learning process.

Classrooms that implement cooperation, as the CSR classroom, are also likely to help students increase their independence in that the main goal of a collaborative classroom is to train

learners to become self-directed thinkers who are able to actually teamwork and solve problems among themselves. As students learn from working with others in classroom contexts, they also become better prepared to successfully do things on their own when they are outside of the classroom. They learn the importance of planning, monitoring and evaluating their goals and tasks in order to succeed in their groups and individual academic endeavors. Unfortunately, CSR has not been widely implemented into our local scenarios and sources here in the Colombian context. Educational institutions working with CSR, either in the mainstream or EFL classrooms seem to be almost non-existent up to now, which is one of the principal motivations for this study.

Research Design

This chapter describes the type of study, the researcher's role, the context and participants, the instruments for data collection and the procedures used for the study.

Type of Study

Action Research was chosen by the researchers in order to answer the research question previously indicated. Ferrance (2000) claims "action research is a collaborative activity among colleagues searching for solutions to everyday, real problems experienced in schools, or looking for ways to improve instruction and increase student achievement" (p. 1). The main goal in action research is to foster a positive change in educational processes, in teachers to make improvements in their teaching practices and in learners to promote better learning outcomes.

According to Burns (1999 p. 31) action research applies a systematic process or investigating practical issue or concerns that arise within a particular social context. This process is undertaken with a view to involving the collaboration of the participants in that context in order to provide evidence that can point to change. Significant features can be considered to describe action research: it is an evaluative and reflective process focused on a specific aspect of the learners' weaknesses; it is collaborative as it provides opportunities of working together to find improvements; and it is contextual and active.

In addition, Kemmis and Mc Taggart (1988, cited in Burns 1999 p. 34) argue that action research occurs through a dynamic and complementary process, which consists of four essential moments: planning, action, observation and reflection. It gives teachers the opportunity to observe learners, collect and interpret data with the intention of having a very broad understanding of the events that occur inside the classroom and reflect on how students become

better learners. Action research is recognized as a cyclical process as illustrated in the following action research model (Ferrance, 2000).

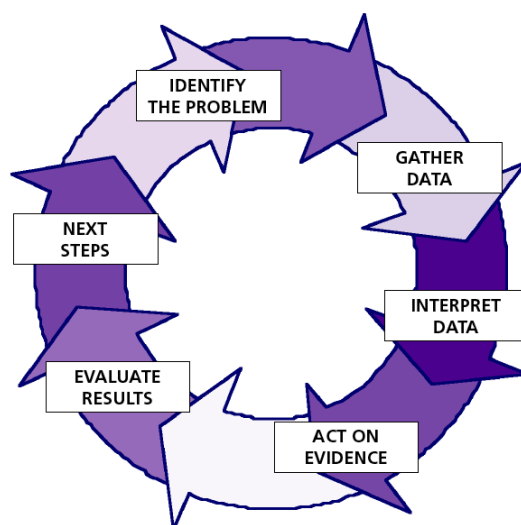


Figure 4. Action Research Cycle

Researchers' Role

The role of the researchers in this study was that of a participant and observer. Buner (1999) suggests that the very nature of action research, conducted, as it typically is, within a specific school or organizational context, implies that all teacher researchers are participants to some extent. Although, in practice, participant observation may mean adopting different levels of involvement in the research situation. In the case of the present study, the researchers assumed different roles during the implementation: as designers of activities, as trainers of the novel approach, as facilitators and encouragers of their participants, and finally as analysts of the gathered information.

Participants

This research project took place at five public educational institutions in different regions of the country with very similar needs. The teacher-researchers all had common interests and

concerns related to the weaknesses that learners showed in reading comprehension activities in primary, secondary and at the university level. It was thus decided to work collaboratively in the design and implementation of a CSR action research project in order to help learners become not only good readers but also self-directed learners. The research circle or team involved the following contexts and participants:

Context 1

- Universidad de Córdoba. Public University. Córdoba, Montería.

Universidad de Córdoba is a public university situated in Montería, Córdoba. The general aim of the Teaching Licensure Program is to provide learners with a set of elements (skills they need) that will allow them to interact inside and outside of the classroom in the target language as if they were using their first language and within real contexts. These students have classes eight hours a week. 90% of the class is focused on Grammar, Writing, Listening and Reading. There is a strong focus on both accuracy and fluency. Extra-activities and extra-materials are taken into consideration. 90% of the work is in the hands of the students as they are the main participants in their language learning process. The language teacher is a facilitator and a guide who provides learners with the necessary tools to achieve the goals proposed by the program.

This study was carried out with Communication 1 intact class with a group of twenty students; 12 males and 8 females. Students' ages ranged from 16 to 19 years old and they are currently at an initial stage of language acquisition. Based on the CEF descriptors, learners are in A1 breakthrough level which means that they can just recognize and understand basic vocabulary and sentences.

Students have an emphasis on the oral skills that allow them to interact inside and outside the classroom by using the target language as if they were using their first language and within real

contexts. However, students lack of reading habits and knowledge of reading strategies.

Furthermore, learners do not reflect on their own thinking patterns after doing a reading activity.

Context 2

- Colegio Codema IED. Public School. Bogotá -Cundinamarca.

The participants that took part in the research project were 37 eleventh grade students, 21 females and 15 males (1 intact class), ranging from 16 to 19 years old. Their English level is between –A1 to A1 according to the Common European Framework. Their language problems are related to lacking of vocabulary and thus, it is very difficult to comprehend texts. Two of their main interests are to speak more fluently and to develop efficient reading competencies so as to be able to do better in the state exam (ICFES), as the school's results are often very low. Students are eager to learn and make an effort to enhance their language skills because of the state exam and their future, especially the ones who want to continue studying. The English class is taught 3 hours a week. The methodology that has been implemented thus far is known as Project-work

It is important to note that these students, as in many other public school populations, can be considered vulnerable. Students sometimes have to do housework, prepare lunch and look after their younger siblings before going to school. Most of them come from broken families, have divorced parents or do not live with their birth families and instead live with stepparents and stepsiblings. This is a very difficult situation because they often lack affection in a big proportion; even so, they enjoy the time they spend in the school setting by making friends and learning new things.

Context 3

- Colegio Atenas IED. Public School. Bogotá, Cundinamarca.

Atenas is a very small school that attends approximately 1,200 students in its two shifts, from preschool to ninth grade. When students end ninth grade, they choose one of the schools in the district to finish their high school studies. The building is very old (almost 60 years) and it has never been remodeled, so there are many structural flaws and walls that are not very safe for the student community. The students only have one basketball court to play on, but it is forbidden to bring balls, as there is not much space, they could break a window or injure another student. This situation happens very often.

Nevertheless, teachers work with “specialized classrooms” where the students have to rotate instead of the teachers. They become more autonomous and feel more motivated as they are treated as independent learners. The English Language subject belongs to the Humanities Department, along with Arts and Spanish. Students from primary to sixth grade receive two hours a week and students from seventh to ninth grade receive three hours a week.

The group that participated in the research project was eighth grade. Their CEF level was A1. This group has 22; 14 females and 8 males. They like English classes but their communication skills are not good. Because of their low social and economic status, computer access at home is minimal, so the computers at school were used to develop the project

Context 4

- Institución Educativa Policarpa Salavarrieta IED. Public School. Sincelejo, Sucre.

The Institución Educativa Policarpa Salavarrieta is located in Sincelejo, Sucre. It has 2,720 students and it takes into consideration the standards for English learning and teaching and The Common European Framework. The syllabus is focused on grammar structures and the development of the four language skills in order to achieve the goals determined by the

Colombian National Ministry of Education. The school also has an agreement with an international foundation named Genesis Foundation from New York, which has donated many books and the English laboratory in order to have better resources for the acquisition of a second language. Every year they come to Sincelejo to check on students' progress.

The participants that took part in this study were 43 primary students from fifth grade, 32 females and 11 males, aged 10 – 11. They belong to a low socioeconomic class. They receive English classes three hours per week. They have a low English level (A1 according to the Common European Framework), especially with regards to the development of reading skills, but they are always willing to learn something new every day and they are motivated by the English classes. They work well when afforded the opportunity of utilizing different materials but have limited opportunities to carry out reading activities in English due to their difficulties and limitations in English vocabulary.

Context 5

- Institución Educativa José Antonio Galán. Public School. Medellín, Antioquia

This is a public school that assists students from lower economic class families from Comuna 3 (a Comuna is an urban distribution devised by the local government in order to group the different neighborhoods in the city). The school has about 1,300 students in primary and high school combined. The groups are made up of about 45 students and English classes are held 3 times a week. The methodology used is a combination between grammar based and the communicative approach. There have been some attempts to promote the use of the language through some small projects but unfortunately they have not been very successful. In general, the proficiency level of most students is very low (A1 according to the CEF) and the interest in the subject is minimal as well. The major concern of the school is the low scores students obtain

when they finish high school and take the ICFES examination. Therefore, this research project will be implemented with eleventh graders and will emphasize strategies to tackle the reading skill.

English is part of the Humanities area and it is considered as important as any other subject. The English curriculum is not well structured and indeed the institution is currently working on the organization of all the areas of knowledge according to the Ministry of Education policies. The school has some good resources that students and teachers can benefit from: there is a computer room with 20 desktop computers, 16 laptops and a smart board. There are also 4 tape recorders, textbooks and dictionaries. Our goal is to improve methodologies and promote the use of the L2 concept both inside and outside of the school context to improve the students' level of proficiency and their reading skills.

The research took place with a group of 43 eleventh graders; 19 females and 24 males. All the students belong to a low socio-economical stratum; they are students of all walks of life and they are facing a lot of social problems.

Instruments for Data Collection

The data collection instruments chosen for carrying out this research project were two (pre and post) questionnaires, a pre-test and a post-test, teacher's journals and students' learning logs. These instruments were designed to collect information in order to answer the research questions and took into account the objectives initially established.

Questionnaire:

The questionnaire was the first instrument used for gathering data (Appendix A). Two questionnaires were applied during the study, one before the implementation and the other at the end, and contained questions that aim to examine students' use of reading strategies and their

attitudes towards self-directed learning. Questionnaires are defined as “any written instruments that present respondents with a series of questions or statements to which they are to react, either by writing out their answers or selecting from among existing answers” Brown (2001 cited in Nunan 2009 p. 126). Also Nunan (2009 p. 153) highlights some of the advantages in using questionnaires, some of them are:

- Carefully designed questionnaires allow researchers to gather data about people’s attitudes, beliefs, and practices.
- Collecting data with questionnaires is more efficient than with interviews, and they elicit comparable information from a number of respondents.
- Respondents can complete questionnaires individually or in groups, with or without the researcher present.

Reading Test:

The second instrument that was used in this research was the reading test (Appendix B). A pre-test was applied before the implementation in order to have an initial record of the student’s reading comprehension level. After the implementation, students answered a posttest to verify the possible improvements in their reading proficiency by comparing results with the pre- test.

Teacher Journal:

The researchers used this instrument during the implementation inside the classroom, with the intention of indicating learners’ behavior, reactions and feelings towards the CSR approach, as well as the researchers’ thoughts pertaining to the events observed during the implementation (Appendix C). Burns (1999) expresses that journals provide continuing accounts of perceptions and thought processes, as well as of critical events or issues which have surfaced in the

classroom; “They contain more subjective and personal reflections and interpretations than the relatively formalized recording of notes” (p. 89).

CSR Learning Log:

Learning logs gathered information related to the manner in which students applied each reading and fix up strategy, how they worked cooperatively and how they were able to identify their weaknesses and strengths, enabling teacher-researchers to track students reading processes and progress and to establish whether they were accomplishing the proposed learning objectives. This instrument was used in two contexts, in group activities developed in the classroom and individually at home (Appendix D).

Data Collection Procedures

The pre stage

- First, learners signed a consent form in which they agreed to participate in the research project (Appendix E). The researcher explained to the class CSR’s main characteristics, instruments that were going to be used during the implementation, the number of sessions and how they were going to develop the activities
- Learners responded to a questionnaire of reading strategies to identify what kind of learning strategies they used inside and outside of the classroom.
- The researcher piloted the pre-reading comprehension test with a different group of learners to determine the reliability and accuracy of the test.
- An analysis of the pre questionnaire and the pre-reading test was made by the teacher-researchers in order to identify strengths and weaknesses of students related to the reading skills and to plan the intervention.

The while stage

- Introducing CSR in the classroom: Through an introductory workshop (Appendix F), the researcher explained the CSR stages, the fix-up strategies, cue cards, cooperative learning roles and the use of the learning log. After students had developed proficiency applying the strategies through teacher-facilitated activities, the teacher asked them to form heterogeneous groups giving them the learning log and the cue cards (Appendix G), explaining to them the steps to be followed to fulfill each role. Each student performed a defined cooperative learning role and they cooperatively implemented the strategies.
- The teachers continued with CSR implementation (Appendix H). Once the teachers had taught the strategies and procedures to the students, they began working in their cooperative learning groups. For each implementation a learning log was to be used.
- Continuous observations were made by the researchers and written down in the teacher's journal so as to describe learners' behavior, motivation, feelings and reactions towards the CSR approach.

The post stage

- The researchers piloted a post-reading comprehension test intended to determine whether learners had increased their level in reading comprehension (Appendix I).
- Learners took a final questionnaire to gather information about their perceptions and improvements in terms of knowledge and usage of self-directed reading strategies (Appendix J).
- At the end, there was a general wrap up activity, where the teacher and students talked about the Collaborative Strategic Reading approach learned during all the

implementation, and where they expressed their opinions about the experience of using a new methodology to improve their reading and learn English.

Validity and Triangulation

In research, validity has two essential parts: internal and external. According to Last (2001), internal validity encompasses whether the results of the study are legitimate because of the way the groups were selected, data was recorded or analysis performed. One of the ways in which this research study aimed at reaching internal validity was by making sure that testing was performed the same way at the beginning and at the end of the implementation, and that variables were accounted for in the analysis. External validity, often called “generalizability”, involves whether the results given by the study are transferable to other groups of interest (Last, 2001). Thus, taking into consideration that this study was conducted in five different contexts and regions of Colombia, it is possible to state that it has also reached external validity. The results also indicate that it may be applicable to other genders, racial or geographical EFL subgroups.

Triangulation was achieved by making use of a variety of methods or instruments so as to make sure the research question could be explored from different angles and perspectives and that the results were reliable.

Ethical Considerations

The current research study was carried out in educational contexts and it therefore involved communication with students, which means that it was essential that the researchers paid attention to ethical considerations. The researchers presented a complete description of the research objectives and benefits to the participants, clarifying their right to participate or not in the research study. It was carefully explained how researchers would handle identity privacy and confidentiality; that is to say, that they were going to use numbers instead of participants' real

names for the project, and that the research study was not going to have any effect on their grades.

To gain authorization to conduct the project, each researcher asked the Coordinator from primary school, high school and public university, respectively, to sign the consent letter (Appendix E) and in that way there was no need to ask students to sign essentially the same letter. Yet some researchers had students' parents sign the form as well as the participants were under 18.

Pedagogical Intervention and Implementation

With the intention of achieving the objectives proposed for this project, the research circle followed three reading stages as proposed by the CSR approach or model. This chapter will therefore provide a description of those specific pedagogical procedures as well as a description of the instruments and materials used.

Methodology

The following lesson plan (intervention 1) will show the methodology that was followed during each of the implementations. The researchers followed the stages proposed in CSR: Before reading: preview; during reading: clink and clunk and get the gist; and wrap-up: after reading. Learning logs were used to implement all the mentioned stages.

In the first part of the learning log, *before reading: preview*, students brainstorm prior knowledge and predict. Students look at headings, words that are in bold face or underlined; and pictures, tables, graphs, and other key information to help them do two things: (a) brainstorm what they know about the topic and (b) predict what they will learn about the topic (*Klinger et al., 2010; cited in Zainol, 2012, p. 192*).

Stage	Aim	Procedure	Time and interaction
Before reading: preview	To encourage students to use collaborative strategic reading to activate their prior knowledge.	<p>The teacher reminds students about collaborative strategic reading.</p> <p>Students brainstorm ideas about what they already know about the topic and what they think they might learn about it. To do that they look at the title and pictures.</p>	<p>5 min T-Ss</p> <p>20 min. Ss – Ss</p>

In the second stage and second part of the log, *during reading: Click and Clunk and Get the Gist*, students identify words or words parts that were hard to understand (named *clunks*). Students record the clunks they experience while reading in their learning log. And then by using a sequence of fix-up strategies they try to decode the clunks. These strategies are:

- Re-reading the sentence for key ideas
- Looking for context clues in the sentences before and after
- Looking for prefixes or suffixes.
- Breaking the word apart to find smaller words

After that, they need to recognize the general idea of each paragraph of the body of the text: *get the gist*. Students learn to ask themselves: What is the most important person, place, or thing? What is the most important idea about the person, place or thing? The teacher asks students to re-state in their own words the most important point of the text as a way of making sure they have understood what they have read. This strategy can improve students' understanding and memory. Students record their answers in their learning log. As students are

working in groups, the teacher's role is to circulate among the groups and provide ongoing assistance

Stage	Aim	Procedure	Time and Interaction
<p><i>During reading:</i> <i>Click and Clunk and</i> <i>Get the Gist</i></p>	<p>To engage students to work in smalls cooperative groups and to apply the four fix up strategies</p> <p>To encourage students to restate in their own words the main points of the text</p>	<p>Learners monitor their understanding of the text by identifying clunks in each of the paragraphs.</p> <p>Students identify clunks and use the “fix-up” strategies to figure them out.</p> <p>Students recognize the most important ideas for each of the main paragraphs of the text and write them in the learning log.</p>	<p>30 min</p> <p>Ss - Ss</p>

In the third stage and third section of the log, *wrap up: after reading*, learners construct their own questions to check for understanding of the whole passage and then summarize what has been learned. Students generate questions to ask other partners about important information from the passage they have just read. The teacher tells the students to use the following question starters to begin their questions: who, what, when, where, why, and how (the 5 Ws and an H) (Klinger et al., 2010; cited in Zainol, 2012, p. 192).

Stage	Aim	Procedure	Time and Interaction
<i>Wrap up: after reading</i>	To improve students' knowledge, understanding and memory of what was read.	After reading, students construct their own questions to check for understanding of the passage, answer the questions, and summarize what has been learned.	30 min Ss – Ss

These pre, while and after reading stages are enhanced by teaching students the importance of organizational planning, self-management and self-assessment strategies (Chamot, 1994). Organizational planning implies teaching students to plan how to accomplish their learning tasks. Self-management involves having them plan when, where and how to study. And self-assessment implies having them reflect on what they have learned, judging how well they have accomplished a task.

Therefore, in the final part of the learning log, *self-assessment*, students rate their own learning to determine if they succeeded or not in the use of the CSR model and if it improved their understanding of the text. It is important to note here that the researchers included this section of the learning log, while in the original versions of the learning log proposed by previous CSR users, this is not included.

Stage	Aim	Procedure Teacher and students activity	Time and Interaction
<i>Self-assessment</i>	To make students self-evaluate their own progress and reading comprehension	Students self-assess their performance based on specific items present at the end of the learning log	10 min Ss – Ss

Collaborative Work in CSR

The cooperative learning concept imbued in CSR promotes students to be active as well as cooperative in achieving common learning goals. This concept of collaboration, however, does not only promote academic achievement and social skills, but also helps learners reflect on their own reading process. Jacob et al. (1996 cited in Klingner & Vaughn 2000 p. 71) found that cooperative learning provided English language learners with a wide range of opportunities to acquire academic English. According to Klingner et al. (1998), roles are an important aspect of CSR because cooperative learning seems to work best when all group members have been assigned a meaningful task (p. 35). As a result, they proposed the following roles to work in every group activity:

• **Leader:** This student leads the group in the implementation of CSR by determining what to read next and what strategy to apply next. The leader asks the teacher for assistance, if necessary.

We know that today's topic is _____. Let's brainstorm and write everything we already know about the topic. Who would like to share their ideas? Now let's predict what we might learn by looking at the title, pictures, and headings from the reading.

Write your ideas in the preview section. Who would like to share their ideas?

• **Clunk Expert:** This student uses clunk cards to remind the group of the steps to follow when trying to figure out a difficult word or concept.

Did everyone understand what we read? If you did not, write your clunks on the learning log – during reading section. If someone has a clunk, go to Strategy 1 and reread the sentence. Look for clues to help you figure out the unknown word. Try Strategy 4 and break the word apart, looking for a word you might know.

- **Gist Expert:** Guides the group toward the identification of a main idea and ensures that the main idea contains the most important ideas without unnecessary details.

What sentence gave us the most important information in that paragraph? Let's think about some questions to check and see if we really understood what we read. What was one question that was answered? How can we rephrase the most important information in our own words, using as few words as possible?

- **Announcer:** This student calls on different group members to read or share an idea. He or she makes sure everyone participates and only one person talks at a time.

Who would like to share their best question? Who would like to read something they wrote on the learning log?

- **Encourager:** This student watches the group and gives feedback. He or she looks for behaviors to praise. This student encourages all group members to participate in the discussion and to assist one another. He or she evaluates how well the group has worked together and gives suggestions for improvement.

Two things I saw the group do really well were _____ and _____. One thing I saw _____ do especially well was _____. I would give the group a _____ for the "Consideration of Others" section of the Cooperative learning rubric (Appendix K) because _____. Is there anything that would help us to do even better next time?

“Roles are explicitly taught by the classroom teacher. Initially, students use cue cards with prompts that specify how to carry out the different roles. As students become confident in how to fulfill their roles, they are encouraged to set aside the cue cards to enable more natural discussion to take place” Klingner et al. (2000 p.74).

Materials

Different resources were used during the implementation, some of these were already mentioned above. The first didactic piece that was used was the introductory workshop. Through this workshop the CSR model was explained to students. During this initial week of the implementation, students had the opportunity to practice the four strategies involved in the approach as well as rehearse the roles they were going to take within the groups. Once the introductory workshop took place, the teacher-researchers implemented various reading tasks during their established data collection period.

Global Warming

Warming up ...

Scientists are saying that the earth is getting warmer. The earth's temperature—how hot or cold it is—has been rising, and the problem is getting worse. This is known as global warming.

The Greenhouse Effect

When sunlight reaches the earth, the atmosphere (which is the mix of gases around the earth) stops some of the heat from going back out into space. This is called the greenhouse effect. It is important for maintaining—carrying on—life on earth.

What are greenhouse gases?

Greenhouse gases are the gases in the atmosphere that actually trap the heat we get from sunlight. Carbon dioxide is one of the most important greenhouse gases.

So what is the problem?

Human activity (the things people do) is making levels of greenhouse gases in the atmosphere rise. Burning fossil fuels (like coal and oil) and cutting down trees are examples of this. It is making the earth warmer than it should be.

What could happen?

In the next hundred years, the earth could become a lot warmer. The ice at the poles, or the most northern and southern points of the earth, could melt. This will make the sea level rise and many cities could be flooded. Many kinds of animals and plants could become extinct—meaning they die out forever.

Figure 5. Reading Sample

These reading tasks fulfilled students' reading interests and the curricular goals of each institution. Every reading task was developed through the use of the leaning log. Every student in each group had his or her own learning log, although it was filled in cooperatively. In most contexts, each in-class lesson was accompanied by a reading task that ought to be carried out at home and for that purpose an independent learning log was also used. Students thus kept learning

logs for both in-class and independent reading activities and stored them in portfolios. During the in-lessons, other resources such as cue cards, role cards and fix-up strategies were used. The pedagogical intervention took place over four months where data were systematically collected (Appendix L).

Findings

Data Analysis

This chapter presents the approach to data analysis and the data analysis procedures followed in the research. The main purpose of this section is also to show the findings that came out after analyzing the information collected through the students' questionnaires, learning logs, teacher's journals, pre and post reading test.

Grounded Approach

Grounded theory is a data analysis approach developed by Glaser and Strauss (1967). It is a general methodology for developing theory that is grounded in data systematically gathered and analyzed (Strauss & Corbin, 1994). Grounded theory is a systematic and rigorous approach to collecting and analyzing qualitative data to enhance our understanding of social or psychological phenomena. **It is meant to be explanatory rather than descriptive.** The research that is grounded in behavior, words and actions in a specific context, *offers a plausible explanation of the phenomenon under study*. It develops and progresses during the research process due to the interaction between data collection and analysis phases. It is essential to note that the result of a Grounded Theory study is the generation of a theory, consisting of a set of reasonable relationships proposed among concepts and sets of concepts.

Moreover, it is claimed that grounded theory, which is inductively obtained from the phenomenon it presents, meets four criteria: fit, understanding, generality and control (Strauss and Corbin 1990). Fit requires that the theory fits the substantive data. Understanding entails that the theory be clear to all involved in the area of study. Generality entails that the theory is appropriate in different contexts. Control implies that the theory should offer control with regard to action toward the phenomenon. Grounded theory provides a systematic method involving

several stages that are used to ‘ground’ the theory, or relate it to the *reality* of the phenomenon under consideration (Scott 1996).

A significant characteristic of Grounded Theory is theoretical sensitivity, which refers to a personal quality of the researcher and that relates to understanding the meaning and subtlety of data. Theoretical sensitivity has been described by Glaser (1978) as the process of developing the insight with which a researcher comes to the research situation. Such insight should be conceptual rather than concrete. It is often referred to as an original aspect of Grounded Theory and involves the researcher working on the area to gain experience and expertise. By gaining theoretical sensitivity the researcher will be able to distinguish important data and devise conceptually dense theory.

In Grounded Theory the analysis of data collected in research is often referred to as ‘*coding*’. Data is coded in a different way depending on the purpose of the data and the stage of the project. Strauss and Corbin (1990) mentioned that three stages of data analysis are involved in Grounded Theory. These are open coding, axial coding and selective coding. Open coding is seen as the process of selecting and naming categories from the analysis of the data. It is the first stage in data acquisition and relates to describing overall features of the phenomenon under study. Variables implicated in the phenomenon are recognized, labeled, classified and related together in an outline form. The properties of a category are described at this stage. Axial coding is the next stage after open coding. In axial coding, data are joined together in new ways. This is achieved by using a system of coding that seeks to identify causal relationships between categories. The aim of the coding paradigm is to make explicit connections between categories and sub-categories.

Selective coding, according to Strauss and Corbin (1998), is the “process of integrating and refining the theory” (p. 143). To accomplish this final task, the analyst selects a core category and then relates all other categories to the core as well as to the other categories. Selective coding is similar to axial coding, in which the categories are developed in terms of their properties, dimensions, and relationships, except that the integration occurs at more abstract level of analysis (Strauss & Corbin, 1990). Strauss’s use of selective coding should not be confused with Glaser’s. Both processes, nevertheless, do focus on selectively coding around a core variable that has been identified in the data.

Considering these stages, Grounded Theory by Strauss and Corbin, (1994) was chosen as the most convenient approach since it is a general methodology for developing theory that is grounded in data systematically gathered and analyzed. The data analysis procedure in this study permitted the researchers to make use of a series of codes that emerged from the analysis of different instruments in which both, researchers and students’ behavior and actions were analyzed.

Data Management

The researchers started the implementation in June 2012. Six activities in general were implemented; the researchers worked 2 hours per session approximately. As mentioned before, pre and post reading tests and questionnaires as well as learning logs and journals were used. The pre-questionnaire was piloted with students from other classrooms and it included 21 sentences related to perceptions, feelings and behaviors towards reading; each sentence had five options followed by an adverb of frequency from never to always. The post-questionnaire aimed to find information about the effect of the implementation in learners’ reading comprehension

and self-directed learning in a collaborative strategic reading setting. Information from both questionnaires was saved in physical and digital folders.

The researchers also numbered and stored in physical folders all of the in- class learning logs (corresponding to the introductory workshop and the six activities implemented). In regard to the independent work, it is important to note that participants were given different web resources so that they could autonomously choose texts according to their likes and interests and fill in the corresponding independent learning log at home. These logs were also analyzed, numbered and stored in physical folders.

For both the pre and the post-test, participants took the Key English Test (KET) for schools from the University of Cambridge or an adaptation of it. In one of the contexts, students took a test that contained elements from both the Movers and Starters Test, also from University of Cambridge, due to the age of the participants (10-11 years). All the pre-tests were piloted with students from different classrooms in order to know if instructions were clear enough, and if the tests were easy to follow and concise. As noted in the research design chapter, the post tests were applied in order to establish whether students had improved their reading performance. Information coming from both tests were recorded and analyzed in Excel files and stored in digital folders.

Finally, a teacher's journal was used to reflect on the six activities implemented. The teacher's journal was written down immediately after each session. Essential information from the class was written down so that the researchers could reflect upon students' behaviors during class and their attitudes towards the implementation. Each journal was stored in a digital file with the corresponding dates and the chronological order of each activity implemented.

Data Reduction

Since the current study aimed to support the development of reading comprehension in English through the implementation of Collaborative Strategic Reading (CSR), it included both quantitative and qualitative data. The two questionnaires and two reading tests that were administered before and after the implementation constituted the quantitative data, while the in-class and independent learning logs as well as teacher's journal constituted the qualitative one. Once statistical information was retrieved from questionnaires and tests, Grounded Theory was used in the analysis of qualitative information.

The researchers began the analysis of data by exploring the information students had provided in the initial questionnaires and the scores obtained in the pre reading test. Then, they analyzed what students had written in the learning logs and what was reported in the teacher's journal. And finally, they analyzed the information that had emerged from the final questionnaires and the scores obtained in the final reading tests and established comparisons. During the analysis of each instrument, the research questions and the research objectives established at the beginning of the study were taken into consideration.

During the analysis of quantitative data, the questionnaires and reading tests were analyzed. The initial questionnaire and reading test were analyzed before the implementation and the final questionnaire and reading test once the implementation was over. The researchers used the information that emerged in the pre questionnaire and test to design the materials for the implementation. To do quantitative analysis, various steps were taken. First of all, numeric information coming from each of the questionnaire items was recorded in Excel tables (e.g. as in the initial questionnaire there were 21 items, so a 21-row chart was designed). As most of the questionnaire items were designed as Likert Scales, the researchers followed a tally-marking

process to identify the option (never, sometimes, etc.) students had selected for each of the items and how many students had selected the same option. The following table (Table 1) is a sample of the analysis of one of the sections of the final questionnaire in one of the contexts and it explains more clearly the way in which answers were recorded.

Part 1. Final questionnaire table

Question	Never	Occasionally	Sometimes	Usually	Always
Q ₁	0	0	2	6	9
Q ₂	0	0	0	7	10
Q ₃	0	0	3	4	10
Q ₄	0	0	1	6	10
Q ₅	0	0	2	1	14
Q ₆	0	1	7	6	3
Q ₇	0	0	1	9	7
Q ₈	0	1	1	4	11
Q ₉	0	0	0	6	9
Q ₁₀	0	1	1	10	5

Table 1. Final Questionnaire. Part 1. Context 1. Universidad de Córdoba

After this recording process was done, pie charts were drawn for each of the items/questions of the questionnaires in order to obtain visual and statically information (see Figure 6):

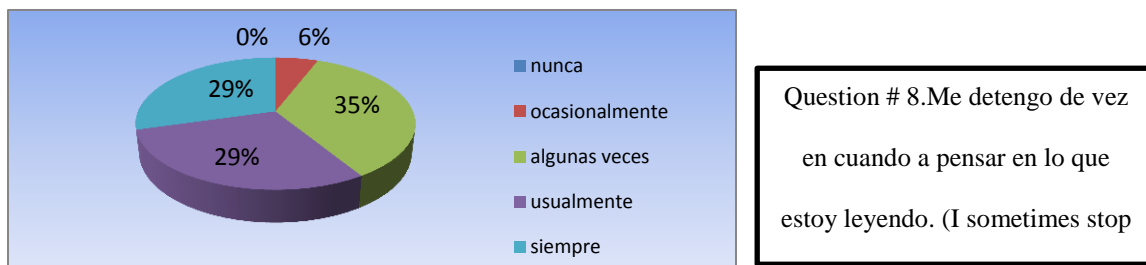


Figure 6. Analysis of Question 8/ pre-questionnaire. May 2012. Context 1. Universidad de Córdoba.

Also, memos were written next to each pie chart so as to add the reflections and the interpretations of the researchers (Figure 7). The researchers decided to analyze the questionnaires in this way in order to thoroughly process and interpret the data.

It is noted that a high percentage of participants use reading strategies. An evidence of that is the number of the students in the answers “always” and “usually” in most of the questions exceeding the 50%. However, it is observed that most of the answers in questions 9, 11, 19 and 21 were “sometimes”, “occasionally” or “never”. It shows that those reading strategies are little used by the students so they need to be fostered in the classroom because they are important for enhancing reading comprehension.

Figure 7: Reflective Memo of one the items of the pre-questionnaire. Context 4. Colegio Policarpa Salavarrieta.

Finally, the overall performance results obtained by students in the pre-test and post-test were processed by creating information tables and comparative charts as shown in table 2 and figure 8.

Grades from 0 to 5	Number of students that got the grades
0-1	2
1-2	4
2-3	6
3-4	4
4-5	4

Table 2: Results Pre-Reading Tests. Context 1. Universidad de Córdoba.

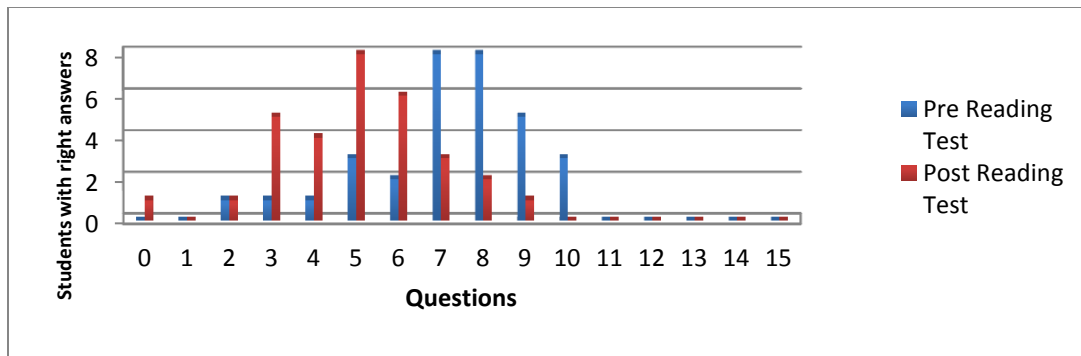


Figure 8: Pre and Post Reading Tests Results. Context 2. Colegio Codema.

Alongside the second stage of the data analysis process, qualitative data were examined. The researchers proceeded to analyze the qualitative information obtained in the learning logs and teachers' journals. They did so by recognizing similar comments or patterns that could help them come up with an answer for the research questions.

During this data analysis process, the researchers followed a variety of coding procedures which represent the operations by which data were broken down, conceptualized, and put back together in new ways. They followed: open coding, axial coding and selective coding. As argued by Corbin & Strauss (1990), coding is the central process by which theories are built from data.

In the open coding procedure, the researchers designed charts and matrices where they were able to organize the data and start looking for key codes or themes. Throughout the analysis of the learning logs and journals, memos were also written in order to reflect upon the most relevant aspects of each of the codes that had emerged during the open coding stage.

The learning logs and teachers' journals were labeled and analyzed by taking into consideration the following steps: 1) Instruments were read and marked (by circling or highlighting) sections of the text that provided relevant information. 2) A master list was then designed in order to write down all the codes that emerged during the analysis of the instrument. To do that, the analysts re-read the data carefully and circled what seemed to be key terms or key

events or actions. A short note or statement of what these events meant was also written next to the marked sections. 3) After this initial coding list was created, the codes were reapplied to new segments of data each time an appropriate segment was encountered and each code was given a number and a color in order to differentiate them. As part of this step, the researchers designed information tables where they were able to write the name of the preliminary code or theme and record how often it appeared in the data (See figure 9).

Emerging Code	Code Notes	J1	J2	J3	J4	J5	J6	J7
Teacher's Role as a Facilitator (TRF)	When the teacher explains what to do and helps students clarify doubts. Also, when the teacher facilitates the reading process and group work. Finally, teacher's talking time.	10	7	4	5	6	4	1
Teacher's Role as an Encourager (TRE)	The teacher encourages students to do an activity either in-class or at home independently.	1	5	2	2	3	1	1
Teachers' Actions Taken (TAT)	This refers when the teacher does a specific action related to classroom organization, time management, giving feedback and having students self-assess.	4	10	7	3	2	2	2
Teacher's Feelings	When the teacher shows feelings such as anxiety, happiness, expectancy, concern, motivation and demotivation.	7	3	4	3	5	3	3
Students' Attitudes showing Reluctance (SAR)	When students are not motivated enough to do an activity.	1	2	4	1	0	0	1
Students' Attitudes showing Interest (SAI)	When students are motivated enough to do an activity.	3	3	3	2	3	2	2
Reading Process	The management students do with the learning log and the texts presented per se showing comprehension.	8	8	10	5	5	5	4
Interactions (I)	This code is related to students working cooperatively, assuming CSR roles and solving difficulties as a group.	0	3	3	4	4	4	4
Independent Work by Groups (IWG)	When students work independently in their group learning logs and they show they are becoming disciplined and committed learners.	0	1	4	4	5	5	5

Figure 9. Matrix used to analyze teachers' journals. Context 2. Colegio Codema.

In the analysis of the group or independent learning logs, a code note was also written in order to record what those codes meant. The chart below is a sample of the analysis of one of the in-class learning logs (figure 10):

CODES	OPEN CODES	IMPLEMENTATION	GROUP 1	GROUP 2	GROUP 3
	Use of mother tongue	1	X	X	X
	Use of CSR strategies	1	X	X	X
	Scaffolding skills	1		X	
	Self-assessment	1	X	X	X
	States (Confidence, motivation)	1	X	X	X
	Learners' Behaviors	1	X		
	Recycling vocabulary	1			

Figure 10. Learning Log's Analysis Matrix, Implementation 1. Context 3. Colegio Atenas.

In the second part of the analysis of the qualitative data, the researchers carried out *axial coding*, which means that data were put together in new ways by making connections between categories and sub-categories. To do this, the researchers took into account the conditions that gave rise to the categories.

Finally, *selective coding* was conducted. During selective coding, a core category was identified; the selection of this core category led the researchers to better represent the phenomena under study as well as answer the research question. It is necessary to highlight the importance of doing open, axial and selective coding thoroughly and systematically in order to

develop solid theory. The following section describes thoroughly the subcategories and core category that emerged from the analysis of the instruments in all the five contexts.

Findings

By making deep reflections, comparisons, and line by line analysis; and by going forwards and backwards into the data, it was possible for the researchers to positively answer the proposed research questions: *To what extent does the use of Collaborative Strategic Reading foster reading comprehension in English language learners? How does the use of this approach facilitate and enhance language learners' self-direction?*

As previously mentioned, all the researchers analyzed both quantitative and qualitative information present in all data. Once these different data analysis stages had concluded, they were able to come up with a core category and some subcategories so as to answer the research questions. In all the five contexts all the core categories were linked to two main concepts: *Reading Comprehension and Self-Direction*.

These concepts are linked to aspects such as students' reading performance, their efficacy in their metacognitive process, and the scaffolding and high-quality interaction that took place during their cooperative reading process. The emerging categories revealed important insights about the implementation of the CSR model and students' reactions towards the cooperative learning process, aspects that were evidenced in the learners' learning logs, pre and post questionnaires, pre and post reading comprehension tests, and the teacher's journals used during the implementations.

As all the reading tasks developed within the classrooms were designed to be done cooperatively, they activated learners' background knowledge and promoted cooperative work, motivating students to self-direct their work. This systematic cooperative work helped students

develop certain thinking skills like remembering terms, extracting and summarizing the main ideas of a text, and/or paraphrasing (Bloom, 1956). This cognitive process also made learners aware of the importance of reading comprehensively and it activated their motivation and their need of self-direct their learning.

The way cooperative work, reading comprehension and self-direction came together in each context can be seen in the figure below. Figure 11 shows the visual displays that were created by each researcher in order to represent the core category and categories that emerged after data analysis.

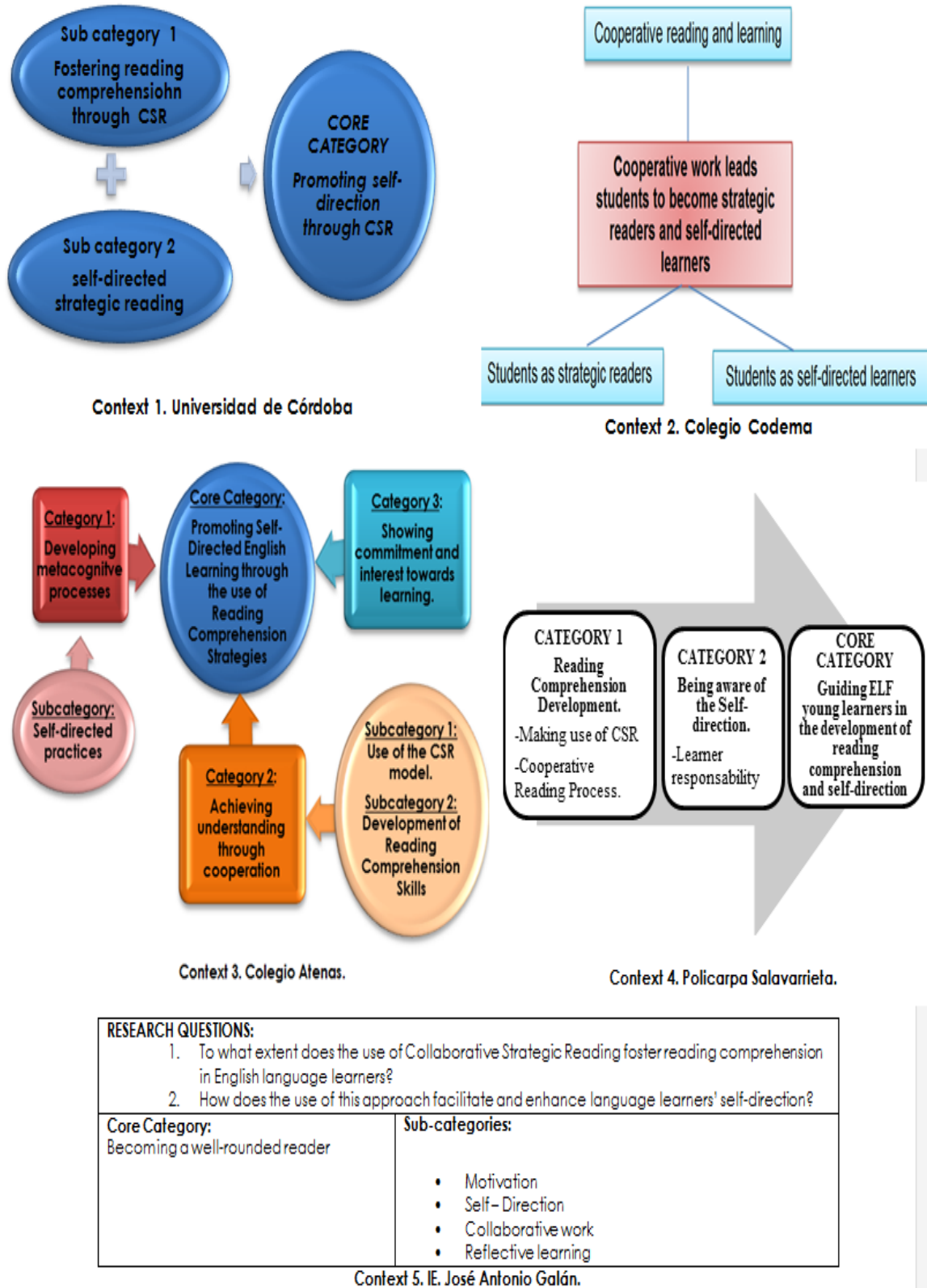


Figure 11: Categories displays by context.

By looking at figure 11, it can be observed that there are far more commonalities than differences in terms of the findings obtained across the five contexts. The fact that results are just slightly different indicates that the implementation of a CSR model does bring about positive results in EFL learners of different ages and educational levels or backgrounds, but also that a rigorous and systematic research design and pedagogical intervention were conducted across all contexts and that the constructs present in the research questions guided all researchers' data analysis process.

The following table explains the different categories that were found through all the different contexts:

Categories by Context	Definition	Resulting Collaborative Finding
<ul style="list-style-type: none"> Fostering reading comprehension through CSR (context 1) 	This aspect refers to the results that indicate the significant improvement on students' reading performance. Learners learned to supervise their own reading practices and make use of a range of strategies.	Improving Reading Performance through Cooperative Work.
<ul style="list-style-type: none"> Cooperative Reading and Learning 	This subcategory specifically indicates how students, by working in groups, learned to understand texts better (Zainol, 2012). The methodology implemented for the project was <i>Collaborative Strategic Reading (CSR)</i> . CSR has two components, <i>cooperative learning</i> (groups of 5 people approximately) and <i>reading strategies</i> (Preview, Click & Clunk, Get the Gist and Wrap Up).	
<ul style="list-style-type: none"> Achieving understanding through cooperation (context 2) 	This aspect deals with the experiences learners go through as they work cooperatively. They are able to assume the CSR roles effectively, to follow the stages suggested by the CSR model, and to develop an organized work plan to achieve reading comprehension through their ability to support each other in order to accomplish a specific learning goal.	
<ul style="list-style-type: none"> Reading comprehension development and Cooperative Reading Process (context 3) 	In this part, students are able to reach the most important objectives of CSR by maximizing their interaction through the different roles assigned into the group, constructing meanings and reading interpretations collaboratively and clarifying ideas by negotiating and learning from their social context.	

	Learners use properly their metacognitive skills needed to have a better reading comprehension. They know when, how and why to use the fix up strategies effectively to fix comprehension problems.	
<ul style="list-style-type: none"> • Collaborative work (context 5) 	In this category learners learn how to work together cooperatively and with a specific learning goal, showing great attitudes, behaviors and participation in class, improving their reading skills, their sense of self-direction and as a consequence, their learning of the English language through these strategies.	
<ul style="list-style-type: none"> • Self-directed Strategic Reading (context 1) 	Students learned to take the risk of doing things by themselves and became more efficient learners, depending more on their own work rather than having to wait for the teacher to provide them with answers to their problems. The teacher therefore acted as a guide, a facilitator that encouraged students to take control over their own learning.	<p>Monitoring and Assessing students' own Learning Process</p>
<ul style="list-style-type: none"> • Students as self-directed learners (context 2) 	In this subcategory it is shown how students started the intervention by having or displaying little self-direction and how they allowed the researcher to see that at the end they could do tasks on their own. As Knowles (1975) states, SDL is a process in which individuals take the initiative, with or without the help of others, to diagnose their learning needs, formulate learning goals, identify resources for learning, select and implement learning strategies, and evaluate learning outcomes. For this project, there are two components that made it possible for students to become self-directed learners, first, teacher's guidance and modeling and second, students' commitment.	
<ul style="list-style-type: none"> • Self-directed practices (context 3) 	This category indicates how the use of a set of (prior and fix-up) strategies implemented regularly and properly allows learners to scaffold their reading skills and therefore gain a good understanding of texts. Learners are able to follow a staged and systematic process that enable them to notice how to access to new information by themselves without much help from the teacher and make them aware of the fact that their reading comprehension skills are improving with each session.	
<ul style="list-style-type: none"> • Learner responsibility (context 4) 	Regarding this subcategory, learners work adequately together on problem-solving activities by negotiating meaning, construct knowledge, resolve linguistic problems	

	<p>cooperatively and monitor their own reading and learning process.</p> <p>Learners are capable of working on their own with more independence and with more responsibility for their learning as they work in small groups or independently. They develop appropriately CSR activities (in groups) and rely on their own knowledge and that of their partners (rather than the teacher) in order to fulfill the tasks. They identify the principal issues to work in an autonomous way by using various strategies and actions.</p>	
<ul style="list-style-type: none"> Motivation and Self-direction (context 5) 	<p>Students' <i>motivation</i> has to do with students' desire to participate in their learning process and the activities of the implementation. <i>Self-directed</i> learners is related to students attempting to gain new skills, knowledge, and attitudes to improve their work performance, working <i>collaboratively</i> with others (people and resources) and selecting strategies skillfully and with initiative.</p>	
<ul style="list-style-type: none"> Students as strategic readers (context 2) 	<p>This subcategory seeks to present how students learned to be strategic readers. Different aspects related to strategies use are mentioned here, such as how students learned to predict by looking at titles and images, and how much they could understand the general idea of a text. Also, to what extent they learned to use a wider range of reading strategies in order to comprehend better. Furthermore, to demonstrate that they became strategic readers, there is also evidence that indicates students learned to use their prior knowledge and that they were able to paraphrase information in L2. According to Grabe (2009) and McLaughlin (2012) all of the aforementioned aspects are characteristics of a strategic reader.</p>	<p>Showing Commitment and Interest towards Reading and Learning.</p>
<ul style="list-style-type: none"> Making use of CSR (context 4) 	<p>In this subcategory, learners with the help of their teacher and classmates, become proficient in the use of a pre-established set of reading comprehension strategies while reading in small groups. They are capable of using different strategies to fix their comprehension problems and apply them in new reading situations. They also progressively develop a more extensive reading vocabulary and become more competent in using context clues.</p>	
<ul style="list-style-type: none"> Reflective learning (context 5) 	<p><i>Reflective learning</i> is important to make students more conscious of the process they go through acquiring skills in reading comprehension</p>	

Table 3: Categories by context and its definitions.

In consequence, this findings section will first present all the common results that emerged across all five research projects and then all the differences or results that were particular to some contexts, rather than displaying findings context by context. First of all, let us discuss the similarities among the supporting categories of each of the contexts. As a result of the data analysis processes conducted by all the researchers, three main findings linked to the benefits of implementing CSR in the classroom emerged. Data analysis confirmed that: a) Reading performance can be improved through cooperative work, b) Students show more commitment and interest towards learning when participating in a CSR classroom, and c) Self-direction can be fostered through the development of monitoring and self-assessment tasks. These findings will be explained in what follows.

Improving Reading Performance through Cooperative Work.

It was interesting to notice that data revealed that the adoption of the CSR was very appealing and effective for students from the beginning of the implementation in all five contexts. This was so as the model helped learn how to access and understand new information and how to cope with reading problems by themselves. Students became aware of the fact that their reading comprehension skills could improve if they used reading strategies and that they could certainly scaffold their reading performance through cooperative work. Most researchers were also able to confirm through pre and post testing that students' overall reading performance had increased after the implementation. To illustrate the latter, some samples of the pre and post-tests results comparative charts is provided (figure 12):

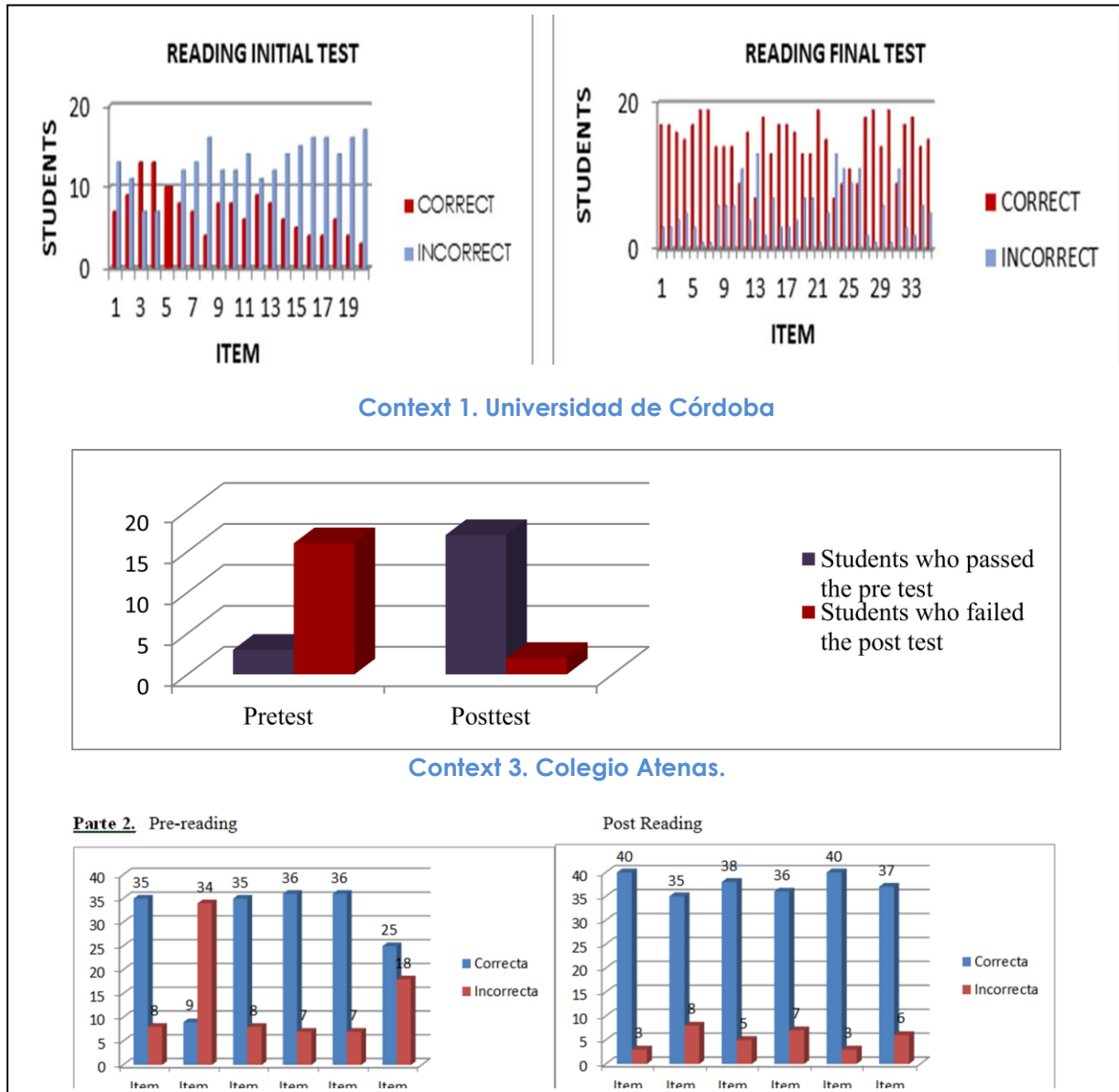


Figure 12. Results of pre and post tests in three of the contexts.

The graph above displays that after the whole period of implementation, there was a substantial change in participants' reading performance as a result of the stringency of the

stages involved in Collaborative Strategic Reading (CSR), an approach that aims to teach students to use comprehension strategies while working cooperatively.

As previously stated, CSR is an approach where reading comprehension strategies work closely with cooperative learning and come together in an instructional environment in which learners, with the help of their teacher and classmates, become proficient in the use of a pre-established set of reading comprehension strategies while reading in small groups. Zoghi, Mustapha, Maasum and Nor (2010) indicate that many approaches to reading strategy instruction, including CSR, tend to focus on a few reading strategies in order to be successful.

Basically, CSR comprises four key reading comprehension strategies: (a) the preview strategy, to activate background knowledge and make predictions prior to reading, (b) the click and clunk strategy (as fix-up strategy), to monitor reading and enhance vocabulary development during reading, (c) the get-the-gist strategy, to identify main ideas while reading, and (d) the wrap-up strategy, to summarize key ideas and to generate questions about the text. The following excerpts indicate how the use of reading strategies helped students improve their reading performance, they were originally written in Spanish but the English translation is also provided:

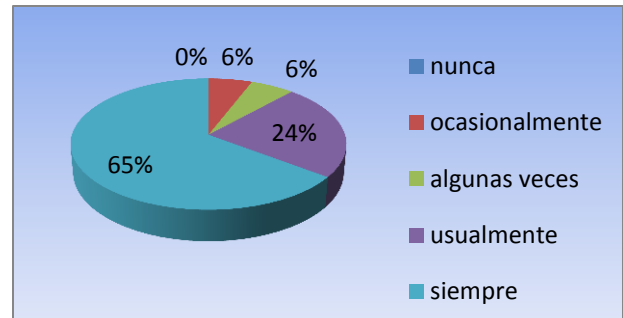
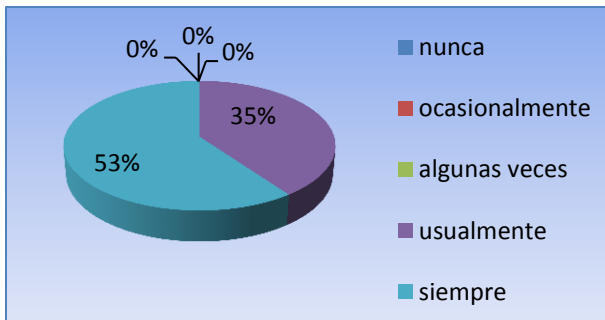
“Aplicé estrategias de la clase, entendía con facilidad la idea general y por ello mi comprensión de lectura mejoró”. (I applied the strategies in class, I understood the general idea of the text easily and due to this, my reading comprehension improved).

“Antes me tocaba buscar en el diccionario y ahora con las tácticas que me enseñaron es mejor”. (Before the implementation, I had to look up for words in the dictionary and now with the tactics I have been taught, it is better)

“Gracias a todos los clunk he podido mejorar mucho el inglés. A la final no estuvo tan difícil, al contrario cada vez más fácil”. (Thanks to all the clunks, I have been able to improve my English a lot. At the end it was not that hard, on the contrary, it was easier each time).

In most of the aforementioned excerpts the word “improvement” is implicitly and explicitly stated, which indicates that improvement was actually achieved from the perspective of the learners. It is clear that participants were able to understand texts in a better way thanks to the use of reading strategies. During the interventions, the researchers, by following the CSR directions, instructed participants in a wide range of strategies that they could use when approaching a text so as to be able to actually solve comprehension problems more effectively. Throughout the implementation, students were also able to internalize the strategies present in CSR and once they learned about them, they started to use them on a constant basis, as it can be seen below:

Q#8. Aprendí nuevo vocabulario mediante el uso de las Fix Up strategies cuando no entendía una palabra



Q#9. Usé el contexto para ayudarme a comprender el significado de las palabras desconocidas

Figure 13. Context 1. Universidad de Córdoba. (Post-questionnaire, September)

According to the previously presented questionnaire results, it can be inferred that by fostering the use of reading strategies, students learned to self-monitor and control their understanding about unknown words. As a result of their participation in CSR, students learned to identify the most important person, place, or thing (noun) in a text, to re-state the main ideas of the text in their own words, and to summarize and create questions so as to ensure understanding and recall. It can also be stated that there was a significant difference between students' answers in the initial and final questionnaire. Students hardly ever used reading strategies before the implementation, perhaps because they did not know about them.

As previously noted, CSR combines direct strategy instruction with active cooperative work. According to Palincsar and Brown (1984 cited in Fan 2009 p.6), the instructional framework of CSR is based on the assumption that reading comprehension can be promoted and reinforced through peer collaboration and the application of reading strategies. It means that cooperative group work has many of positive effects in students' learning practices. In the following excerpts, learners' opinions about working cooperatively are presented:

T= ¿Te gusta trabajar en grupo? (Do you like working in groups?)

S4= "Me gusta trabajar en grupos porque siempre que tenemos dificultades o que algunos no entienden y como algunos saben más podemos ir aprendiendo. (I like working in groups because each time we always have difficulties or some of us do not understand the readings and as some others know more, so we can all learn together).

S5= A mí me gusta trabajar en grupo porque nos ayudamos unos con los otros. (I like working in groups because we can help each other).

"Todos cooperaron de forma activa y desempeñaron su rol efectivamente" (They all cooperated in an active form and performed their role effectively)

“Que de pronto si había alguna palabra desconocida todos ayudamos para entenderla y trabajamos juntos” (If suddenly, an unknown word appeared, we all helped to understand it by working together)

Students declared that working in groups helped them enhance their use of reading comprehension strategies, and that interacting with others helped them develop their language learning and cope with some difficulties related to class activities. The excerpt below illustrates the impact that scaffolding had in students’ reading process:

“One clunk expert told me that the group had figured out most of the words easily and that if a member of the team didn’t understand, the rest of the group easily helped him/her to use the fix up strategies. Not only the clunk expert took part in the reading process but the rest of the group members also seemed willing to work and help each other. Even though each student had his/her role, they assisted their partners when it was necessary”

From these notes, it can be evidenced that students helped each other by providing scaffolding and by being committed towards their partners’ reading process. Researchers observed that they could comply with their roles, follow leaders’ ideas, have a consensus about the meaning of a word and understand how to fill out the learning log by negotiating ideas among them; aspects and attitudes that can definitely be considered as effective “Collaboration”. Collaboration in this study is defined “as a process in which two or more learners need to work together to achieve a common goal, usually the completion of a task or the answering of a question” (Benson, 2001).

Collaboration is manifested in the actions a learner takes when working with others and can be evidenced, for example, as the willingness to listen to others’ ideas, suggestions and opinions so that they can be discussed and integrated into further actions. In the present study, learners worked *collaboratively* with classmates and other groups and were able to learn that through *collaboration*, not competition, they could work together to reach a common learning goal. The researchers evidenced the positive effect this strategy had on the students in terms of the quality of the experience and their active involvement in the activities planned for the lessons in both in the post questionnaires and the learning logs. Figure 14 illustrates the analysis done by one of the researchers in terms of the strengths participants identified during the implementation and which were reported in the questionnaire:

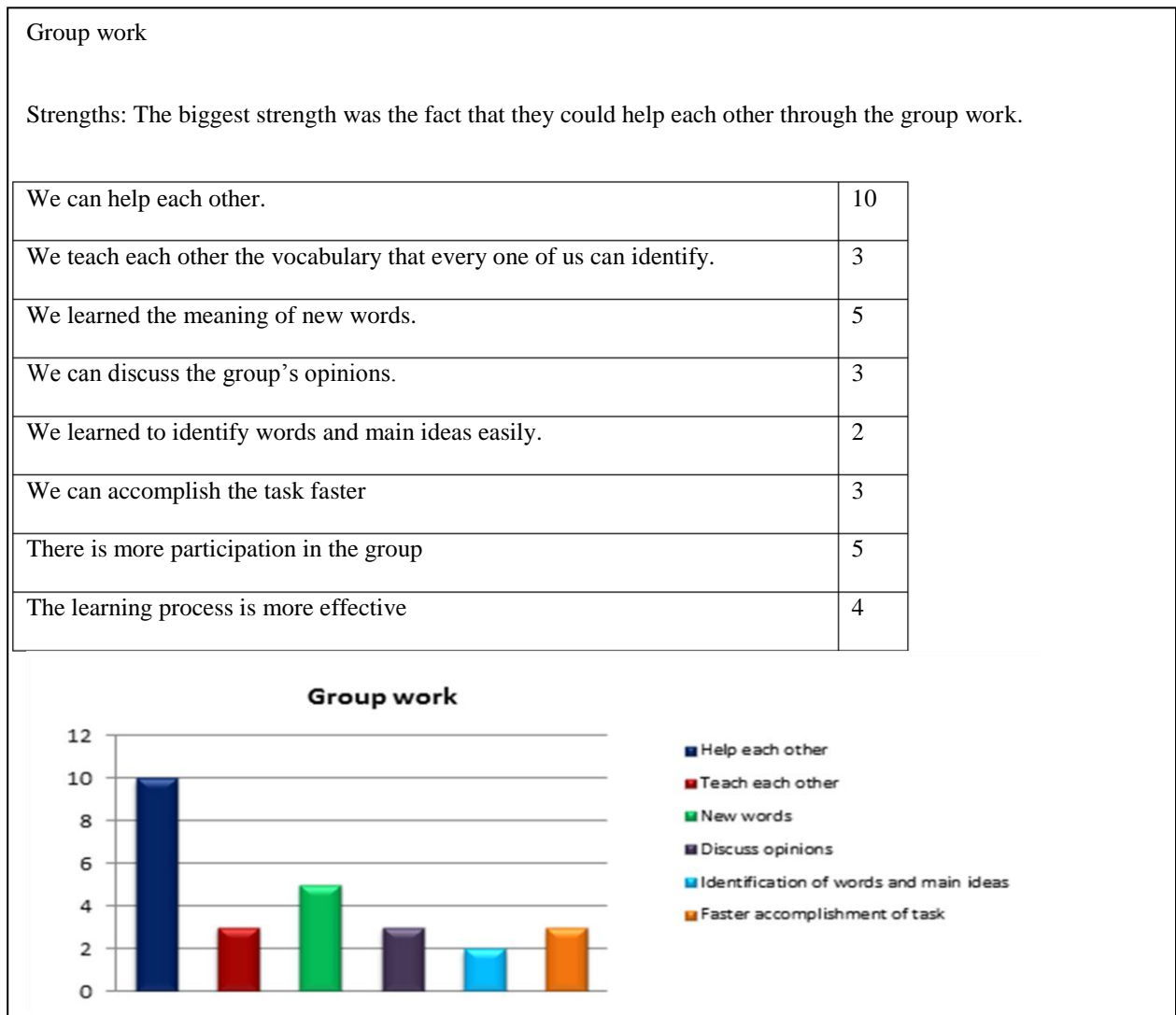


Figure 14: Post questionnaire about group work. Context 5. Colegio José Antonio Galán

Although some students preferred to work alone, most of them were engaged in group work and were comfortable with the dynamics of such work. One of the advantages they found was sharing knowledge and work load so things were done easier and faster. Students negotiated with others all aspects of the tasks. A major assumption underlying this study and supported by the literature is that collaboration is a positive force in learning as it provides opportunities for the negotiation of meaning and scaffold learning, which in fact helps learners become strategic readers.

As stated by Grabe (2009), “the strategic reader is one who automatically and routinely applies combinations of effective and appropriate strategies depending on reading goals, reading tasks and strategic processing abilities. The strategic reader is aware of his or her comprehension effectiveness in relation to reading goals and applies set of strategies appropriately to enhance comprehension of difficult texts” (p.222). CSR allows students to become strategic readers as they learn to share with others their knowledge about strategies and reading. This knowledge turns into collective shared knowledge that is internalized by each of the members of the group, allowing them to cope with reading tasks in a more effective way than when working alone.

All in all, data results indicate that students significantly improved their reading performance as they learned to supervise their own reading practices and make use of a wide range of strategies through teamwork. In this group work process, students were encouraged to identify their learning needs, formulate learning goals, identify resources for learning, select and implement learning strategies, and assess their own learning outcomes. As a result they learned to become self-directed readers and learners who developed interest in learning, as will be stated in the next section.

Showing Commitment and Interest towards Reading and Learning.

After long reflections and reading of data sources, motivation was identified as a truly important aspect in the implementation of the CSR approach and learners' self-direction process. It is clear that students usually like working together but they do not always know how to do so or what their learning objective is. During the project, however, learners showed positive attitudes towards CSR and an outstanding participation in class, which let them improve not only their reading skills, but their sense of self-direction and as a consequence, their learning of the English language.

Since motivation is a key factor in education and second language learning in particular, it probably comes as a one-word answer to the famous question posed by Gardner and Lambert 50 years ago: "How is it that some people can learn a foreign language quickly and expertly while others, given the same opportunities to learn, are utter failures?" (Gardner & Lambert, 1959). Researchers have come to define motivation as the desire, need and energy to learn, yet in its absence, no learning seems to take place. When students invest their desire, need and energy successfully on goals that they themselves have chosen to pursue, lessons become more purposeful and enjoyable. In the present study, students themselves discovered their own ways to experience language lessons that fit their goals in a progressive way.

One of the aspects that revealed motivation in participants was that they showed interest about the implementation of the CSR model. To illustrate this point, the excerpt below is shown:

"Me da miedo porque de pronto lo hago mal, pero yo sé que si aprendo el método nuevo puedo mejorar. Ya quiero saber cómo se hace para empezar a aplicarlo". (I am scared because I may do it wrong, but I know that if I learn the new method, I can improve. I already want to know how to implement it to start doing it).

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judiciously and creating a cooperative environment where not only the teacher was the guide, but each student too.

Learners also showed they were motivated when they had to assume a specific role within the group. Some of them expressed that they felt they had been taken into account for the first time:

“Me sentí importante porque yo tenía que responder por los clunks y todos me ponían cuidado”. (I felt myself important because I had to find the clunks and everybody was paying attention to my job).

Assuming the CSR roles was an important aspect for the participants. The fact that they were responsible for some specific tasks within the groups made their participation increased, as well as their self-esteem. The idea of taking on a role and being in charge of something important within the group was not common for them before; therefore, when they started feeling important, due to the role assigned previously, they engaged even more with the model and with their English learning, so their motivation started to increase, as it is illustrated in the following excerpt:

“Dudaba de mi pero ahora no y leo mucho en Inglés”. (I was not sure about my performance in English before; instead I read a lot now)

Context 3. Colegio Atenas. (Excerpt 5. Post-questionnaire. Student 8. 22 October

The above data samples show how important it is to have learners assume learning roles in the classroom. CSR is a method that offers a new learning option for learners and that is the

reason why participants started changing their attitudes towards reading and learning; they found that CSR could offer them appealing tools to work with other partners, achieve recognition, and learn at their own paces rather than at pace set by a teacher in the conventional teacher-centered classroom.

Another way in which the present research study aimed to promote a higher level of commitment and interest was through the development of independent work, specifically by having students read texts of their interest at home in order to consolidate their knowledge about strategies and promote strategy transfer and self-direction. To achieve this goal, online sources (web pages) were offered to participants in some of the contexts so that they had the option to choose what to read, and in some other contexts, participants could choose the reading they prefer from a list of options.

At the beginning, it was not an easy task to engage students into the CSR environment and into the development of independent work, but with a lot of effort and by showing them the multiple benefits it could bring on their performance, a gradual change in attitude was achieved. A positive attitude towards responsibility can be seen in the figure below:



Figure 15: Post-questionnaire. Context 5. Colegio José Antonio Galán.

In this figure it can be observed how students went on to achieve something that they were not programmed to do before and which is becoming responsible for their own learning. CSR was an opportunity for them to anticipating what they wished to do but had not allowed themselves to imagine as being capable of. They were enjoying a sense of novelty and accomplishment in the language in and out of the classroom. The combination of all these elements caused a sense of enjoyment and therefore students felt that expending a great deal of energy in the task was worthwhile.

As the topics and texts they selected were of their interest and they had the possibility to access to different information and apply what they had learned in class, their motivation and commitment improved; however, their attitude towards reading and the English language is what seems to have changed the most, as it can be seen in figure 16:

My strengths are: El trabajo y el acceso a la información en Internet. (The activities and the access to information in the Web).

Areas where I can improve: No me gusta el Inglés, además leer en Inglés me parece aburrido. (I don't like English, besides, reading in English is boring form me). (Student 1, July 2nd).

My strengths are: La comprensión general de un texto. Ideas principales. (The general understanding of a text. Main ideas).

Areas where I can improve: No veo la diferencia en el nivel de comprensión cuando uso estrategias de lectura. (I cannot see the the difference in the comprehension level when I use reading strategies). (Student 7, August 3rd)

My strengths are: La superación de obstáculos en el aprendizaje del Inglés. (Overcoming obstacles in English learning).

Areas where I can improve: A pesar de que no me gusta mucho el Inglés, reconozco que es importante y lo podría necesitar en el futuro. (Despite I don't like English, I am aware of its importance and I know I could need it in the future). (Student 1, August 20th)

My strengths are: La importancia que le doy al aprendizaje del Inglés en mi proyecto de vida. (The importance I give to English learning in my life Project)

Areas where I can improve: veo que puedo mejorar mi nivel de comprensión si me esfuerzo más y aplico estrategias de lectura como el trabajo en grupo y la colaboración. (I see that I can improve my reading comprehension level and if I do some more effort and apply the reading strategies as teamwork and cooperation. (Student 7, August 20th).

Figure 16: Independent Learning Logs. Context 5. Colegio José Antonio Galán.

The excerpts above show a gradual change in attitude towards the English language and indicate that not all students had a clear intention to learn from the very beginning; however, those attitudes changed as the implementation of the CSR was taking place. It was the teachers' task to identify those feelings and attitudes and be very observant of student's moods to gauge new opportunities to reach out to them and show them the usefulness of the project. It was also important to make tasks justifiable and rewarding and give students the opportunity to make choices when working at home.

Data excerpts indicate that CSR played an important role in students' positive attitude towards the learning of a second language and especially towards the application of reading strategies in their daily academic lives. Motivation is the first step towards self-directed learning, if students are motivated; they can feel encouraged to discover new learning on their own, as expressed by one of the researchers below:

"Most of the students were engaged in the activity and I had to remind a few students to focus on the task. I see all students need is opportunities to have contact with the language and to practice what they learn... They enjoyed working with a wide variety of topics which enriched their cultural knowledge... Learning to read is a difficult process. Students need encouragement from everyone and everything around them".

Bruner (1960) stated that if students have well-prepared minds, discovery proceeds. CSR allows students to be able to self-direct their own reading process according to their needs and interests and transfer the new information learned to other environments, which can result in personal growth, satisfaction and eventually life-long learning. To explain how CSR encourages self-direction, some other concepts and data examples will be discussed in the next section.

Monitoring and Assessing students' own Learning Process

Despite noticing how learners successfully performed the CSR model by working in groups and individually, and by increasing their reading comprehension and motivation as result, it is even more satisfying to see how after the implementation most of them were able to take responsibility for their own learning. During the implementation process, and specifically through monitoring and self-assessment practices, students learned to develop skills to self-manage their learning goals, resources, and learning strategies (Knowles, 1975), and to move from dependence toward interdependence through collective scaffolding and independent work. By using various metacognitive strategies and actions, learners can be trained to become autonomous. One of them is the opportunity that CSR offers to create a learner-centered class in which the teacher provides encouragement to learners to work on their own with more independence and to be more responsible for their learning as they work in small groups.

As the implementation progressed, participants started to take more responsibility for their own learning process and the collaborative reading activities assigned. This was so as they were part of a collaborative dialogue. According to Kohonen (1992 cited Fan 2009 p. 40), autonomy includes the notion of interdependence, that is, being responsible for one's conduct in the social context, and being able to cooperate with others and solve conflicts in constructive ways.

Boud (1988, cited in Cotterall, 1995) also state that “the main characteristic of autonomy as an aspect to learn is that students take some significant responsibility for their own learning over and above responding to instruction” (p. 23). That is to say, autonomous students learn to take the risk of doing things by themselves, becoming efficient learners who depend more on their own work rather than having to wait for the teacher to provide them with answers to their

problems. In CSR, the teacher acts as a guide, a facilitator that encourages students to take control over their own learning. Monitoring and self-evaluative activities such as the identification of clunks and the subsequent use of the fix-up strategies as well as the use of the self-assessment checklist, all included in the learning log, are ways in which CSR allows teachers to foster self-direction.

The graphs (Figure 17) below illustrate student's self-directed strategic reading and learning, specifically in terms of the monitoring and the transfer of strategies that took place during the implementation.

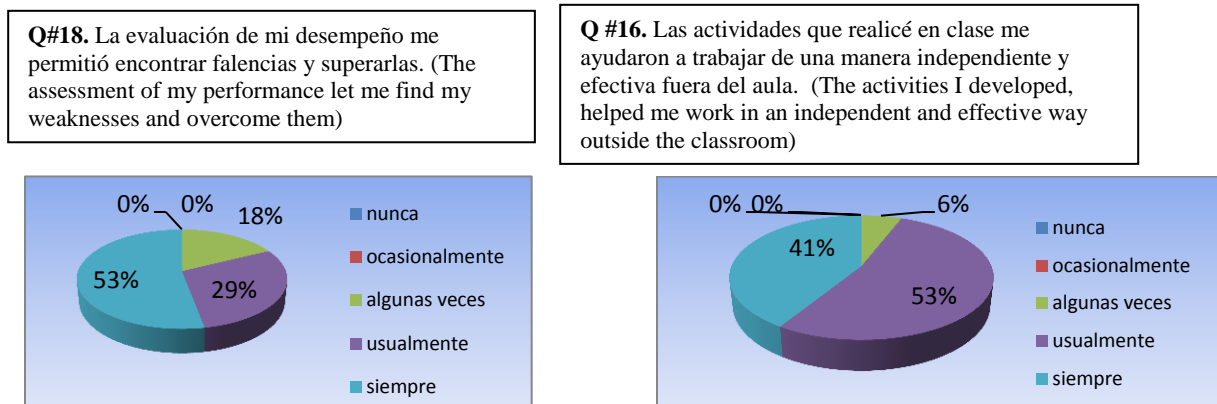


Figure 17: Excerpt from final questionnaire. Sep 12, 2012. Context 1. Universidad de Córdoba.

The percentages of the first graph confirm that most of the students considered that the self-assessment checklist was a very helpful tool because they were able to reflect on what they had learned by judging how well they had accomplished a task. As to the transfer of strategies (the second graphic), it can also be noticed that CSR also encouraged learners to work

independently outside the classroom and to do so effectively. An additional data sample that evidences students being reflective on their learning process is found in the following figure:



Figure 18: Post-questionnaire. Context 5. Colegio José Antonio Galán.

The fact that most of the students selected “sometimes” in this questionnaire item indicates that they were becoming more and more conscious of the importance of self-assessing their own work in order to improve their weaknesses. All EFL learners need to be challenged to undertake English language learning as a reflective process that involves self-observation, analysis and evaluation of one’s progress as a way to improve personal practices and engage in lifelong learning. The self-assessment practice included in the log was an excellent opportunity to do so; students needed to monitor not only their acquisition of knowledge, but to know how to “employ study strategies to reach a goal, self-assessing one’s effectiveness in reaching that goal, and then self-regulating in response to the self-assessment” (Peirce, 2003).

Participants’ self-regulation practices can also be observed in the self-assessment questions that were part of the individual learning logs and which needed to be answered by each student after reading a text at home. In the following extracts (figure 19), student 6 from context 2, writes about her strengths in regards to comprehension when working alone during the four individual deliveries.

My strengths are: Trade of associate new knowledge with old. (Individual Learning Log 'ILL' 1, Student 6, August 2012)

My strengths are: I understand on the text. (ILL2, S6, August 2012).

My strengths are: I know I have sentences and questions with easy. (ILL3, S6, Sep 2012)

My strengths are: I understand the general idea of the text is easy. (ILL4, S6, Sep 2012)

Figure 19: Student's reflection on individual work. Learning Logs. Context 2. Colegio Codema.

In the figure above, it is noticeable that all the learning logs were written in the L2 that shows the effort this student made. Secondly, these extracts are shown chronologically from the first assignment to the last one, so it is observable that the student went from associating prior knowledge with new knowledge to understanding the general idea of the text to showing greater commitment with her self-monitoring and own learning processes.

Recapitulating and following Knowles' statements (1975), SDL is a process in which individuals take the initiative, with or without the help of others, to diagnose their learning needs, formulate learning goals, identify resources for learning, select and implement learning strategies, and evaluate learning outcomes. For this project, there were three components that made it possible for students to become self-directed readers and life-long learners: firstly, the use of reading and metacognitive strategies (CSR), secondly, cooperative learning; and finally, motivation. However, not everything was easy and some differences and difficulties emerged across contexts throughout the implementation.

What went differently?

In context 2, for instance, there was a problem in terms of teamwork at the beginning of the implementation. At that point in time, in one of the groups, only three of the six members were doing the task and the others were not assuming their roles as expected. However, once one

of the members commented that everybody needed to help with the activity and they all started cooperating, as exemplified in this excerpt:

“Este trabajo me ha parecido muy bueno porque es en equipo y lo que no saben unos, los otros le ayudan y todos aportan distintas ideas”. (This job has been very good to me because is in teams and what one student doesn't know, the others help and contribute with different ideas)

Context 3. Colegio Atenas. (Excerpt 2. Cooperative Learning Rubric. Student 14. 12 September 2012).

Students learned to peer-assess what their classmates were doing; they asked for more commitment in relation to the activities they had to do *together*. This shows that some students' concerns moved the whole group to work and even though at first this made the researcher to question the value of cooperative reading with young EFL learners, it resulted in a very positive feature.

Likewise, in context 4, the researcher expressed some concerns in terms of learners' weaknesses in group work and role fulfillment in the first and second implementation, as shown in the following excerpts.

“...I am really worried about the immature children's attitudes toward the activities. I realized that they have not had a tradition of working together in this way. Children interact with others in a complicated way. They make bad judgments from partners who are shy or do not participate in the group activity ...”

At the beginning of the implementation, most of the children expressed their disagreement about working in groups especially with other peers. Their complaints were

constantly related to partners' lack of participation and English knowledge, as well as their bad behavior. It was really hard for the teacher researcher to cope with those stressing situations.

“Children did not fully comply with the roles and the last part of the learning log was developed orally, because there was not enough time”

In the first implementation, they spent a lot of time organizing the classroom, deciding how to work and reading the text and at the end they did not have time for the self- assessment part proposed in the learning log. However, in the fourth implementation the researcher identified new actions and different feelings from the learners towards the group activities. They became more autonomous and felt better working in groups:

“...In this opportunity I decided to avoid the introduction that I always do at the beginning of every class, surprisingly all the children formed the groups and started to make specific arrangements for the development of the activity. I realized that complains have decreased significantly. Learners were engaged working together and had a good attitude toward the activity. They were familiar with the learning log”.

An additional difficulty arose in context 4 in terms of testing. In this context there was not a significant difference between the pre and post reading tests. This is the only instrument that did not show advancement in the process as it can be evidenced next in figure 20:

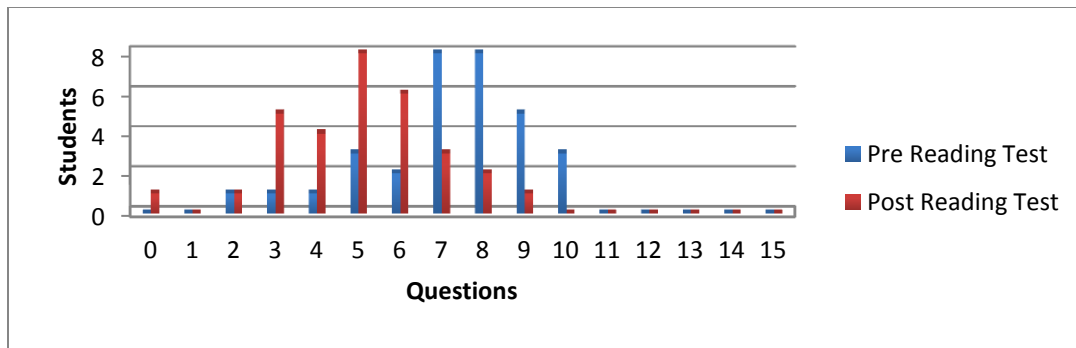


Figure 20 :(Pre and Post Reading Tests Results, June 12, 2012-Oct 2, 2012). Context 2.

Colegio Codema.

Percentages do not show an improvement but actually the opposite for some of the parts or questions of the test. This situation occurred due to various reasons. On the one hand, from the researcher's point of view, students did not do the posttest consciously, they wanted to finish fast and continue doing what they were doing before. Students told the teacher-researcher that they wanted to catch up with the activities proposed for the English Day at the school since all the other classes were organizing this event. Testing conditions were, unfortunately, different for the pre-test and post-test, which can confirm why results did not show improvement in this context. On the other hand, the reading test chosen may have also been above students' actual language level, which also explains why even though the strategy proved to be useful in other sources of data, numbers were not positively affected, the test was possibly measuring language areas students were not ready to cope with. Both of these issues will be reflected upon further in the limitations section of this report.

Regarding independent work, in context 3 it can also be observed that students' performance was less effective than in other contexts, probably because there were five implementations and not ten or more and not all of the participants had enough time to develop

their independent readings; even so, results show that most of the learners had started to read by themselves.

“...nuestro método de lectura ha mejorado, me doy cuenta que ya hago las cosas sin que me diga la profe...ya sé que rol me toca y al final contesto la encuesta para saber si he mejorado.

Context 3. Colegio Atenas. (Excerpt 1. Cooperative Learning Rubric. Student 13. 12

Despite the early limitations in the independent readings, participants started to internalize the model and apply the strategies autonomously.

Final Thoughts

The above displayed data showed that when the use of learning strategies (CSR), cooperative learning and motivation were given, reading comprehension in English improved and learners felt more comfortable when researching about topics of their interest in English self-directly, becoming as a result lifelong learners.

In this study, students acquired reading habits and learned to use reading strategies effectively; therefore, it can be declared that those students who participated in this research project developed both their reading comprehension and self-direction. They are now capable of activating prior knowledge, using different strategies to fix comprehension problems, identifying the main idea of a text, and summarizing key ideas, as well as reflecting on their own learning process and making decisions. All this was possible due to the modeling stage suggested in CSR in relation to the use of reading strategies and cooperative work, which allowed students to choose and use those strategies they considered more appropriate and gain independence from the teacher gradually.

Besides, it can also be stated that by implementing cooperation in the classroom, students also increased their interpersonal skills and that also resulted into an effective reading comprehension process. This aspect of CSR assisted students to get lifelong learning skills; the main goal of a cooperative classroom is to train learners to become self-directed thinkers who are able to actually teamwork and solve problems among the members. The experience of working cooperatively allowed students to negotiate ideas with others while learning and also allowed them to become independent learners who were able to transfer the knowledge acquired in class to other contexts outside the classroom.

As a result of the improvement in reading comprehension, learners also developed a high sense of motivation, what let them be more participative and active during the implementation. This aspect also generated an important effect in learners' reading comprehension levels and self-directed learning as they gained confidence in the model.

It is therefore necessary for the teacher to constantly motivate learners by using different activities and selecting the most appropriate tasks according to the students' needs and interest and also in terms of what seems to be the most appealing activities for them. A higher level of motivation should promote success in learning the language or achieving certain language goals such as reading comprehension. Students need encouragement from everyone and everything around them and teachers can easily achieve this by addressing their likes and necessities.

By being motivated, learners engaged more with the model and consequently with the self-assessment sections of the model. For this reason, they started reflecting about their learning practices and the importance of self-assessing their performance in order to scaffold that learning and causing changes in their behavior. Hence, learners acquired the ability to recognize their strengths and weaknesses. This self-assessment element allowed learners to talk or write about

their reading performances during the implementation, which turned out to be a moment of reflection for them that created higher metacognitive skills and in consequence, self-direction.

In conclusion, self-directed learners attempt to gain new skills, knowledge, and attitudes to improve their work performance by working *cooperatively* with others (people and resources) and selecting strategies skillfully and with initiative in order to identify the problems of the environment and be able to cope with them.

Conclusions

The aim of this chapter is to go back to the research questions and discuss the extent to which these were answered in the findings section discussed above. As noted in previous chapters, the research questions that were posed at the beginning of the implementation were: *To what extent does the use of Collaborative Strategic Reading foster reading comprehension in English language learners? How does the use of this approach facilitate and enhance language learners' self-direction?* The main objectives were, *first*, to support the development of reading comprehension in English through the implementation of Collaborative Strategic Reading (CSR); and *second*, to foster the use of reading comprehension strategies self-directly. Results from data analysis show the identification of a core category for each of the contexts and a different number of subcategories. These subcategories are also indicative of how the research objectives were achieved throughout the implementation; that is to say, of how students positively increased their reading comprehension in a CSR setting and became self-directed learners.

The researchers in all five contexts arrived at various insightful conclusions. In terms of reading performance, various things took place. Interest towards the topics of the texts were built among the learners before any reading task began, given that they could activate their prior knowledge by predicting what they would learn about the topic. Students also gained more vocabulary during the implementation since the use of Fix-Up strategies helped them discover words and ideas that did not make sense to them at first.

Moreover, students learned how to use reading strategies to improve understanding. Learners learned to re-state the most important points of a text in their own words to ensure understanding and recall. They also learned to preview a text before reading. They learned as

much about the text as possible in a brief period of time by activating their background knowledge of the topic and by predicting what would be learned. Through the use of reading strategies and the learning of new words, students' reading performance and knowledge was improved as they gained a better understanding of what was read. In this process higher level thinking skills, rather than simple recall were involved.

It was evidenced in both, the individual and group learning logs, that for achieving reading comprehension, students applied their prior knowledge and made predictions through elaborated ideas (Duke, 2006). They also tried to use the L2 to paraphrase general information from the text, and they found out different ways to acquire and understand new vocabulary by using the fix up strategies. Lastly, they learned to self-assess their reading process and were aware of the fact that the main point behind every reading task was that they could understand the main ideas presented in a text, despite not comprehending every single word. All these behaviors and attitudes showed students' reading comprehension enhancement and therefore answered the first research question in a positive way.

It can also be stated that during the collaborative reading process, students did not simply work together on the same assignment but each person had a key role to play and everyone was responsible for the success of the group. Each student performed a defined role (encourager, gist expert, time keeper, announcer, leader and clunk expert), which means that the members of the group not only worked together to implement the fix up strategies but also helped and encouraged each other in order to achieve their common goal: to ensure understanding. In addition, learners had the opportunity to discuss and share ideas among the members of the groups and to monitor their own comprehension level by identifying breakdowns in understanding.

Furthermore, learners showed interest in their own learning not only by responding to the teacher's instructions, but also by being able to work on their own, first in their small groups and then on their own at home. Students were more independent as they were able to make decisions about their own learning process (Lowry, 1989). At the beginning the teacher helped them to get familiar with the methodology; to know how to work in groups and how to use the CSR strategies. However, when learners got used to the methodology, they started to work independently (in their groups), an aspect that later facilitated the individual work they did at home. Hence, students learned to take the risk of doing things by themselves and became more efficient learners depending more on their own work rather than having to wait for the teacher to provide them with answers to their problems.

During the interventions, teachers' actions played an important role, however. Training on strategies, enough modeling and constant recycling were carried out by all teacher-researchers throughout the implementation. With all these elements or activities being part of the classroom, it was possible for students to increase their reading comprehension, first when working in groups and then when working individually. Learners were able to work on their own more easily as a result of the activities they had done before with their peers in the classroom. The activities developed in the classroom equipped them with the necessary tools to work and read on their own.

The key themes or ideas that emerged from the analysis of the teacher's journal: roles, attitudes, behaviors and classroom, interaction and metacognitive process also showed the researchers that by encouraging students to find their own paths and paces to discover knowledge, they learned to take responsibility for their learning process. Data shows that

students demonstrated interest, a positive attitude towards learning, confidence and respect for others' opinions as a result of their participation in CSR.

Interesting results were also observed in contexts where participants were eleventh graders and where the Pruebas Saber 11 was one of the reasons that motivated the design of the study. Even though this state exam was not a key variable and source of data for the researcher in contexts 2 and 5, it is important to state that these results were actually enhanced. In Codema's school, for instance, the mean was 41.81 in 2011 and 43.55 in 2012 according to the Icfes website. This shows that participants could have probably benefited from their participation in the project since it helped them get better results in Pruebas Saber 11 in 2012.

Comparing the pre and post questionnaires and tests, it is also observable that there was an improvement in regards to students' use of reading strategies and overall reading comprehension. Although it is not possible to argue that in a two-month period of time students increased their performance in an outstanding way in all of the contexts, students did perceive an increase in their reading comprehension skills as a result of the knowledge they gained about reading and other monitoring and self-regulation strategies.

This final thought goes hand in hand to what was set in the literature review. For instance, in Klingner et al (2001) the results demonstrated that students involved in the CSR setting showed greater improvement in reading comprehension than the control groups. The same situation occurred in this research, as it was explained above. In that research, the data collection method was extensive observation notes that had four main topics: the classroom physical environment, description of the lesson, students and teacher's behaviors. In this project the researchers focused on the last two aspects in the teacher's journal.

Klingner et al (2001) also video-recorded and transcribed each interview; in this project, there was a final interview only in contexts 1 and 4 because the individual and group learning logs were a lot of information to analyze from the bigger number of students in contexts 2, 3 and 5. Despite both research projects did not have the same data collection instruments, they both evidenced that students could enhance reading comprehension strategies due to the implementation of CSR.

Likewise, it is observable that in Fan's (2010) research, the results evidenced that CSR is more effective than the teacher-led reading approach. It had a positive effect on the Taiwanese university learners' reading comprehension scores, aspect which is very similar to what was present in this research, especially in contexts 1, 3 and 4, because in 2 and 5 the post-reading test did not show such advancement. Fan (2010) established that the two important components were the teacher's mental modeling (use of think alouds) and collaborative scaffolding. For this research the data led to these three core aspects: reading comprehension, CSR and the new ingredient that Fan (2010) did not include, SDL.

Khodabandehiou et al (2012) showed that reading comprehension can work together with SDL because in their research, the control group did not show the same performance as the one that was SDL-centered. SDL allowed learners to have more strategies when approaching a text. Khodabandehiou et al (2012) did the research with people (between 15-25 years old) that were getting trained to take English reading tests and their language level was upper-intermediate and advanced. Instead, in this research, students (different ages) did not have that high English level, only in context 1 students really wanted to learn English, in the other contexts, there were school students that had to take English as a subject because it is a requirement. It means that the students were not all adults willing to learn English and did not handle a high English level.

Despite that fact, the results were similar to Khodabandehiou et al (2012), because students showed enhancement of reading comprehension using SDL strategies.

To sum up, it can be stated that the use of Collaborative Strategic Reading did foster reading comprehension in English language learning and enhanced language learners' self-direction in public institutions in different contexts in Colombia.

Pedagogical Implications

This study might have implications for all the entities and agents that have any relation with the education in our country, starting with the learners and continuing up to national stakeholders. Based on the positive results obtained across five contexts, it is possible to highlight a number of implications that the implementation of CSR can bring to different curricular agents:

- **Students:**

The CSR model helps learners to learn to use fix up strategies on their own in order to monitor their understanding of texts. By working in groups students learned how to fill out the learning log and get familiar with the CSR methodology. When the CSR model is understood, learners can start to state clear reading goals and establish a direct path to get to them efficiently and self-directly. Furthermore, students may be able transfer their knowledge about strategies to other subject areas and language skills. All in all, CSR brings benefits to their lifelong learning by allowing them to be self-directed learners, people who are aware of their own learning process.

- **Curriculum leaders and teachers:**

CSR can help teachers shift from a teacher-centered to a student-centered classroom. In CSR students work by themselves in that they are required to take on a specific role to perform

within the team. As for teachers, CSR helps them foster reading comprehension skills as they model strategy use and encourage students to participate in their own reading process. The teacher is a facilitator who monitors the performance of each group member, highlights the performance of successful students and groups, supports low-achieving students, and uses role-alike groups to help students learn their CSR roles. It is advisable, however, to provide students with an introductory session where all the steps involved in CSR are explained as well as with enough modeling and constant recycling. It is also advisable to customize the CSR approach for children; to customize the learning logs, reading texts and the different roles to their level and age in order to obtain more effective results from them. It is necessary to provide them with simple and clear instructions, and with meaningful language input and objectives to carry out a significant learning process.

- **Institutions:**

Once institutions decide to adopt CSR, they can create study groups so as to generate interdisciplinary projects aiming to foster students' autonomous learning and effective reading. If CSR is used across the curriculum for the whole school year, it would be more likely for students to develop better comprehension skills as well as positive attitudes towards learning. Better comprehension skills might also result in better testing scores. In the case of contexts 2 and 5, for instance, the researchers were interested in enhancing state exams scores in their institutions and therefore at the end of the implementation decided to compare the state exams results with those of the previous year. In context 2, as mentioned above, results improved in a small but significant proportion, which means that the CSR methodology might also help students apply effective reading strategies when taking official tests.

On the whole, CSR brings benefits to students, teachers and institutions. In CSR, students are trained to use reading strategies to become more competent readers so they have a greater chance to improve their reading ability progressively and to increase the repertoire of reading strategies they use. To so do, however, it is necessary to provide students with more contact with the English language and the CSR model outside the classroom so as to make students aware of what their strengths, weaknesses and language learning needs are.

What the results and analysis meant for all contexts and their importance for the researchers:

Context 1

It was important for me to conduct this research as the group of students chosen to foster reading comprehension and Self-Directed Learning in a Collaborative Strategic Reading Setting learned to self-monitor and control their understanding about unknown words by identifying the most important (idea) person, place, or thing (noun) in the paragraph. Learners could re-state the most important points in their own words and ensured understanding and recall, most of them formulated questions and answers about what had just been learned by reviewing the key ideas of the text.

The results indicate that despite it was the first time students could use the learning log, they liked to study with it and most of them felt comfortable with their task which helped to build cooperative roles. Definitely the use of pictures was of great importance for making predictions of the texts. Students improved their reading performance by monitoring their own reading practices and making a systemic use of strategies. In the implementation process students shared their knowledge and encouraged to diagnose their learning needs and evaluate their own learning outcomes.

Context 2

In this specific context, from the data analysis a core category with three subcategories emerged so as to give answers to the research questions and indicate how the objectives were achieved throughout the implementation; that is, how students enhanced reading comprehension after having 7 sessions applying the CSR methodology. Also, they started to use SDL habits choosing and reading texts and reporting about them in the learning log on their own. As a conclusion, the project worked out.

For the researcher those results meant a success in the sense that students were benefited from the interventions because they could comprehend texts better and somehow they understood the meaning of self-direction. Those findings are important for the researcher because besides complying with the strictness of research from where the researcher learned a lot, students also enhanced reading comprehension and during this year the state exam had better results. The researcher thinks that if students could learn more tools to approach a text and become self-directed learners, the research really helped them and gave many tools to the researcher as well.

Context 3

The results given in context three showed that as an assertive diagnosis of the students' English level, needs and interests was done and an appropriate teaching/learning approach was implemented according to it, the students responded positively, overcoming limitations of resources. The teacher had to plan and design activities that could engage and enhance students' motivation, self-direction and collaborative work and they started walking that path, showing an important improvement of their communicative skills, specially reading. This is an important

achievement as students are usually very reluctant to read, but now, they are showing great and authentic interest towards it and demonstrating that new approaches have to be implemented in order to obtain a more complete learning of the English language that can include writing, listening and speaking skills.

Context 4

The implementation of the study in the context four gave the researcher the opportunity to contribute to the field of teaching in English as a second language, since the Collaborative Strategic Reading benefited greatly the fifth grade students in their learning process and in terms of self-direction. This study represented a big effort related to knowledge development in theories and studies based on the understanding of several experts which generated a new pedagogical style and many classroom improvements regarding the reading skills, cooperative work and self-directed learning, as Patterson et al. (1990) declared: “ if the knowledge gained cannot be useful for students, it will not be valuable” (p. 49). That means that the knowledge gained by the researcher during the research process improved her teaching practice for the rest of her life. Also the project signified great responsibility, constancy, tough job and collaboration with the rest of the teachers and the counselor who showed exemplary commitment to reach this goal.

Context 5

Doing this research project was a challenge for the researcher but at the same time, it was a rewarding experience since he learned a lot about the field of action language research and how important was to have a good research design. He believes there is a need to foster CSR with

more contact with the English language outside the classroom and make students aware of what their strengths, weaknesses and language learning needs are. Many of our Colombian language learners do not know how to take control of their overall learning process and that is why we should promote this kind of strategies in the different public educational contexts we currently work at.

Limitations

The current research study has contributed to support the development of reading comprehension in English through the implementation of Collaborative Strategic Reading (CSR) and has fostered the use of reading comprehension strategies self-directly. However during the implementation some limitations were presented in some contexts:

- **Development of independent work:** Students in context 1, for instance, needed to have internet access at home, but unfortunately not all of them had either internet or a computer. Some of these students belong to poor families that do not have the possibility to offer them access to these resources. One of the alternatives adopted by the researchers, however, was to encourage students to do their independent readings in the school's computer lab.
- **Online Resources:** The webpage created by the researcher in context 2 for students to access reading texts and to work on the individual learning logs did not work properly. In this context, the researcher suggested students using other web sources of their interest. Teachers, however, must be able to foresee issues like this beforehand, so that online resources can be piloted and adjusted.
- **Pre and post testing:** As mentioned in the findings chapter, different pre and post testing conditions can significantly affect results. Therefore, it is advised to have pretty similar testing conditions to avoid such problems. In context 2, as mentioned above, conditions were

different. Students were willing to do the first test, but for the final one, they were tired and also worried about organizing the English Day at the school. It is believed that this difference in testing conditions could have affected to some extent the results of the second diagnostic test. Luckily, the researcher used four more data collection instruments and it was possible for her to triangulate data and verify that students had actually showed advancement in reading comprehension and self-direction.

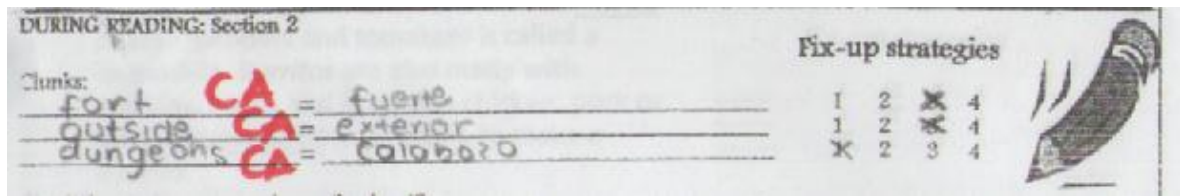
- Time: For all researchers time was not enough for the implementation. It is therefore suggested more time be dedicated to a project of this nature since it is believed that the more interventions that are conducted, the better the results. It is therefore advisable to work with this methodology for the whole academic year, although not in every single class since students may get bored at some point. For some contexts, it would also have been better to have more students handing in their individual work, but once again, this was due to a lack of time (few independent readings assigned) which affected some students' interest towards autonomous reading.

Methodological Suggestions

There are various methodological and research-design related situations that arose as a result of the implementation of CSR in all five contexts. These aspects will be mentioned in what follows so that researchers interested in implementing this model in the future can take them into consideration.

- Learning log layout: it is suggested increasing the space for students to write clunks in the learning log. In the conventional learning log that CSR researchers propose, and which was used for this project, there is room for just three clunks (see the sample below), but

sometimes students came up with more unknown words per section. A good number of lines could be five.



(Individual Learning Log 1, S18, August, 2012)

An additional suggestion would be to include a longer section for reflection (areas to improve) in the learning logs so that students can have more room to voice out their concerns about the use of the model and to state how they coped with reading problems and team work. This section can also include a few prompts to guide students' reflections. The space provided in the log used by the researchers in this study did not promote the writing of long narratives, which could have provided interesting insights.

- **Fix-up strategies:** A fifth or sixth fix up strategy is also necessary; for instance, the dictionary. There were some moments where students made the effort to understand an unknown word by using the fix up strategies, but could not get the meaning of such words with any of them. For this reason it is suggested allowing them to use the dictionary or other inference-related reading strategies when necessary.

- **Number of learning logs collected:** The learning log is as instrument worth to analyze as it gives a lot of information to the researcher, but its analysis is time consuming and even more so if independent learning logs are being collected as well. Thus, it is better not to collect them in all of the classes, but just in some so that teacher's feedback can be given to students more promptly. Independent learning logs can also be changed by learning journals or diaries where students write in a narrative-free style about the text chosen, the clunks or

comprehension problems found, the ways in which they coped with those problems, what they learned about the text, and whether they liked it or not. These journals can be shared in the classroom to encourage students' commitment towards the development of independent reading.

- **Selection of texts and tests:** It is important that texts match students' English level. Sometimes, even though passages were meant to be used by elementary EFL students, the target population in context 2 could not understand main ideas easily. So, both tests and readings must be only slightly above student's proficiency level; otherwise this situation can lead to a feeling of frustration due to what appears to be as a constant lack of vocabulary. Most of the students in context 2 reported this aspect as a weakness in some of the interventions of the project.

- **Vocabulary knowledge:** Vocabulary knowledge can be an issue for ELF students in CSR as previously noted. Even though the approach in itself aims at developing vocabulary in students, EFL learners can still feel some sort of frustration. In context 2 the researcher identified the kinds of words that were more difficult for them to understand. The clunks that students used were divided into 4 elements, verbs (CV), nouns (CN), adjectives (CA) and connectors (CC).

This is how students reported them in their logs:

CN: 54 times

CA: 28 times

CV: 24 times

CC: 2 times

- **Figure 12** The most common clunks

With these results in mind, it is understandable that one of the main targets for a teacher in CSR is to devise strategies to constantly recycle the vocabulary items learned. This recycling

aspect is something that is not explicitly considered in the CSR model and it therefore needs to be thought of by the teacher beforehand. Students do need to increase their vocabulary knowledge to be able to read more efficiently and to avoid finding a large number of clunks in every paragraph.

Fortunately all the above-mentioned limitations can have a solution if someone is interested in replicating this project in the future. Insights about further research are therefore presented in next section.

Suggestions for further research

The current research examined the extent to which Collaborative Strategic Reading fosters reading comprehension in English language learners and on how the use of this approach facilitates and enhances language learners' self-direction. A study like this one is therefore the starting point for further research related to "cooperative learning" and "independent learning" so as to confirm or further study how students can increase their academic performance, motivation, autonomy, time on task, self-esteem, positive social behaviors and interaction through the collaborative use of strategies.

An additional situation that emerged from data analysis was the presence of critical thinking. In context 2, students were asked to write questions about the text for other partners in the learning logs (in the wrap up section). In this section, however, it was observable that students most of the times went beyond the literal information the text presented. They asked questions that not even the teacher could answer and which were indicative of students' interest in the topic as well as their curiosity. For this reason, other researchers can analyze critical thinking as an additional aspect involved in the implementation of CSR.

For other people wishing to replicate this study, it is also advisable to take into account the cooperative learning rubric as an additional source of data. In context 2, the researcher used it to peer-assess what students did as a group. However, it was not included as part of the findings since it had not been established as one of the data collection instruments to be used during the interventions, yet it does provide very important information in terms of the students' voices and ability to peer-assess, an aspect that can be taken into account for future research projects.

Finally, it would be advantageous to develop a study to evaluate the usefulness of CSR instruction in primary level. First, in context 4 the study was carried out with children who had difficulty getting to start with group work that the teacher-researcher had established at the beginning of the implementation. It was so advantageous letting them to organize their own groups because they developed a better cooperative work and improved their interaction and increased their motivation. Second, this study was carried out for a short period of time, so it would be beneficial to develop a study to evaluate the CSR usefulness in children over a longer period of time, or to examine whether these learners continue to implement the approach in reading comprehension activities in contexts different from the language classroom as well as once the implementation is over.

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Appendix A

Sample of Questionnaire of Reading strategies

Questionnaire of Reading strategies

OBJETIVO: Identificar qué tipo de estrategias de aprendizaje utilizan los estudiantes dentro y fuera del salón de clase para mejorar su proceso de comprensión lectora de Inglés.

INSTRUCCIONES: En este cuestionario encontrarás varias preguntas que al responderlas sinceramente, nos permitirá conocer mejor como es tu proceso de aprendizaje. Cada frase es seguida de 5 números (1,2,3,4,5) y cada número significa lo siguiente:

- (1) significa “yo **nunca** o casi nunca hago esto”
- (2) significa “yo lo hago **ocasionalmente**”
- (3) significa “yo **algunas veces** hago esto” 50%
- (4) significa “yo **usualmente** hago esto”
- (5) significa “yo **siempre** o casi siempre hago esto”

Después de leer cada frase, encierra en un círculo el número correspondiente (1,2,3,4,5) en cada casilla con lo que mejor te identifiques.

Frase	nunca	ocasionalmente	Algunas veces	usualmente	siempre
1. Cuando te asignan actividades para la casa eres responsable para hacerlas por ti mismo	1	2	3	4	5
2. Tengo un propósito en mente cuando leo	1	2	3	4	5
3. mientras leo, tomo notas para entender lo que leo	1	2	3	4	5
4. antes de leer veo el texto de una forma general	1	2	3	4	5
5. prefiero leer en voz alta para entender lo que leo	1	2	3	4	5
6. para asegurarme de que entiendo un texto leo lentamente y detenidamente.	1	2	3	4	5
7. yo examino el texto primero señalando sus características como la duración y organización	1	2	3	4	5

8. Cuando me desconcentro trato de retomar la lectura	1	2	3	4	5
9. al leer subrayo las ideas más importantes.	1	2	3	4	5
10. Gradúo mi velocidad lectora de acuerdo a lo que me corresponda leer	1	2	3	4	5
11. Cuando estoy leyendo decido qué leer atentamente y qué ignorar	1	2	3	4	5
12. Uso materiales de referencia (por ejemplo, un diccionario) que me ayude a comprender lo que leo	1	2	3	4	5
13. Cuando el texto es difícil de entender, releo para aumentar mi comprensión.	1	2	3	4	5
14. Uso tablas, figuras y fotografías en texto para aumentar mi comprensión	1	2	3	4	5
15. Me detengo de vez en cuando a pensar en lo que estoy leyendo.	1	2	3	4	5
16. hago uso del contexto para comprender mejor lo que estoy leyendo	1	2	3	4	5
17. repito ideas en mis propias palabras para comprender mejor lo que he leído.	1	2	3	4	5
18. Trato de imaginar o visualizar la información que ayude a recordar lo que he leído.	1	2	3	4	5
19. Analizo de una forma crítica y evalúo la información presentada en el texto	1	2	3	4	5
20. Voy hacia adelante y hacia atrás en el texto para encontrar las relaciones entre ideas	1	2	3	4	5
21. Al leer traduzco de Inglés a español	1	2	3	4	5

Appendix B

INTRODUCTORY WORKSHOP¹

INSTRUCTIONAL PLAN

Preparation

1. Show students some posters and handouts that will help them to be acquainted with the **Collaborative Strategic Reading (CSR)**. Learners can also use that info for some reference in the future.
2. Make a copy of the **Learning Log** (Appendix 2) per group (Day 1) and per student (later on).
3. Display the “**Fix up Strategies Poster**” (Appendix 3) to clarify some strategies students can use to understand the clunks. It can be presented directly in English and explained it in Spanish only if necessary. Relate this info to the results of the test.
4. Show a poster of the **Cooperative Learning Roles** (Appendix 4) and print a copy to each student if possible.
5. Find a group of students to help you in the modeling of **Cooperative Learning Roles**.
6. Use the sample reading for modeling the four strategies: **Preview, Clink and Clunk, Get the Gist and Wrap-Up**.

ACTIVITIES

DAY 1: Individual Work. Teacher-class

1. Before reading: Preview

Present a copy of the learning log (Appendix 2) in a poster or a projector to model the preview process. Remember that students first brainstorm what previewing is by sharing answers in pairs, then as a group.

Preview: Before reading, students brainstorm prior knowledge and predict what will be learned.

Process with the text:

- a. Have students read the title of the text about Olympic Games (Appendix 1) and

¹ Adapted from readwritethink.com. Retrieved May 12, 2012 from: <http://www.readwritethink.org/classroom-resources/lesson-plans/scaffolding-comprehension-strategies-using-95.html?tab=1#tabs>.

preview the pictures.

b. In the learning log, have them fill in the “Brainstorm” column by asking, “What do you already know about this topic? Elicit students’ responses like “The topic is The Olympic Games...I know about the Olympic Rings and some sports like swimming and gymnastics...”

c. Then, students will fill in the “Preview” column by asking to themselves, “What I might learn about the Olympic Games?” They will use sentences like “I’ve always been curious about the Olympic Flame...I want to know the meaning of the medals...” Then, motivate students to give some responses for the “Brainstorm” and “Preview” columns.

d. Explain the first sections of the learning log, why students need to investigate and record what they already know (“Brainstorm”) and what they want to know (“Preview”) about a topic before reading, and how this strategy will help them understand what they are about to read.

2. During reading: Click and Clunk and Get the Gist

Go back to the learning log to have students analyze the info there. Allow some time for them to share insights in pairs, then, give them an explanation based on this definition:

Click and Clunk:

Students identify words or word parts that were hard to understand (called “clunks”). A sequence of “fix-up strategies” (Appendix 3) is used to decode the “clunk.” These strategies are:

- Re-reading the sentence for key ideas
- Looking for context clues in the sentences before and after
- Looking for prefixes or suffixes.
- Breaking the word apart to find smaller words.

Process with the text:

a. Have students read the introduction of the text.

b. Ask students: Did you understand the general idea? What part was difficult to understand?

c. Walk students through each clunk of the introduction of the “Olympic Games” text (think alouds) to show them how to use the various fix-up strategies. Clunk words should be pre-selected from a particular passage of text.

- d. In the learning log, have them fill the “Clunks” part: the unknown words, their definition and the fix-up strategies used. For example:
- e. Then, tell them they need to recognize the general idea. Explain to them the concept of Get the gist: Students learn to ask themselves: What is the most important person, place, or thing? What is the most important idea about the person, place or thing?
- f. To model the get the gist strategy, ask students to identify the main idea from the preselected passage of text. Rephrase their responses on the worksheet using as few words as possible.
- g. Have them write it down in the learning log, like this:
- h. **Think aloud:** Have students read the first two sections of the text aloud (Ancient Olympic Games and Modern Olympic Games). *It’s very important that the teachers know how to work the think alouds, remember prof Jenny gave us material related to this.*
- i. Then, students will verbalize their thoughts about what new information they just learned. They will fill this information out in section 2 of the learning log, again “clunks and gist”.

3. After Reading: Wrap up

Go to the learning log and ask students to identify the “after reading part”. Explain the concept to the students:

Wrap up: After reading, students construct their own questions to check for understanding of the passage, answer the questions, and summarize what has been learned.

Process with the text:

- a. Have students read the introduction and the other sections of the text again and have them ask themselves: "What did I learn after reading about this topic?" Elicit responses from students and then discuss the previewing process with them:
- What worked?
 - What did not work?
 - What difference did it make in their understanding of the text?
- b. Have students complete the "After reading" portion of the learning log.
- c. Instruct students to preview the next section of text and independently complete the

"Questions" and "Review" part in their own Learning Log.

- d. Demonstrate the wrap-up strategy using the QAD graphic organizer (See the other attachment) with question prompts.
- e. Work on the self-assessment part individually. Next day, they will do it in groups.

DAY 2: Group Work

1. Say to students they will be working in groups. If possible organize the groups this day.
2. Explain cooperative learning roles by using students as role-players. You can also use the

Cue Cards (See the other attachment).

- **Leader**, who says what to read next and what strategy to apply next.
- **Clunk expert**, who uses cards to remind the group of the steps,
- **Gist expert**, who guides the group to articulate the gist and then evaluates it,
- **Announcer**, who calls upon group members to read or share ideas and
- **Encourager** who gives praise and encourages and evaluates discussion.

Display the Cooperative learning roles on an overhead or projector screen for visual prompting.

For reference during the lesson, a poster-sized version of the cooperative learning roles should be displayed in the classroom and students should be given an individual handout. At this time, students should also review the Cooperative learning rubric (See the other attachment) in Spanish if necessary, it should be like a poster or individual copies (depending on teachers and students' possibilities) that you prepared in advance for the lesson.

3. Do the same activities of Day 1. You can continue with the rest of the text "Olympic Games" or have a new one.

Process:

1. Assign students into groups with mixed abilities. Assign a cooperative learning role to each student within a group.
2. **Before reading.** Instruct students to preview a selection of text before reading using the list of the Learning Log, and complete the "Brainstorm" and "Preview" portions of it.
3. **During reading.** Have students complete the top portion of the Clunks from the learning log while reading, applying the fix-up strategies and coordinating their work using the assigned

cooperative learning roles. Monitor students' progress by walking around the room and offering assistance. This is also a good opportunity for you to take anecdotal notes, which can be used for assessment.

4. **After reading.** Students complete the "Get the gist" portion of the Clunks and then return to the Learning Log to complete the "After Reading" portion. Students should then do a wrap-up by completing this part in the learning log and discussing how the cooperative learning roles worked within their groups.
5. At the end of this session, be sure to reinforce each of the cooperative learning roles. During the next session, students will be working in cooperative groups and using these roles again.
6. Facilitate a class discussion on how everything worked, particularly the sharing of cooperative learning roles and the various strategies for reading.

Students' Assessment and Reflections

- Teacher observation.** Includes anecdotal notes (teacher's journal) and classroom circulation.
- Student self-assessment.** Students rate their own behavior and the behavior of their peers using the self-assessment format of the learning log. Review the students' self and peer assessments and provide your own rating for each group. A whole-class discussion is suggested so that students are aware of their behavior, how well they did, and what they can do to improve future cooperative learning sessions. Use the cooperative Learning Rubric to grade them and they can also peer-assess using it. It depends on the teacher.

Suggested Text

THE OLYMPIC GAMES 2012 SUMMER OLYMPICS IN LONDON, ENGLAND



London, in the UK, hosts the 2012 Summer Olympics

The 2012 Summer Olympics are in London, England, Great Britain. The opening ceremonies will be on July 27, 2012. The closing ceremony will be on August 12, 2012.

The motto of the London Olympics is 'Inspire a generation'.

THE ANCIENT OLYMPICS:

The ancient Greeks dedicated the Olympic Games to the god Zeus. The original games were held on the plain of Olympia in Peloponnesus, Greece.

The Greeks held the first Olympic games in the year 776 BC (over 2700 years ago), and had only one event, a sprint (a short run that was called the "stade"). The race was run by men who competed in the nude. A wreath of olive branches was placed on the winner's head (in Greek, this is called a kotinos). The olive tree was the sacred tree of Athens, Greece.



Women were neither allowed to compete in the games nor to watch them, because the games were dedicated to Zeus and were therefore meant for men.

The four-year period between the Olympic games was called an Olympiad. Every four years, for 1,170 years, the Greeks held an Olympics, which continued to grow and change. Many other sports were added, including other races, wrestling, boxing, pentathlon (five events, including the long jump, javelin throw, discus throw, foot race, and wrestling), and equestrian events (events with horses and people, like chariot races and horse races). The Olympic games were banned by the Byzantine Emperor Theodosius II in the year AD 394.

THE MODERN OLYMPIC GAMES:

Over a fifteen hundred years later, Pierre de Frédy, Baron de Coubertin (1863-1937) (a French educator and sportsman) revived the Olympic Games. An all-male Olympic games were held in 1896, in Athens, Greece. The first winter Olympics were held in 1924, in Chamonix, France.



THE FLAG OF THE OLYMPIC GAMES:

The flag of the Olympic Games has five interlocking rings (blue, yellow, black, green, and red) on a white ground. The rings represent the five parts of the world that were joined together in the Olympic movement: Africa, the Americas, Asia, Australia and

Europe. Baron de Coubertin designed the flag of the Olympics in 1913-1914.

The Olympic flag was first used in the 1920 Olympic Games in Antwerp, Belgium. The Olympic flag is paraded during the opening ceremony of each Olympic Games. At the end of an

Olympics, the mayor of the host-city presents the flag to the mayor of the next host-city. The flag will remain in the town hall of the next host-city until the next Olympic Games, four years later.

HISTORY OF THE OLYMPIC FLAME

The tradition of the Olympic flame began during the ancient Olympic Games, over 2700 years ago in Greece. A flame was lit for each Olympics, every four years, and it burned throughout the games. The flame symbolized the death and rebirth of Greek heroes. There was no torch relay in the ancient Olympics. The first torch relay took place at the 1936 games in Berlin, Germany.



THE TORCHES OF THE OLYMPICS:

For each Olympics, a new flame is started in the ancient Olympic stadium in Olympia, Elis, Greece, using a parabolic mirror to focus the rays of the Sun. This flame begins its Olympic Torch Relay by touring Greece. The flame is normally taken to the country where the games will be held (usually by airplane). Following that, the flame is then carried around the country where the games are to be held, using a series of torches carried by people running, walking, riding horses and camels, scuba diving, and using other means of human conveyance. The last runner uses a torch to light the large Olympic torch which burns throughout the games. The flame is extinguished during the closing ceremony. A new Olympic torch is designed for each of the games.

THE OLYMPIC MOTTO:

The Olympic motto is, "Citius, Altius, Fortius," which means "Swifter, Higher, Stronger."

OLYMPIC EVENTS:

The events in the Summer Olympics include: archery, badminton, baseball, basketball, boxing, canoeing, cycling, diving, equestrian, fencing, football (soccer), gymnastics, handball, hockey, judo, kayaking, marathon, pentathlon, ping pong, rowing, sailing, shooting, swimming, taekwondo, tennis, track and field (many running, jumping, and throwing events), triathlon, volleyball, water polo, weightlifting, wrestling (freestyle and Greco-Roman).

The events in the Winter Olympics include: ice hockey, figure skating, speed skating, snowboarding, luge, bobsleigh, skeleton (a type of sledding), curling, cross-country skiing, freestyle skiing, slalom, downhill (Alpine) skiing, ski jumping, Nordic combined (skiing plus ski jumping), and biathlon (skiing and shooting).



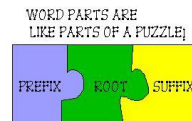
OLYMPIC MEDALS:

At the Ancient Olympics, a wreath of olive branches was placed on the winner's head (in Greek, this is called a kotinos).

At the modern Olympics, each first-place winner receives a gold medal, each second-place winner receives a silver medal, and each third-place winner receives a bronze medal (the bronze medal was introduced in 1904). Different medals are designed for each new Olympics. Certificates called victory diplomas are also given to many top winners in each sport.

FIXED UP STRATEGIES

1. **Reread the sentence with the clunk and look for clues to help you figure out the unknown word. Think about what makes sense.**
2. **Reread the sentences before and after the clunk looking for clues about the unknown word.**
3. **Look for a prefix or suffix in the unknown word that might help you figure it out.**
4. **Break the word apart and look for smaller words that you already know.**



Sample of the Pre-reading Comprehension Test

CLARA ONATRA'S DIAGNOSTIC TEST

Reading and Writing • Part 4

Questions 21 – 27

Read the article about a young swimmer.
 Ana sentences 21 – 27 'Right' (A) or 'Wrong' (B)?
 If there is not enough information to answer 'Right' (A) or 'Wrong' (B), choose 'Doesn't say' (C).
 For questions 21 – 27, mark A, B or C on your answer sheet.

Ana Johnson



Ana Johnson is a 13-year-old swimmer who lives in Melbourne in Australia. Her dream is to swim for Australia in the next Olympics. She swims in both long and short races and she has already come first in many important competitions.

As well as spending many hours in the pool, Ana also makes time for studying and for friends. 'I have lots of friends who swim and we're very close. It's much easier to have friends who are swimmers because they also have to get up early to practise like me and they understand this kind of life. But I'm not so different from other people my age. In my free time I also enjoy going to the movies and parties. There are also some good things about swimming for a club. I travel a lot for competitions and I've made friends with swimmers from other Australian cities and from other parts of the world.'

Ana is becoming well known in Australia and she believes it is important to get more young people interested in swimming. 'I don't mind talking to journalists and having my photograph taken. But last year I was on TV and that was much more fun.'

- Example:**
- 0 Ana's home is in Melbourne.
 A Right B Wrong C Doesn't say Answer: A B C
-
- 21 Ana hopes she will become an Olympic swimmer.
 A Right B Wrong C Doesn't say
- 22 Ana knows that she is better at short races than long ones.
 A Right B Wrong C Doesn't say
- 23 Ana has won a lot of swimming competitions.
 A Right B Wrong C Doesn't say
- 24 It is difficult for Ana to make friends with other people who swim.
 A Right B Wrong C Doesn't say
- 25 Ana likes doing the same things as other teenagers.
 A Right B Wrong C Doesn't say
- 26 Ana has met people from different countries at swimming competitions.
 A Right B Wrong C Doesn't say
- 27 Ana prefers speaking to journalists to being on television.
 A Right B Wrong C Doesn't say

Reading and Writing • Part 5

Questions 28 – 35

Read the article about a circus.
Choose the best word (A, B or C) for each space.
For questions 28 – 35, mark A, B or C on your answer sheet.

A famous circus



The circus, Cirque du Soleil, began (0) Montreal, Canada. It was started (28) the Canadian Guy Laliberté in 1984. When he left college, Laliberté travelled around Europe and earned money (29) music in the streets. Not long after he returned home, he started Cirque with (30) friend, Daniel Gauthier. During the 1990s, Cirque grew quickly. It now does shows (31) over the world and the number of people working for it has grown from 73 to (32) than 3,500.

The Cirque does not have any animals, but (33) is music and dance and each show tells a story. (34) show, which is called Varian, is about a man who could fly. The show starts with him falling from the sky and tells the story of how he (35) to learn to fly again.

Example:

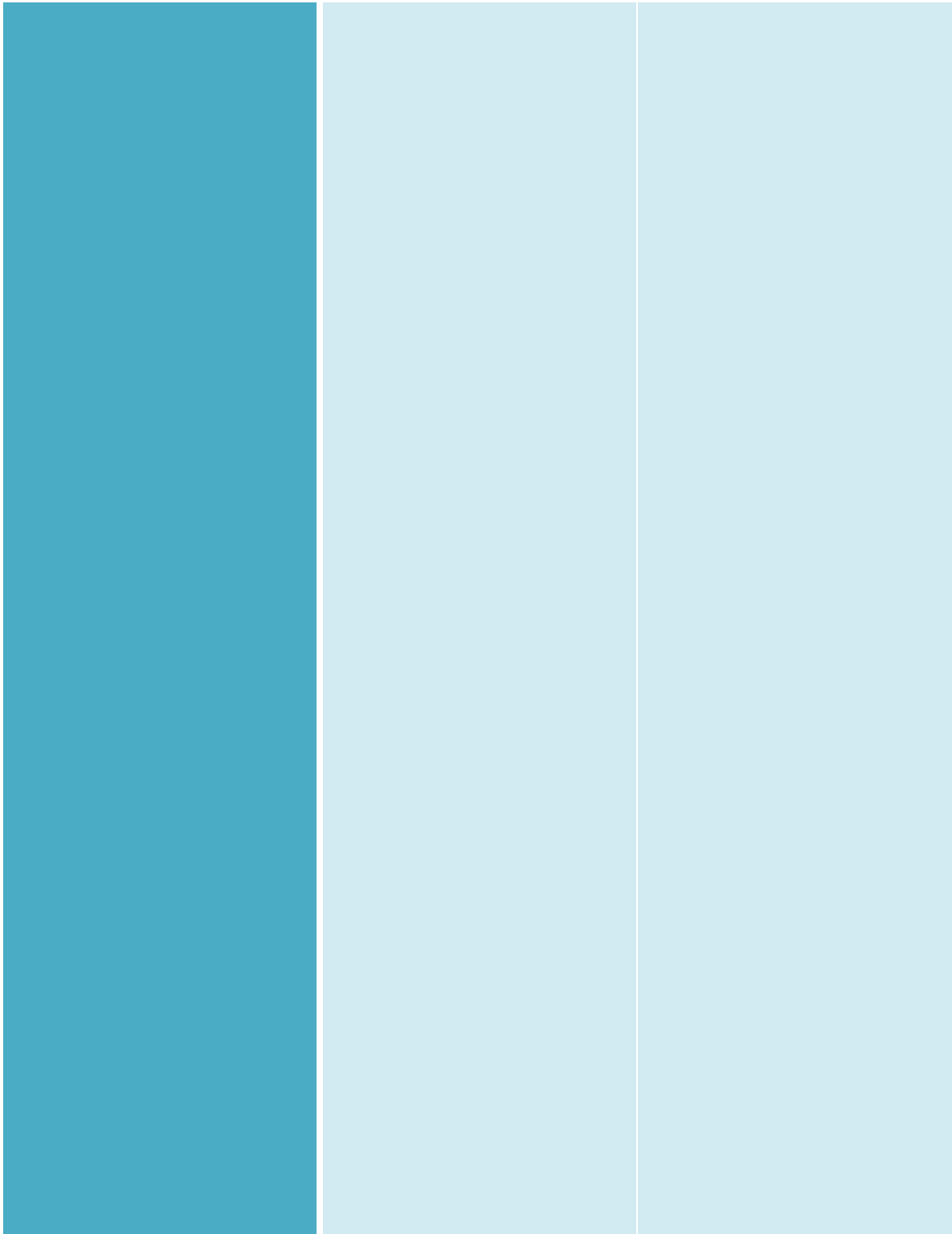
0 A in B at C to Answer: 0

- 28 A from B by C of
- 29 A played B plays C playing
- 30 A their B his C its
- 31 A some B all C enough
- 32 A more B much C most
- 33 A this B it C there
- 34 A One B Each C Both
- 35 A need B must C has

1

Appendix C
Teacher's Journal

Date: _____ Lesson #: _____ Topic: _____		
Actions	Students' responses	Reflections and comments



Sample of a Teacher's journal.**DEFINING AND IMPLEMENTING TEACHING STRATEGIES TO FOSTER SELF-DIRECTED LANGUAGE LEARNING IN COLOMBIA RESEARCH PROJECT PART 2****(On-going Work) 2012****TEACHER'S JOURNAL IMPLEMENTATION N° 1****ELIZABETH ROJAS VANEGAS**

DATE: 23-07-2012; 30-07-2012 LESSON #: <u>1</u> TOPIC: <u>Comets, Meteors</u> <u>and Asteroids.</u>		
ACTIONS	STUDENTS' RESPONSES	REFLECTIONS AND COMMENTS
<p><u>Greetings and Welcome</u></p> <p>I started class by reminding students the stages of the CSR model, including the students' roles.</p>	<ul style="list-style-type: none"> • They did not feel confident yet, about the model and specially the roles. • They asked me to guide the reading and the stages of the model. • One girl was misbehaving, interrupting her group's work. 	<ul style="list-style-type: none"> • I think when students get familiar with the model they will not feel insecure about it. • Their requests show interest about the implementation, which is good. • I asked the other students about their feelings towards the misbehaving girl. They were uncomfortable with it and told her that next time she has to make a repairing action.

<p><u>During Activity</u></p> <p>• I started modeling the CSR. Then, I asked students to perform their roles.</p> <p>Students started reading by themselves.</p>	<ul style="list-style-type: none"> • They paid attention to the modeling and they were doing their first attempts to start working by themselves. However, some of them were still not sure about their roles within their groups. • One of the groups is still behind. • Most of the students are feeling better about the model. 	<ul style="list-style-type: none"> • I feel that students are starting a difficult learning process. Autonomy is not a concept my students are familiar with and they feel odd working like this. • I noticed that if I am not close to this group, they start chatting and deviating their reading purpose. • I can feel that some of the students are getting into the model seriously.
<p><u>Closing Remarks</u></p> <p>Self assessment.</p>	<ul style="list-style-type: none"> • This part of the learning log was almost omitted by the students. 	<ul style="list-style-type: none"> • I guess they do not like thinking about how did they do it.

Appendix C
Teacher’s Journal

TEACHER JOURNAL

DATE: AUGUST 16TH 2012 LESSON # 3 TOPIC: FRIENDSHIP READING: MY BEST FRIEND

TEACHER: PATRICIA MARIA PÉREZ

RESEARCH QUESTIONS

- To what extent does the use of Collaborative Strategic Reading foster reading comprehension in English language learners?
- How does the use of this approach facilitate and enhance language learners' self-direction.

OPEN CODING: BEHAVIOR- STRATEGIES – INTERACTION.

ACTIVITES	DESCRIPTIONS OF FACTS	REFLECTIONS 1. HOW I FELT? WHAT I MAKE OF IT? 2. WHAT DOES IT MEANS SS DID AND I FELT THIS	OPEN CODING
Greetings	<p>Se comienza saludando y dando las recomendaciones de nuevo, recalándole a los estudiantes la importancia que tiene para el éxito de la actividad que se desarrollen todos los pasos y se cumplan los roles en el grupo, a los estudiantes se les recordó cómo se usan las Fix-up strategies como se desarrolla el learning log.</p> <p>Llamé a los líderes para entregarles el material (lectura, learning log y las cartas), ellos se organizaron por grupos, estando ellos ya de manera grupal se les dijo que todo se desarrollaría hoy en inglés y que si no contaban con suficiente vocabulario para expresar las ideas que las hicieran y que yo les colaboraba. Algunos niños se acercaron a preguntar expresiones para responder las dos primeras</p>	<p>De nuevo siento tensión por lo que pase en esta nueva intervención, ya que se debe responder todo en inglés.</p> <p>Muchos de ellos expresan la dificultad ante tener que desarrollar todo en Inglés, algunos no reciben de buen agrado la noticia y algunos expresan que ellos no se sienten muy bien completando todo en inglés, les explico que</p>	

Modeling the instructions again

Collaborative work (teacher-student)

Interaction t-ss

I feel concerned to face the new challenge 😊

they express their feelings

Use of L2

Coding Matrix List Teacher Journal

CODING AREAS	TEACHER	STUDENT
1. ROLES	a. Facilitator b. Encourager c. CSR expert d. Problem solver e. Model	1. Leader 2. Clunk Expert 3. Gist Expert 4. Announcer 5. Encourager 6. Time Keeper 7. Note Taker 8. Wrap Up Expert
2. ATTITUDES	a. Showing interest in students' interests and reading needs b. Showing expertise in CSR c. Showing concern about the implementation of CSR	1. Showing reluctance 2. Showing interest
3. BEHAVIORS AND CLASSROOM ACTIONS	a. Providing guidance b. Taking into account students' ideas and opinions. c. Tackling group work related problems d. Managing classroom organization e. Managing time	1. Facing challenges while working in groups 2. Learning to work independently 3. Becoming disciplined and committed learners 4. Solving difficulties 5. Participating in group

	<ul style="list-style-type: none"> f. Monitoring g. Facilitating reading process h. Giving feedback i. Facilitating group work j. Promoting students' self- assessment k. Clarifying doubts 	<ul style="list-style-type: none"> activities 6. Assuming/ adopting CSR roles 7. Solving reading problems independently 8. Solving reading problems independently 9. Asking questions
<p>4. FEELINGS</p>	<ul style="list-style-type: none"> a. Satisfaction b. Motivation c. Frustration d. Concern 	<ul style="list-style-type: none"> 1. Anxiety 2. Motivation 3. Distraction 4. Apathy 5. Boredom 6. Excitement
<p>5. INTERACTIONS</p>	<ul style="list-style-type: none"> a. Dialoguing with individual students b. Assisting specific groups c. Dialoguing with the whole class 	<ul style="list-style-type: none"> 1. Performing within the cooperative group 2. Helping each other 3. Interacting with the teacher 4. Interacting with other groups
<p>6. USE OF THE LANGUAGE</p>	<ul style="list-style-type: none"> a. Switching between codes 	<ul style="list-style-type: none"> 1. Reaching out to Spanish to convey meaning/ to

		<p>comprehend</p> <ol style="list-style-type: none"> 2. Using Interlanguage 3. Using the target language appropriately to convey meaning
<p>7. READING PROCESS</p>	<ol style="list-style-type: none"> a. Modeling CSR stages b. Modeling CSR roles c. Teaching how to use fix-up strategies d. Modeling the use of CSR resources e. Promoting independent reading work d. Making use of motivational strategies. 	<ol style="list-style-type: none"> 1. Obtaining a sense of what will be read 2. Building interpretations from the text 3. Identifying important information 4. Using Fix Up strategies efficiently 5. Identifying most used Fix Up strategies 6. Building main Ideas 7. Summarizing 8. Using additional reading strategies 9. Paraphrasing 10. Generating questions about the text 11. Reviewing 12. Increasing reading

		achievement
<p>8. METACOGNITIVE PROCESS</p>	<p>a. Scaffolding Instructions</p> <p>b. Teaching strategies explicitly</p> <p>c. Thinking aloud for the students</p>	<p>1. Awareness and understanding of one's own reading cognitive processes</p> <p>2. Using self-monitoring Strategies</p> <p>3. Recognizing the structure of the language/texts</p> <p>4. Identifying own strengths and weaknesses</p> <p>5. Establishing learning and reading goals</p>

Appendix D
CSR LEARNING LOG




Name: _____
 Activity #: _____
 Date: _____
 In class session: _____
 Independent session: _____

Brainstorm

BEFORE READING: What I already know about the topic

Preview



Preview

What I might learn about the topic

DURING READING: Section 1

Clunks:

_____ = _____

_____ = _____

_____ = _____

Fix-up strategies

1	2	3	4
1	2	3	4
1	2	3	4

Gist: What is the paragraph mostly about?
 What is the most important information? Write the gist in 10 or fewer words

DURING READING: Section 2

Clunks:

_____ = _____

_____ = _____

_____ = _____

Fix-up strategies

1	2	3	4
1	2	3	4
1	2	3	4

Gist: What is the paragraph mostly about?
 What is the most important information? Write the gist in 10 or fewer words

DURING READING: Section

Clunks:

_____ = _____

_____ = _____

_____ = _____

Fix-up strategies

1	2	3	4
1	2	3	4
1	2	3	4

Gist: What is the paragraph mostly about?

What is the most important information? Write the gist in 10 or fewer words

AFTER READING:
Wrap-up



Step 1: questions

Think of questions and write them below





Use (who-what-where-why-how)

Step 2: Review

Write the most important ideas from the passage

Self-assessment

Put a check on the box that best describes your feelings and actions

	 Very well	 Good	 Fairly good	 Bad
I followed all the steps.				
I liked the task.				
I understood the main idea of the text.				
I understood most of the details of the text.				
I guessed the meaning of unknown words or phrases by using the fix up strategies.				
I used the dictionary when necessary.				
I read without stopping too much.				
I could write questions about the text without any problems.				
I could write the most important ideas of the text without any problems.				
The use of strategies allowed me to read more effectively				

My strengths appear to be:

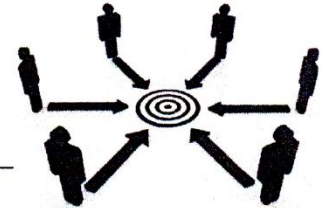
Areas where I can improve:

Appendix D

Analysis of in-class learning log. Activity #2


Nº 2

#2



CSR LEARNING LOG

Name: Group 2
 Activity #: 2
 Date: July 19th
 In class session: _____
 Independent session: _____

BEFORE READING: Preview 	Brainstorm What I already know about the topic What a man usually does in his day	Preview What I might learn about the topic
	<u>That Peru has wonderful places to visit and delicious food to take</u>	<u>How wonderful Peru is to take vacations there</u>

DURING READING: Section 1

Clunks:
~~Trip~~ = on the first day... on the second... our trip... at beautiful
~~to book~~ = ... and if you book before
~~built buildings~~ = and built wonderful monuments
 "built" → build → buildings

Fix-up strategies
 1 2 3 4
 1 2 3 4
 1 2 3 4

Gist: What is the paragraph mostly about?
 What is the most important information? Write the gist in 10 or less words
what travelers are going to do the first five days.

DURING READING: Section 2

Clunks:
~~Gate~~ = The sun Gate
~~charity~~ = ... also gives \$25 to charity for

Fix-up strategies
 1 2 3 4
 1 2 3 4
 1 2 3 4


Gist: What is the paragraph mostly about?
 What is the most important information? Write the gist in 10 or less words
what travelers are going to do the 6th-9th days.

DURING READING: Section

Clunks:
 _____ = _____
 _____ = _____
 _____ = _____





Fix-up strategies
 1 2 3 4
 1 2 3 4
 1 2 3 4

Gist: What is the paragraph mostly about?
 What is the most important information? Write the gist in 10 or less words

<p>AFTER READING: Wrap-up</p> 	<p>Step 1: questions Think of questions and write them below Use (who-what-where-why-how)</p> <p>9</p> <p>What are the most important places in Peru to visit?</p> <p>How much money do you need to do this trip?</p> <p>How many days do you need to do this trip?</p>	<p>Step 2: Review Write the most important ideas from the passage</p> <p>The most important places in Peru to visit are Machu Picchu, Lake Titicaca, Amazon Rainforest and the city of Cuzco. You need \$400 if you book before August 29th.</p> <p>10</p>
--	--	---

Self-assessment

Put a check on the box that best describes your feelings and actions

	Very well 	Good 	Fairly good 	Bad 
I followed all the steps.	X			
I liked the task.	X			
I understood the main idea of the text.	X			
I understood most of the details of the text.	X			
I guessed the meaning of unknown words or phrases by using the fix up strategies.	X			
I used the dictionary when necessary.		X		
I read without stopping too much.		X		
I could write questions about the text without any problems.	X			
I could write the most important ideas of the text without any problems.	X			
The use of strategies allowed me to read more effectively	X			

My strengths appear to be: vocabulary - 12.

Areas where I can improve: time

15

Appendix E

Sample of the consent form

CONSENTIMIENTO INFORMADO PARA PARTICIPAR EN UN ESTUDIO DE INVESTIGACIÓN

Sincelejo, junio 15 de 2012

ESTUDIANTES GRADO QUINTO A
Institución Educativa Policarpa Salavarrieta
Sincelejo

Apreciados estudiantes:

Actualmente estoy realizando una investigación titulada **Improvement of Reading Comprehension through the Use of Collaborative Strategic Reading**. Este estudio busca mejorar la comprensión lectora a través del uso de estrategias que faciliten un aprendizaje autodirigido y colaborativo. Cabe anotar que dicha investigación hace parte de mi trabajo de grado de la Maestría en Didáctica del Inglés para el Aprendizaje Autodirigido de la Universidad de la Sabana.

Por lo anterior, comedidamente solicito su consentimiento y colaboración como participante de mi propuesta de investigación, la cual se llevará a cabo durante junio, julio y agosto del presente año. Dicho estudio implica la planeación e implementación de actividades en julio y agosto, y la recolección de datos durante 8 semanas, tiempo en las cual usted: a) responderá dos cuestionarios, uno al inicio y el otro al final de la investigación; b) completará ciertas actividades de lectura relacionadas con estrategias de comprensión; y c) escribirá reflexiones sobre dichas actividades. Por último, presentará dos exámenes de lectura, uno al comienzo y otro al final de la investigación, los cuales no tendrán incidencia en las notas de clase.

Cabe anotar que el proyecto no tendrá incidencia alguna en las evaluaciones y notas. Así mismo, usted podrá rehusarse a responder, participar, o abandonar el proyecto en cualquier momento. De igual medida, se le garantizará el uso de un seudónimo con el fin de mantener su identidad en el anonimato en cualquier reporte, publicación y/o presentación a la que el proyecto pueda dar origen.

Al firmar esta carta de consentimiento, usted acepta participar voluntariamente en este estudio. Su participación voluntaria será de gran ayuda para llevar a cabo este proyecto de manera exitosa. Agradezco de antemano su valioso aporte para llevar a buen término mi investigación.

Atentamente,
Patricia María Pérez

Docente investigador

Acepto participar
Nombre

Firma _____

Appendix F

COOPERATIVE LEARNING ROLES²

Leader: Leads the group in the implementation of collaborative strategic reading (CSR) by saying what to read next and what strategy to apply next. Asks the teacher for assistance if necessary.

We know that today's topic is _____. Let's brainstorm and write everything we already know about the topic in the "K" column of our KWL graphic organizer. Who would like to share their ideas? Now let's predict what we might learn by looking at the title, pictures, and headings from the reading. Write your ideas in the "W" column of our KWL graphic organizer. Who would like to share their ideas?

Clunk Expert: Uses the fix-up strategies on the Clunk Pattern Poster to remind the group of the steps to follow when trying to figure out a difficult word, concept, or idea.

Did everyone understand what we read? If you did not, write your clunks on your Clunks and Clues graphic organizer. If someone has a clunk, go to Strategy 1 and reread the sentence. Look for clues to help you figure out the unknown word. Try Strategy 4 and break the word apart, looking for a word you might know.

Gist Expert: Guides the group toward the identification of a main idea and ensures that the main idea contains the most important ideas without unnecessary details.

What sentence gave us the most important information in that paragraph? Let's think about some questions to check and see if we really understood what we read. What was one question that was answered? How can we rephrase the most important information in our own words, using as few words as possible?

Announcer: Calls on different group members to read or share an idea. Makes sure everyone participates and only one person talks at a time.

Who would like to share their best question? Who would like to read something they wrote on their graphic organizer?

Encourager: Watches the group and gives feedback. Looks for behavior to praise. Encourages all group members to participate in the discussion and assist one another. Evaluates how well the group worked together and gives suggestions for improvement.

Two things I saw the group do really well were _____ and _____. One thing I saw _____ do especially well was _____. I would give the group a _____ for the "Consideration of Others" section of the Cooperative learning rubric because _____. Is there anything that would help us to do even better next time

² Copyright 2003 IRA/NCTE. All rights reserved. ReadWriteThink materials may be reproduced for educational purposes.

CSR=ROLES

Leader: Leads the group in the implementation of CSR by saying what to read or which strategy to do next.



• **Clunk Expert:** Leads the group in trying to figure out difficult words or concepts.



• **Gist Expert:** Guides the group toward the development of a gist and determines that the gist contains the most important ideas but no unnecessary details.

• **Question Expert:** Guides the group to generate and answer questions.



Encourager: Watches the group and gives feedback. Looks for behaviors to praise. Encourages all group members to participate and assist one another.



• **Time-keeper:** Sets the timer for each portion of CSR and lets the group know when it is time to move on



The Introductory Workshop

INTRODUCTORY WORKSHOP³

INSTRUCTIONAL PLAN

Preparation

1. Show students some posters and handouts that will help them to be acquainted with the **Collaborative Strategic Reading (CSR)**. Learners can also use that info for some reference in the future.
2. Make a copy of the **Learning Log** (Appendix 2) per group (Day 1) and per student (later on).
3. Display the “**Fix up Strategies Poster**” (Appendix 3) to clarify some strategies students can use to understand the clunks. It can be presented directly in English and explained it in Spanish only if necessary. Relate this info to the results of the test.
4. Show a poster of the **Cooperative Learning Roles** (Appendix 4) and print a copy to each student if possible.
5. Find a group of students to help you in the modeling of **Cooperative Learning Roles**.
6. Use the sample reading for modeling the four strategies: **Preview, Clunk and Clunk, Get the Gist and Wrap-Up**.

ACTIVITIES

DAY 1: Individual Work. Teacher-class

1. Before reading: Preview

Present a copy of the learning log (Appendix 2) in a poster or a projector to model the preview process. Remember that students first brainstorm what previewing is by sharing answers in pairs, then as a group.

Preview: Before reading, students brainstorm prior knowledge and predict what will be learned.

Process with the text:

- a. Have students read the title of the text about TIME OFF IN SPAIN (Appendix 1) and preview the pictures.
- b. In the learning log, have them fill in the “Brainstorm” column by asking, “What do you already know about this topic? Elicit students’ responses like “The topic is ...I know about sPAIN...”
- c. Then, students will fill in the “Preview” column by asking to themselves, “What I might learn about the READING ?” They will use sentences like “I’ve always been curious about the

³ Adapted from readwritethink.com. Retrieved May 12, 2012 from: <http://www.readwritethink.org/classroom-resources/lesson-plans/scaffolding-comprehension-strategies-using-95.html?tab=1#tabs>.

BEFORE READING: Preview



Brainstorm

What I already know about the topic

Preview

What I might learn about the topic

d. Explain the first sections of the learning log, why students need to investigate and record what they already know ("Brainstorm") and what they want to know ("Preview") about a topic before reading, and how this strategy will help them understand what they are about to read.

2. During reading: Click and Clunk and Get the Gist

Go back to the learning log to have students analyze the info there. Allow some time for them to share insights in pairs, then, give them an explanation based on this definition:

Click and Clunk:

Students identify words or word parts that were hard to understand (called "clunks"). A sequence of "fix-up strategies" (Appendix 3) is used to decode the "clunk." These strategies are:

- Re-reading the sentence for key ideas
- Looking for context clues in the sentences before and after
- Looking for prefixes or suffixes.
- Breaking the word apart to find smaller words.

Process with the text:

- a. Have students read the introduction of the text.
- b. Ask students: Did you understand the general idea? What part was difficult to understand?
- c. Walk students through each clunk of the introduction of the "Olympic Games" text (think alouds) to show them how to use the various fix-up strategies. Clunk words should be pre-selected from a particular passage of text.
- d. In the learning log, have them fill the "Clunks" part: the unknown words, their definition and the fix-up strategies used. For example:

DURING READING: Section 1		Fix-up strategies			
Clunks:					
<u>motto</u>	= <u>slogan</u>	1	2	3	4
<u> </u>	= <u> </u>	1	2	3	4
<u> </u>	= <u> </u>	1	2	3	4

e. Then, tell them they need to recognize the general idea. Explain to them the concept of

Get the gist: Students learn to ask themselves: What is the most important person, place, or thing? What is the most important idea about the person, place or thing?

f. To model the get the gist strategy, ask students to identify the main idea from the preselected passage of text. Rephrase their responses on the worksheet using as few words as possible.

g. Have them write it down in the learning log, like this:

<p>Gist: What is the paragraph mostly about?</p> <hr/> <hr/> <hr/> <p>What is the most important information? Write the gist in 10 or less words</p> <hr/> <hr/> <hr/>
--

h. **Think aloud:** Have students read the first two sections of the text aloud (TIME OFF IN SPAIN). *It's very important that the teachers know how to work the think alouds, remember prof Jenny gave us material related to this.*

i. Then, students will verbalize their thoughts about what new information they just learned. They will fill this information out in section 2 of the learning log, again "clunks and gist".

3. After Reading: Wrap up

Go to the learning log and ask students to identify the "after reading part". Explain the concept to the students:

Wrap up: After reading, students construct their own questions to check for understanding of the passage, answer the questions, and summarize what has been learned.

Process with th text:

a. Have students read the introduction and the other sections of the text again and have them ask themselves: "What did I learn after reading about this topic?" Elicit responses from students and then discuss the previewing process with them:

- What worked?
- What did not work?
- What difference did it make in their understanding of the text?

b. Have students complete the "After reading" portion of the learning log.

Step 1: questions

Step 2: Review

**AFTER
READING:
Wrap-up**

Think of questions and write them below
Use (who-what-where-why-how)

Write the most important ideas from the passage



- c. Instruct students to preview the next section of text and independently complete the "Brainstorm" and "Preview" portions on their own Learning Log.
- d. Demonstrate the wrap-up strategy using the QAD graphic organizer (See the other attachment) with question prompts.
- e. Work on the self-assessment part individually. Next day, they will do it in groups.

Self-assessment

Put a check on the box that best describes your feelings and actions

Very well Good Fairly good Bad

I followed all the steps.

I liked the task.

I understood the main idea of the text.

I understood most of the details of the text.

I guessed the meaning of unknown words or phrases by using the fix up strategies.

I used the dictionary when necessary.

I read without stopping too much.

I could write questions about the text without any problems.

I could write the most important ideas of the text without any problems.

The use of strategies allowed me to read more effectively

My strengths appear to be:

Areas where I can improve:

DAY 2: Group Work

1. Say to students they will be working in groups. If possible organize the groups this day.
2. Explain cooperative learning roles by using students as role-players. You can also use the **Cue Cards** (See the other attachment).
 - **Leader**, who says what to read next and what strategy to apply next.
 - **Clunk expert**, who uses cards to remind the group of the steps,
 - **Gist expert**, who guides the group to articulate the gist and then evaluates it.
 - **Announcer**, who calls upon group members to read or share ideas and
 - **Encourager** who gives praise and encourages and evaluates discussion.

Display the Cooperative learning roles on an overhead or projector screen for visual prompting. For reference during the lesson, a poster-sized version of the cooperative learning roles should be displayed in the classroom and students should be given an individual handout. At this time, students should also review the Cooperative learning rubric (See the other attachment) in Spanish if necessary, it should be like a poster or individual copies (depending on teachers and students' possibilities) that you prepared in advance for the lesson.

3. Do the same activities of Day 1. You can continue with the rest of the text "Olympic Games" or have a new one.

Process:

1. Assign students into groups with mixed abilities. Assign a cooperative learning role to each student within a group.
2. **Before reading.** Instruct students to preview a selection of text before reading using the list of the Learning Log, and complete the "Brainstorm" and "Preview" portions of it.
3. **During reading.** Have students complete the top portion of the Clunks from the learning log while reading, applying the fix-up strategies and coordinating their work using the assigned cooperative learning roles. Monitor students' progress by walking around the room and offering assistance. This is also a good opportunity for you to take anecdotal notes, which can be used for assessment.
4. **After reading.** Students complete the "Get the gist" portion of the Clunks and then return to the Learning Log to complete the "After Reading" portion. Students should then do a wrap-up by completing this part in the learning log and discussing how the cooperative learning roles worked within their groups.
5. At the end of this session, be sure to reinforce each of the cooperative learning roles. During the next session, students will be working in cooperative groups and using these roles again.
6. Facilitate a class discussion on how everything worked, particularly the sharing of cooperative learning roles and the various strategies for reading.

Students' Assessment and Reflections

- **Teacher observation.** Includes anecdotal notes (teacher's journal) and classroom circulation.
- **Student self-assessment.** Students rate their own behavior and the behavior of their peers using the self-assessment format of the learning log. Review the students' self and peer assessments and provide your own rating for each group. A whole-class discussion is suggested so that students are aware of their behavior, how well they did, and what they can do to improve future cooperative learning sessions. Use the cooperative Learning Rubric to grade them and they can also peer-assess using it. It depends on the teacher.

THE OLYMPIC GAMES

2012 SUMMER OLYMPICS IN LONDON, ENGLAND

The 2012 Summer Olympics are in London, England, Great Britain.

The opening ceremonies will be on July 27, 2012. The closing ceremony will be on August 12, 2012.

The motto of the London Olympics is 'Inspire a generation'.



London, in the UK,
hosts the 2012 Summer
Olympics

THE ANCIENT OLYMPICS:

The ancient Greeks dedicated the Olympic Games to the god Zeus. The original games were held on the plain of Olympia in

Peloponnesus, Greece.



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The Greeks held the first Olympic games in the year 776 BC (over 2700 years ago), and had only one event, a sprint (a short run that was called the "stade"). The race was run by men who competed in the nude. A wreath of olive branches was placed on the winner's head (in Greek, this is called a

kotinos). The olive tree was the sacred tree of Athens, Greece.

Women were neither allowed to compete in the games nor to watch them, because the games were dedicated to Zeus and were therefore meant for men.

The four-year period between the Olympic games was called an Olympiad. Every four years, for 1,170 years, the Greeks held an Olympics, which continued to grow and change. Many other sports were added, including other races, wrestling, boxing, pentathlon (five events, including the long jump, javelin throw, discus throw, foot race, and wrestling), and equestrian events

(events with horses and people, like chariot races and horse races) The Olympic games were banned by the Byzantine Emperor Theodosius II in the year AD 394.

THE MODERN OLYMPIC GAMES:

Over a fifteen hundred years later, Pierre de Frédy, Baron de Coubertin (1863-1937) (a French educator and sportsman) revived the Olympic Games. An all-male Olympic games were held in 1896, in Athens, Greece. The first winter Olympics were held in 1924, in Chamonix, France.

THE FLAG OF THE OLYMPIC GAMES:

The flag of the Olympic Games has five interlocking rings (blue, yellow, black, green, and red) on a white ground. The rings represent the five parts of the world that were joined together in the Olympic



movement: Africa, the Americas, Asia, Australia and Europe. Baron de Coubertin designed the flag of the Olympics in 1913-1914.

The Olympic flag was first used in the 1920 Olympic Games in Antwerp, Belgium. The Olympic flag is paraded during the opening ceremony of each Olympic Games. At the end of an Olympics, the mayor of the host-city presents the flag to the mayor of the next host-city. The flag will remain in the town hall of the next host-city until the next Olympic Games, four years later.

HISTORY OF THE OLYMPIC FLAME

tradition of the Olympic flame began during the ancient Olympic Games, 2700 years ago in Greece. A flame was lit for each Olympics, every four years, and it burned throughout the games. The flame symbolized the death and rebirth of Greek heroes. There was no torch relay in the ancient Olympics. The first torch relay took place at the 1936 games in Berlin, Germany.



The
over
years,

THE TORCHES OF THE OLYMPICS:

For each Olympics, a new flame is started in the ancient Olympic stadium in Olympia, Elis, Greece, using a parabolic mirror to focus the rays of the Sun.

This flame begins its Olympic Torch Relay by touring Greece. The flame is normally taken to the country where the games will be held (usually by airplane). Following that, the flame is then carried around the country where the games are to be held, using a series of torches carried by people running, walking, riding horses and camels, scuba diving, and using other means of human conveyance. The last runner uses a torch to light the large Olympic torch which burns throughout the games. The flame is extinguished during the closing ceremony. A new Olympic torch is designed for each of the games.

THE OLYMPIC MOTTO:

The Olympic motto is, "Citius, Altius, Fortius," which means "Swifter, Higher, Stronger."

OLYMPIC EVENTS:

The events in the Summer Olympics include: archery, badminton, baseball, basketball, boxing, canoeing, cycling, diving, equestrian, fencing, football (soccer), gymnastics, handball, hockey, judo, kayaking, marathon, pentathlon, ping pong, rowing, sailing, shooting, swimming, taekwando, tennis, track and field (many running, jumping, and throwing events), triathlon, volleyball, water polo, weightlifting, wrestling (freestyle and Greco-Roman).

The events in the Winter Olympics include: ice hockey, figure skating, speed skating, snowboarding, luge, bobsleigh, skeleton (a type of sledding), curling, cross-country skiing, freestyle skiing, slalom, downhill (Alpine) skiing, ski jumping, Nordic combined (skiing plus ski jumping), and biathlon (skiing and shooting).

OLYMPIC MEDALS:

At the Ancient Olympics, a wreath of olive branches was placed on the winner's head (in Greek, this is called a kotinos).



At the modern Olympics, each first-place winner receives a gold medal, each second-place winner receives a silver medal, and each third-place winner receives a bronze medal (the bronze medal was introduced in 1904). Different medals are designed for each new Olympics.

Certificates called victory diplomas are also given to many top winners in each sport.

Appendix G

Cue cards

Front

Leader Cue Card #1*Before Reading*

1. "We know that today's topic is _____."
2. "Let's brainstorm and write in our learning logs everything we already know about the topic."
3. "Who would like to share their best ideas?"
4. "Now let's predict. Look at the title, pictures, and headings and think about what we might learn today. Write your ideas in your learning logs."

The text on the cards has been reprinted with permission from Sopris West Educational Services. Collaborative Strategic Reading, by Janette Klingler, Sharon Vaughn, Joseph Dimino, Joanne Schumm, and Diane Bryant, 2001.

Leader Cue Card #2*During Reading*

1. "Who would like to read the section?"
2. Click and Clunk – "Did everyone understand what we read? If you did not, write your clunks in your learning log."
3. If someone has a clunk – "Clunk Expert, please help us out."
4. Get the Gist – "It's time to Get the Gist. Gist Expert, please help us out."
5. Repeat the steps on this card again for each section read.

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Leader Cue Card #3*After Reading*

1. "Now let's think of some questions to check if we really understood what we read."
"Remember to start your questions with **who**, **when**, **what**, **where**, **why**, or **how**. Everyone write your questions in your learning log."
2. "Who would like to share their best question?"
3. "In our learning logs, let's write down as much as we can about what we learned."
4. "Let's go around the group and each share something we learned."

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Leader Cue Card #4*After Reading***Compliments and Suggestions**

1. "The Encourager has been watching carefully and will now tell us two things we did really well as a group today."
2. "Is there anything that would help us do even better next time?"

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Front

Announcer Cue Card #1*Before Reading*

1. Call on at least two people to say what they know.
2. Call on at least two people to say what they think they will learn.
3. Call on different people to read.

Remember to make sure only one person talks at a time!

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Announcer Cue Card #2*During Reading*

1. *Clunks* – Call on students who have clunks.
2. Call on students to help fix clunks.
3. *Gists* – Call on one person to say the gist.
4. Call on at least one other person to say his or her version of the gist.

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Announcer Cue Card #3*After Reading*

1. Call on two students to share their best questions.
2. Call on students to answer the questions.
3. Call on all students to say something they learned.

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Front

Encourager Cue Card #1*Before Reading*

1. Brainstorm – Tell someone they did a good job saying what they already know.
2. Predict – Tell someone they did a good job saying what they think they will learn.

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Encourager Cue Card #2*During Reading*

1. Click and Clunk – Tell someone they did a good job figuring out a clunk.
2. Get the Gist – Tell someone they did a good job getting the gist.

The text on the cards has been reprinted with permission from Sopris West Educational Services. Collaborative Strategic Reading, by Janette Klingler, Sharon Vaughn, Joseph Dimino, Jeanne Schumm, and Diane Bryant, 2001.

Encourager Cue Card #3*After Reading*

1. Wrap up questions – Tell someone they asked a good question.
2. Wrap up review – Tell someone they did a good job saying what they learned.

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Encourager Cue Card #4*After Reading*

1. Tell two things your group did well today.
2. Tell two things your group can do even better next time.

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Front

Gist Expert Cue Card

1. "What is the most important idea we have learned about the topic so far? Everyone think of the gist and write it in your learning log."
2. "Announcer, please call on someone to share their gist."
3. "Does anyone have a different gist they would like to share?"
4. "Announcer, call on someone else to share their gist."
5. Help your group come up with a gist that includes the most important information, leaves out details, and is ten words or less.

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Front

Clunk Expert Cue Card

1. "What is your clunk?"
2. "Does anyone know the meaning of the clunk?"

If YES

- a. "Please explain what the clunk means."
- b. "Does everyone understand now?"

If NO

- a. Read Clunk Card #1.

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Front

Timekeeper Cue Card #1*Before Reading*

1. "We have 1 minute and 30 seconds to write what we know."
2. "We have 1 minute and 30 seconds to write what we think we will learn."

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Timekeeper Cue Card #2*Before Reading*

1. Before the group begins reading each section say, "We have six minutes for this section."

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Timekeeper Cue Card #3*After Reading*

1. Before wrap up begins say, "We have five minutes to wrap up."
2. "We have two minutes to write our questions."
3. "We have 1 minute and 30 seconds to write what we learned."

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Appendix H
Sample of the Second implementation

DEFINING AND IMPLEMENTING TEACHING STRATEGIES TO FOSTER SELF-DIRECTED LANGUAGE LEARNING IN COLOMBIA RESEARCH PROJECT PART 2 (On-going Work) 2012

LESSON PLAN TEMPLATE FOR INTERVENTION

Adapted from Dr. Joan Rubin's Lesson Planner, ICELT lesson plan template and Weekly Planner 2012-02 Department of Languages and Cultures, Universidad de La Sabana

Name of co-researcher: PATRICIA MARIA PÉREZ AGUADO University Code Number: 201122221											
Institution: INSTITUCION EDUCATIVA POLICARPA SALAVARRIETA											
Date of Class: 16 AUGUST 2012 21 AUGUST 2012 Week No. 2		Time of Class: Two hours Length of class: 180 minutes									
		Time Frame: Two classes periods									
Class/grade: FIFTH A - GRADE		Room: Classroom									
Number of students: 44 students		Average age of Students: 10 – 12 years old									
Number of years of English study: 3 YEARS		Level of students Less than A1									
Lesson Number		Research Circle Leader: JENNY MENDIETA									
<table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr> <td style="width: 25%;">1</td> <td style="width: 25%; background-color: red;">2</td> <td style="width: 25%;">3</td> <td style="width: 25%;">4</td> </tr> <tr> <td>5</td> <td>6</td> <td>7</td> <td>8</td> </tr> </table>		1	2	3	4	5	6	7	8		
1	2	3	4								
5	6	7	8								

<p>Set Lesson Goals</p> <p>GENRE: EXPOSITORY TEXT – My Best Friend</p> <ul style="list-style-type: none"> • Students will use CSR strategies to approach a text related to friendship. • To recognize vocabulary related to daily activities and friendship. 	
<p>Language Goal</p> <ul style="list-style-type: none"> • Students will be aware of the use of the Collaborative Strategic Reading plan. • Students will be aware of the use of different roles into the cooperative learning group. • Students will learn some daily routines verbs, food and school subjects • Students will review the Present Simple Tensa. 	<p>Assessment Criteria</p> <p>Students will evidence if they reach the goals through the development of the CSR Learning Log they received with the text at the beginning of the class. In Wrap up activity they have the opportunity to answer some questions related to the reading.</p> <p>Students will develop two exercises in their notebook to reinforce the vocabulary.</p>
<p>Learning to Learn Goal</p> <ul style="list-style-type: none"> • Students will use their own knowledge and experience to comprehend a text • Students will monitor their modifications when understanding breakdowns such as by rereading a portion aloud, using reference aids, searching for clues, and asking questions. • Student will determine a text’s main (or major) ideas and how those ideas are supported with details. • Students will answer different types and levels of questions. 	<p>Assessment Criteria</p> <p>The instrument to determine if the students reached the reading goal will be the CSR Learning Log which has the different steps to develop the reading in every collaborative group.</p>
<p>Identify a topic for the lesson</p> <p>The topic is about “My Best Friend”, through the text they are going to know more about the important of having a good friend, also identify different activities that do the special friends This is an authentic text, the intention is the students learn the language used in real life.</p>	

Materials and Resources
 Describe and write a rationale (why will you use it) for all the materials that you are going to use in the lesson, and attach copies/photocopies with their proper referring citation. Write a list appropriate level materials (video, audio, worksheets, copies, online resources, etc.) to support your goals. Include copies of your materials and number them.

<p>Material 2 Name:</p> <p>My Best Friend</p> <p>Retrieved from http://englishforeveryone.org/Topics/Reading-Comprehension.htm</p> <p>Copies: 44</p>	<p>Rationale:</p> <p>The reading task was designed with the intention of enhance reading comprehension through the implementation of the collaborative strategic reading. It takes into account learners’ interest, level and needs.</p>	<p>Annex 1</p>
<p>Material 2 Name:</p> <p>CRS Learning Log</p> <p>Copies: 7</p>	<p>Rationale:</p> <p>CSR learning logs enable students to keep track of learning “as it happens” and provide a springboard for follow-up activities. Logs furnish an additional way for all students to participate actively in their groups.</p>	<p>Annex 2</p>
<p>Material 3 Name:</p> <p>Cue cards</p> <p>Leader: 4 Cue cards per group Gist expert: 1 card per group Clunk expert: 1 card per group</p>	<p>Rationale:</p> <p>Cue cards outline the procedures to be followed in cooperative learning groups and provide structure and support for students while they are learning CSR. Each role comes with a corresponding cue card that explains the steps to be followed to fulfill that role. They seem to help students stay focused and on task, and increase their confidence. Students should discontinue use of the cue cards when they feel secure in carrying out their roles.</p>	<p>Annex 3</p>
<p>Material 4 Name:</p> <p>After Intervention – Survey</p>	<p>Rationale:</p> <p>The survey enable students to express their feelings and opinions about the activity</p>	<p>Annex 4</p>

Assumed knowledge

Students are familiar with this kind of reading texts and with Collaborative Strategic Reading strategies, like:

- Activate prior knowledge
- Ask questions
- Reflect on the text
- Summarize
- Paraphrase text to recall, inform or organize ideas
- Determinate a text’s main ideas and how those ideas are supported with details

Anticipated problems	
<ol style="list-style-type: none"> 1. The use of the language 2. Unknown vocabulary 3. The way how learners use the Fix up Strategies 4. The roles, it is possible that they have some problems working o that aspect 	
Description of language item / skill(s)	
Form	Present simple – Daily routines
Meaning	Inform the reader about the importance of the best friend in our lives
Use	Everyday situations
Skill(s) and sub skill(s)	Reading and writing
<u>(For CLIL) Content</u> <u>Communication Cognition</u> <u>Culture</u>	

Appendix I

Sample of Post-Reading Comprehension Test

COLEGIO ATENAS

ENGLISH WORKSHOP

EIGHTH GRADE

NAME: _____

DATE: _____

READING COMPREHENSION

I Read the following text carefully and choose the best option to complete the sentences.



In 2005, the International Olympic Committee selected London as the host city for the 2012 Olympic and Paralympics Summer Games. London had also hosted the Olympic games in 1908 and 1948. Athletes and spectators from around the world will gather in during July, August and September to celebrate summer sporting excellence. The Games, along with the region's spectacular natural playground and its vibrant venues such as the Olympic Park, Wembley Stadium, Wimbledon, The Mall, Riverbank Arena, Olympic Stadium, Aquatics Centre, etc. will put London in the spotlight as a premier sporting destination.



The Olympic Opening Ceremony for the London 2012 will be done at the Olympic Stadium **where** her majesty the Queen will be greeted by the President of the IOC at the entrance of the stadium as the Head of State of the Host Country. Then we will see a procession of the participating teams in the stadium, nation by nation. Teams enter in alphabetically order, according to the language of the Host County, apart from the Greek team, **which** enters first for the Olympics, and the team of the Host Nation(in this case Great Britain), **who** march in last

London will host the following Olympic and Paralympics events

-The 26 Olympic sports at London 2012 will be aquatics, archery, athletics, badminton, basketball, boxing, canoe and kayak, cycling,equestrian,fencing,gymnastics,handball,hockey,judo,modern pentathlon, rowing, sailing, table tennis, triathlon, volleyball, weightlifting, wrestling among others. These games will take place in 28 venues

-The 20 Paralympics sports at London 2012 will be boccia, football, goalball,paralympic archery, paralympic athletics, paralympic cycling, paralympic equestrian, paralympic judo, paralympic powerlifting, paralympic rowing, paralympic shooting, paralympic swimming, paralympic table tennis, volleyball, wheelchair basketball, wheelchair fencing, wheelchair rugby, wheelchair tennis which will take place in 21 venues

The 2012 Summer Olympic Games will be held in London from 27 July to 12 August 2012, followed by the 2012 Paralympics Games from 29 August to 9 September .There will be 5,500 Olympic athletes and officials. Over 205 countries are expected to participate in 305 events at the Olympic Games and over 147 countries will take part in the Paralympics.

<p>1 The International Olympic Committee selected London as the host city for the 2012 Olympic and Paralympics Summer Games in:</p> <p>a. 2011 b. 2012 c. 2005 d. 2009</p>	<p>2. London had also hosted the Olympic games in:</p> <p>a. 2001 b. 1908 c. 2010 d. 1999</p> 
<p>3. The Paralympic Games start on...</p> <p>a. July 29 b. August 29 c. September 9 d. November 12</p>	<p>4...countries will participate in the Summer Olympic Games</p> <p>a. 8 b. 5,500 c. 147 d. 205</p>
<p>5. The Opening Ceremony will be done ...</p> <p>a. at the Olympic Stadium b. at the river c. at the Olympic Park d. at Wimbledon</p>	<p>6.This is not a paralympic game ...</p> <p>a. Boccia b. Fencing c. Shooting d. Boxing</p> 

<p>7. How many Olympic sports will be?</p> <p>a. 52 b. 18 c. 20 d. 36</p>	<p>8. The Paralympics Games will be held from...</p> <p>a. August 29 to December 31 b. July 27 to September 20 c. August 29 to September 9 d. June 12 to August 29</p>
<p>9. The Summer Olympic Games will be held in...</p> <p>a. Olympia b. Vancouver c. London d. Medellin</p>	<p>10. ... is a summer sport.</p> <p>a. Football b. Ice skating c. Curling d. Chess</p>

Appendix J

Sample of Post- Questionnaire

Final Questionnaire

Objetivo: Recopilar información acerca de los datos que permitan conocer los resultados del proceso de aplicación de actividades para mejorar la comprensión lectora mediante el uso de estrategias que ayudan a un aprendizaje auto dirigido en los estudiantes de primer semestre de Licenciatura en Inglés de la Universidad de Córdoba.

INSTRUCCIONES: En este cuestionario encontrarás varias preguntas que al responderlas sinceramente, me permitirá conocer mejor tu proceso de aprendizaje después de la implementación de las actividades para mejorar tu comprensión lectura.

Cada frase es seguida de 5 números (1,2,3,4,5) y cada número significa lo siguiente:

- (1) significa “yo **nunca** o casi nunca hago esto”
- (2) significa “yo lo hago **ocasionalmente**”
- (3) significa “yo **algunas veces** hago esto” 50%
- (4) significa “yo **usualmente** hago esto”
- (5) significa “yo **siempre** o casi siempre hago esto”

Después de leer cada frase, encierra en un circulo el número correspondiente (1,2,3,4,5) en cada casilla con lo que mejor te identifiques.

Part 1

Frase	nunca	ocasionalmente	Algunas veces	usualmente	siempre
1. participé activamente en mi grupo de trabajo	1	2	3	4	5

2. El uso de el Learning log me ayudó a trabajar mejor en grupo	1	2	3	4	5
3. Mi rol asignado en el grupo ayudó a trabajar en equipo satisfactoriamente	1	2	3	4	5
4. las actividades realizadas me ayudaron a mejorar mi nivel de comprensión lectora	1	2	3	4	5
5.Las imágenes y el contexto en las lecturas me ayudaron a tener una idea de que se trataba el texto	1	2	3	4	5
6. Tenía conocimiento previo de el tema antes de empezar a leer	1	2	3	4	5
7.el trabajo en equipo me ayudó a compartir mis ideas de una mejor manera	1	2	3	4	5
8.Aprendi nuevo vocabulario mediante el uso de las Fix up strateggies cuando no entendía una palabra	1	2	3	4	5
9. Usé el contexto (figuras, titulos) para ayudarme a comprender el significado de las palabras desconocidas	1	2	3	4	5
10.Busque pistas en la lectura al volver a leer y esto me ayudo a encontrar el palabras desconocidas	1	2	3	4	5
11. Busque un prefijo o un sufijo de la	1	2	3	4	5

palabra y con esto aprendí nuevas palabras					
12. use la estrategia de separar las palabras y con esto encontré palabras más pequeñas que me ayudaron a encontrar el significado.	1	2	3	4	5
13. Identifiqué la idea más importante de el texto en la lectura	1	2	3	4	5
14. escribí con mis propias palabras la idea principal de la lectura	1	2	3	4	5
15. Construí preguntas sobre información importante en el texto	1	2	3	4	5
16. las actividades que realicé me ayudaron a trabajar de una manera independiente	1	2	3	4	5
17. Las lecturas llenaron las expectativas para mejorar mi comprensión lectora	1	2	3	4	5
18. La evaluación de mi desempeño me permitió encontrar falencias y superarlas	1	2	3	4	5
19. las lecturas en casa las realicé con poca dificultad	1	2	3	4	5

20. Considero que el trabajo individual me ayudó a ser más responsable e independiente en mis estudios.	1	2	3	4	5
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Part 2

1. Cuando te asignan actividades para la casa eres responsable para hacerlas por ti mismo	1	2	3	4	5
2. Tengo un propósito en mente cuando leo	1	2	3	4	5
3. antes de leer veo el texto de una forma general	1	2	3	4	5
4. prefiero leer en voz alta para entender lo que leo	1	2	3	4	5
5. al leer subrayo las ideas más importantes.	1	2	3	4	5
6. Uso materiales de referencia (por ejemplo, un diccionario) que me ayude a comprender lo que leo	1	2	3	4	5
7. Cuando el texto es difícil de entender, releo para aumentar mi comprensión.	1	2	3	4	5
8. Me detengo de vez en cuando a pensar en lo que estoy leyendo.	1	2	3	4	5
9. hago uso del contexto para comprender mejor lo que estoy leyendo	1	2	3	4	5
10. repito ideas en mis propias palabras para comprender mejor lo que he leído.	1	2	3	4	5
11. Analizo de una forma crítica y evalúo la información presentada en el texto	1	2	3	4	5
12. Voy hacia adelante y hacia atrás en el texto para encontrar las relaciones entre ideas	1	2	3	4	5
13. Al leer traduzco de Inglés a español	1	2	3	4	5

Appendix K

Cooperative Learning Rubric

Cooperative Learning Rubric

	2	3	4	5
Contribución al logro de las metas del grupo.	Trabajo para obtener las metas del grupo sólo cuando me dicen.	Trabajo para obtener las metas del grupo de vez en cuando o si me lo recuerdan.	Trabajo para obtener las metas del grupo, además acepto y cumplo con mi rol dentro del grupo.	Trabajo coherente y activamente para lograr los objetivos del grupo; acepto y realizo mi papel individual dentro del grupo con agrado.
Consideración hacia los demás.	Necesito recordatorios ocasionales para recordar que los sentimientos de los demás.	Muestro sensibilidad hacia los sentimientos de los demás.	Muestro y expreso sensibilidad hacia los sentimientos de los demás, además animo la participación de mis compañeros.	Muestro sensibilidad hacia los sentimientos y necesidades de aprendizaje de los demás, además valoro el conocimiento, opinión y habilidades de todos los miembros del grupo, animando su contribución al trabajo.
Contribución al conocimiento.	Aporto información al grupo solo cuando me dicen.	Aporto información al grupo de vez en cuando o si me lo recuerdan.	Aporto conocimiento, opiniones y habilidades sin que me digan o me lo recuerden.	Aporto coherente y activamente conocimiento, opiniones y habilidades sin que me digan o me lo recuerden.

<p>Trabajar y compartir con los demás.</p>	<p>Participo en los cambios que se necesitan cuando me dicen y me motivan, además a menudo o siempre dejo que otros hagan el trabajo.</p>	<p>Participo ocasionalmente en los cambios que se necesitan; a menudo necesito que me recuerden lo que tengo que hacer.</p>	<p>Participo con agrado en los cambios que se necesitan; usualmente hago el trabajo que me asignan y casi nunca necesito que me lo recuerden.</p>	<p>Ayudo al grupo a identificar los cambios necesarios y los motivo a hacerlos; siempre hago el trabajo asignado sin que me lo recuerden.</p>
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