EFL Text-based Questioning to Promote Reading Comprehension and

Critical Thinking Skills

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Abstract

The purpose of this study was to identify the effects of EFL text-based questioning on reading comprehension and critical thinking of EFL students. Forty sixth-grade students from Antonia Santos and Marco Tulio Fernandez Schools in Bogotá participated in the study. The researchers decided to carry out this research project since learners have revealed English reading difficulties related to reading comprehension, analysis, and synthesis; these difficulties are due to the lack of the assertive use of the reading strategies. These may encourage students to improve their self-directed reading practices by creating questions, setting their own reading purposes, and self-evaluating their reading progress. This research project addressed this situation by designing activities that allowed students to generate their own literal, inferential or evaluative text-based questions and answers. The intervention consisted of eight lessons in which a variety of data collection instruments were used to collect data. The results revealed that participants did much better in terms of reading proficiency when creating and answering literal comprehension questions during the last lessons of the intervention. However, students faced trouble when doing inferential and evaluative questions. Besides, students highlighted the importance of the supportive strategies in their EFL reading comprehension, critical thinking and self-directed reading.

Key words: EFL reading comprehension, critical thinking skills, self-directed learning, supportive reading strategies.

Resumen

El objetivo del estudio fue identificar el efecto que tiene la estrategia de cuestionamiento de textos en inglés en la comprensión de lectura y el pensamiento crítico de 40 estudiantes de grado sexto de los colegios Antonia Santos y Marco Tulio Fernández. Las investigadoras llevaron a cabo este proyecto ya que los estudiantes han tenido dificultad en la lectura en inglés relacionada con la comprehension, el análisis y la síntesis; esto por falta de un uso acertado de estrategias. Las estrategias de lectura llevan al estudiante a mejorar su lectura auto-dirigida creando preguntas, propósitos de lectura y auto-evaluando el progreso de ésta. El proyecto intentó mejorar dicha situación mediante el diseño de actividades que permitieron a los estudiantes generar sus propias preguntas y respuestas literales, inferenciales y evaluativas. Fueron ocho sesiones en las que una variedad de instrumentos de recolección de datos se utilizaron. Los resultados revelaron que los participantes tuvieron mejores resultados al crear y responder preguntas literales; se les dificultó hacer preguntas inferenciales y evaluativas aunque resaltaron la importancia de las estrategias de apoyo en el mejoramiento de su comprensión de lectura en inglés, de las habilidades de pensamiento crítico y de la lectura auto-dirigida.

Palabras claves: comprensión de lectura en lengua extranjera, habilidades de pensamiento crítico, el aprendizaje auto dirigido, estrategias de lectura de apoyo.

Table of Contents

Page

Tables of Tables

Table of Figures

Table of Excerpts

Chapter 1: Introduction

Nowadays, education is no longer about transmitting knowledge since the current globalized 21st century requests from learners to develop skills to interact, negotiate and indeed build knowledge from written texts. Therefore, the purpose of education is to teach students how to learn by encouraging them to make their own decisions regarding what to learn and how to do it, always bearing in mind that for being actively engaged in learning students need to take into account their needs, the contexts, previous knowledge, learning planning, learning strategies, reflection and self-regulation (Vosniadou, 2001). However, this does not always happen; therefore, it is necessary to constantly observe and analyze what the issues in the students' learning processes are and what solutions may arise.

1.1 Statement of the Problem

In order to identify students' reading comprehension level and their use of reading strategies, a needs analysis was undertaken. For doing so, two instruments were used: A Cambridge English reading test (Appendix C) and a needs analysis questionnaire (Appendix D). The results are explained subsequently.

The test results (Cambridge English: Key for Schools, 2006) indicate that students presented clear difficulties at understanding vocabulary when reading. Most of the times, students did not know how to answer the questions because they did not know what they were asked; neither how to reorganize words that helped them to identify the main idea of a text. The results of the test #2, created by the researchers, indicated that students did not feel comfortable when reading since they considered this skill one of the most difficult ones. Furthermore, it is evident from the Cambridge English Test that when students eventually read in English, students do not use reading strategies to understand key vocabulary neither to comprehend literal nor inferential information of the text. Also, they do not monitor their reading comprehension progress either.

In this sense, the students are unable to construct meaning when reading; it is partially because they do not establish a reading purpose when they read. According to Grabe (2009), Nunan (1999) and Hedge (2000), there are many purposes for reading and it is necessary that learners have a clear objective in order to start critically thinking about their learning process of reading.

To sum up, the problems that motivated the researchers to undertake this study were the participants' difficulty to read EFL texts, to adapt reading strategies, and to critically evaluate their reading process and progress.

Through a needs analysis done to the sixth grade students from Antonia Santos and Marco Tulio Fernandez schools, the researchers found that students do not reach an A1 English level according to the Common European Framework of Reference (CEFR hereafter). It was also identified that EFL reading comprehension was one of the biggest difficulties both groups shared. They demonstrated lack of vocabulary and indeed of reading strategies that did not allow them to build meaning and understanding over the text through the development of cognitive levels that may go from a literal perspective to a more inferential and evaluative one.

Making attempts to improve reading comprehension is important for the students' overall learning since "reading, perhaps more than any other language skill, provides the foundation for success in language learning and academic learning" (Anderson, et. al, 2012).

Under this perspective, an action research study was designed to empower participants to increase their reading comprehension in the foreign language by means of the creation of literal, inferential and evaluative text-based questions. Nonetheless, the reader has to employ and find out a range of strategies to read efficiently (Grabe, 1991) and to develop the text-based questioning strategy satisfactorily; therefore, students will support the questioning strategy by using related supportive strategies such as scanning, clarifying, using context clues, re-reading, and drawing conclusions. Thus, through the use of supportive strategies, students may learn how to create their

own set of questions that allow them to be more immersed and reflective when reading, fostering the ability to take charge of their own thinking and learning process, which redounds to develop self-directed learning (SDL hereafter) skills.

In this regard, the purpose of the current study is to find out the impact of the EFL text-based questioning in the students' reading comprehension and critical thinking. The study promotes the negotiation of meaning and the opportunity to develop self-directed reading necessary to foster critical thinking skills such as knowledge, comprehension, analysis and synthesis.

1.2   Strategy Selected to Address Problem

The study was designed to address the students' learning needs regarding their EFL reading comprehension. Thus, to attend to the participants' learning needs, the text-based questioning strategy, together with supportive strategies, was selected to foster reading comprehension and critical thinking. In this regard, critical thinking is developed through the awareness and practice of three elements of reasoning (questions, information, purpose) stated by Paul and Elder (2003) in which the reading purpose, the literal, inferential and critical questioning, and the text-information to answer these questions, play a vital role in the development of lower and higher order thinking skills (Bloom, 1956).

Moreover, there is a tight correlation between the development of critical thinking and the practice of self-directed reading processes. While students developed the above elements of reasoning, they simultaneously get better at goal setting, planning learning, selecting strategies and self-assessing.

1.3   Rationale

The current study strives to examine the impact of the EFL text-based questioning strategy in the students' reading comprehension and critical thinking since it is through the improvement of

reading skills that students can become more successful language learners. Janzen (2007) cited by Anderson et al. (2012) states that "reading is critical to the academic achievement of second language learners" (p. 207) given that reading involves the integration of various bottom-up and top-down skills in order to reach the goal of comprehension.

After analysing the language syllabus from Antonia Santos and Marco Tulio Fernandez Schools in Bogota, we identified that none of the schools' syllabi fosters neither the use of reading strategies nor the development of critical thinking skills. Despite the National Government policies with regards to teaching communicative English as a foreign language, there is still a focus on grammar approaches in the foreign language classroom in which the teacher-centered instruction takes most of the classroom time. Consequently, both schools syllabi are mainly lexical and grammatical skipping not only the students' language learning needs, likes and interests but also the instruction of each individual language skill. Additionally, neither are there records of the implementation of a program with attempts to improve the EFL reading skills. It seems that learning the language is seen as a mere act in which students should memorize new words and verb forms. The result of the lack of intervention and instruction on EFL reading redounds to the students' poor reading performance when taking language tests or doing class reading activities.

Additionally, many efforts have taken place in the schools in order to foster 21st century skills such as the development of critical thinking skills and the use of learning strategies. Different authors such as Parviz (2006), Seneca (2011), Varaprasad, (1997) cited in Saricoban(2002) and Weber (1984), maintain that "the use of pre-reading strategies really help students overcome problems such as lack of vocabulary, motivation, reluctance to read and low understanding of texts" (Romero, 2013, p. 14). Thus, government policies such as Law 1651 of 2013 (Ley No. 1651, 2013), English National Program: Colombia Very Well 2015 – 2025 (MEN, 2014), Curricular Guidelines (1999) and the National English Teaching Standards (2006) highlight the importance of

incorporating metacognitive strategies into the syllabus. These strategies "refer to methods used to help students understand the way they learn; in other words, it means processes designed for students to 'think' about their 'thinking'" (Inclusive Schools Network, n.d.). Based on this, the researchers instructed the students on the use of an EFL text-based questioning strategy that aimed at fostering the creation of their own literal, inferential, and evaluative text-based questions and answers in order to improve their reading comprehension and to develop critical thinking skills through the use of three critical thinking elements: Purpose, questions, and information (Paul and Eder, 2012).

Teaching students to develop critical thinking skills is important because it encourages them to be independent learners (Hiemstra, 1994) by developing a set of habits that respond to make decisions about what, when, how or why to read.

From the view of the government policies, schools' teachers and administrators are encouraged to transform the language pedagogy by designing language curricula under the principles of critical thinking and autonomous learning (Ministerio de Educación, 1999). Thus, the promotion of critical thinking may encourage the learners to monitor and evaluate their own ways of learning that propend for better learning performances and increase their motivation.

Besides, students tend to discourage themselves when they are exposed to reading activities because they feel they are not appropriately prepared to take advantage of the reading tasks (Burns & Richards, 2012). Hence, learners who can make effective use of reading strategies and critical thinking process are more involved in the tasks and are able to achieve the reading. In other words, "critical literacy serves as the motivation for intertextuality and further understanding of the world" (Huang, 2011, p.150). By developing critical thinking skills when reading, students may feel more motivated to participate in their learning process since they know what they can actually do with an EFL text.

In so saying, approaching the described problem is important for the participants, schools´ teachers and the country. Participants will have the opportunity to explore new strategies to be able to improve their reading comprehension process, as they analyze texts by questioning them from literal, inferential and evaluative perspectives. This method of text reading may foster critical thinking skills since students start being aware not only about the kinds of questions that can be asked but the purpose of asking these questions and the information needed (elements of thought). In order to differentiate the types of information encountered in texts, students explore supportive strategies that together with questioning, allow the students to improve the reading comprehension practices, critical thinking and self-directed reading processes.

It is significant for the schools´ teachers as well because the study aims at enabling participants to acquire reading strategies that can be applied in any language or content-based classroom. This helps students to improve reading comprehension more independently, which is beneficial due to the limited classroom time for instruction.

Additionally, this study represents a contribution to what the National Government is requesting from schools' language curricula since the study is aligned to the current national bilingualism policy stated previously, given that these laws and standards request that students learn a foreign language using metacognitive strategies that lead them to develop critical and autonomous points of view.

1.4   Research questions and objectives

Bearing in mind the considerations exposed in the section above, the research questions and objectives that led this study are stated as follows: What does the EFL reading strategy called Text-based Questioning inform us about the reading comprehension and critical thinking development of sixth graders from Antonia Santos and Marco Tulio Fernandez schools?

The concept of SDL is interwoven into the critical thinking construct because the critical thinking elements allow students to become more independent learners. Thus, the following sub-question was created: What do some critical thinking elements inform us about sixth graders' self-directed learning processes?

This was done by pursuing the next specific objectives:

- To explore what happens during the reading comprehension process when students answer and create essential literal, inferential and critical questions about a text.

- To evaluate how the intervention of the questioning strategy improves the students' critical thinking skills.

- To identify the behaviour of SDL processes when fostering critical thinking elements on sixth grade students.

To sum up, this study emerged as an attempt to approach participants' learning needs. Their needs were identified through a needs analysis stage in which students reported difficulties to comprehend EFL reading due to lack of reading strategies, reading goals, reading plans, and SDL processes.

Chapter 2: Theoretical Framework and State of the Art

This part of the research project contains key information, concepts, and constructs that deal with the main purpose of inquiry. Thus, some definitions about reading, as well as other related research question constructs such as text-based questioning, critical thinking skills and self-directed learning are considered. This section also provides a framework of previous studies that allows the researchers to identify possible advances in the light of the research aims.

2.2   Theoretical Framework

2.2.1   Reading comprehension

Reading comprehension is considered a process in which the reader extracts and constructs meanings through a direct and simultaneous interaction between the written text and the reader (Snow, 2002). For the purpose of clarifying the term of comprehension, Perkins (1998) observes understanding as a synonym of comprehension. For him, understanding is a complex concept that deals with a more deeply cognitive process that goes beyond knowledge and skills. Thus, Perkins (1998) defines understanding as "the ability to think and act flexibly with what one knows… a flexible performance capability" (p. 40). Understanding is usually described as mental constructs, such as schema, models, and structures. In terms of learning performances, it is described as processes of explaining, reasoning, analyzing, interpreting, relating, comparing, making analogies, abstracting, conjecturing. In other words, a learner who understands is a learner who goes into his knowledge and uses it flexibly in different contexts. It is directly related to what Benjamin Bloom (1956) constitutes as the cognitive domain, in which the learner's cognitive level goes from knowing or memorizing certain concepts to subsequently synthesizing the knowledge.

Helping students to get acquainted with this level of thinking allows them to have an opportunity to develop critical thinking skills that help them to construct meaning from texts and to assume a more active role not only in their reading process but also in their general learning processes. Further, Klinger et al. (2007, p. 2) state that reading comprehension is a process of constructing meaning by directing a number of complex processes that include word reading, word knowledge and fluency, which is developed before, during and after a reader reads a text. Indeed, it is imperative to recognize the importance of setting clear reading goals during these three reading moments. According to Grabe (1991) and Nunan (1999) having a clear reading purpose during the three moments of the reading process helps learners to improve their reading comprehension; it engages them intellectually and guides their process of defining critical questions which come from their own reading (The University of Manchester, n.d.).

Goal setting improves critical thinking since students look over the text before they read, noting such things as the structure of the text and text sections that might be most relevant to their reading goals, read selectively, continually making decisions about their reading— what to read carefully, what to read quickly, what not to read, what to reread, and so on, construct, revise, and question the meanings they make as they read, try to determine the meaning of unfamiliar words and concepts. (Duke and Pearson, 2002, p. 205).

Besides, Mohamad (1999) identifies three levels of reading comprehension that good readers cover when reading: These are literal, interpretive and evaluative. On the one hand, literal comprehension is about finding information that is explicitly stated in the text. Interpretive or inferential comprehension is to find relationships, build analysis among ideas, draw conclusions, make generalizations, predict outcomes, and fill the gaps in the message through "the use of contextual, grammatical and lexical cues to infer attitude, mood and intentions and anticipate

what will come next" (CEFR, 2001, p.72). On the other hand, critical or evaluative

comprehension deals with aspects of judgment, value, and choice. The processes involved while

asking and answering this type of questions are valuing, judging, defending, or justifying choices

according to the Bloom's Taxonomy for Cognitive Learning. In this sense, when students do

evaluative questioning while reading, they are stimulated to state their own opinion towards any

actions or circumstance of the texts.

     Therefore, the participants of this research study are introduced to create literal, inferential

and critical questions before, during and after reading EFL texts. Before reading the texts,

students are promoted to answer and create their own literal questions; while they are reading,

they are asked to answer and create their own inferential questions; after having read, students

should create and answer critical questions. Through this process of creating and responding

three types of questions, students develop a deeper process of understanding by using not only

lower thinking skills but also higher order thinking skills (Bloom, 1956).

     In order to promote these thinking skills, Bell and Caspari (2002) state the importance of

structuring a range of interventions in the reading process. Bell and Caspari strive the necessity to

invest time using tools such as reading strategies that help learners to improve their reading

comprehension. Tankersley (2003) stresses the idea that

     the goal of teaching reading strategies to students implies that learners are able to use

     them automatically as they read; teachers should provide students with guidance and

     coaching; and finally, students should understand that reading is an interactive process

     which involves both decoding words and deriving meaning from those words (p.23).

     Additionally, Tankersley (2003) recognizes the impact that strategies have over the

learner's cognition. He considers that a good reader is also able to use metacognitive control over

the content that is read since readers can monitor and reflect upon their own level of

understanding during the three moments of the reading process. For the purpose of the current study, the researchers consider Text-Based Questioning strategy as an EFL reading strategy that, together with the supportive strategies such as (scanning, clarifying, re-reading, context clues, and drawing conclusions), can help learners to improve their level of reading comprehension.

2.2.2   EFL Text-based questioning

From a cognitive dimension, text-based questioning is seen as an important comprehension strategy that places the reader in an active, purposeful role when learning from texts (Taboada and Guthrie, 2006). It consists of generating questions and answers by integrating text information with background knowledge (Olson, Duffy, and Mack, 1985; Raphael, 1984). In this sense, text-based questioning strategy, which has been considered as a cognitive and metacognitive strategy by different authors (Ellis, 1994; O´Malley, et al., 1985; Oxford, 1996; Robin, 1975; Stern, 1992; Wenden, 1986) is a tool that can contribute directly or indirectly to the learners' language learning and reading comprehension processes. Therefore, it is important that the students learn how to ask essential questions. According to Lewin (2010) and Paul and Elder (2002), when learners ask essential questions they convey with what is necessary, relevant, and fundamental to recognize what the matter at hand is and what the heart of the matter is.

Paul and Elder (2002) also highlight the importance of questions in the learners' thinking development since "questions define tasks, express problems, and delineate issues. They drive thinking forward" (p.5) by making inquiries that go along with learning. For Paul and Elder (2002) "a mind with no questions is a mind that is not intellectually alive. No questions (asked) equals no understanding (achieved). Superficial questions equal superficial understanding, unclear questions equal unclear understanding" (p. 3). Thus, if the learner's mind is not actively generating questions, the learner is not engaged in essential learning.

Consequently, the text-based questioning strategy implies generating questions that come from the text for a deeper understanding of the message conveyed in it (Taboada and Guthrie, 2006). Therefore, it is vital to guide students to keep an active mind to be able to ask and answer questions that will respond to their own understanding. In consequence, "the ability to routinely generate mental questions while reading, listening, or viewing something not only boosts attention and alertness but also strengthens comprehension" (Duke & Pearson, 2002, p. 1).

Lewin (2010) highlights the impact of thoughtful questions in the development of higher-level thinking skills. This kind of questioning should spur critical thinking and analytical answers. Therefore, Lewin (2010) proposes three types or levels of questioning connected to Bloom's taxonomy (1956) and which highlight their importance on learning. Following, brief descriptions of the types of questions are stated:

- "Type I questions seek to understand information from the reading".

- "Type II questions cause the reader to analyze, critically examine, and appraise the information presented by recognizing what is missing or only implied".

- "Type III questions judge the author's position or formulate an alternative—or even contrary—hypothesis…"

For the purpose of the current researchers´ study within the framework of encouraging students to ask essential questions, students are encouraged to create and answer the previous three types of questions; in other words, the peripheral, analytic and evaluative questions proposed by Lewin (2010) and Mohamad (1999) since they are crucial to understanding the text in all its dimensions. This process is crucial for an intellectual development aiming at principles needed to formulating, analyzing, assessing, and settling primary questions, which constitute the initial development of the students' critical thinking skills. This development of critical thinking

is fostered not only in reading comprehension but also in their decision making regarding the book to read, the reading purpose to have, the reading strategies to use, the text-based questions to ask and the information to be focused on to answer the questions more assertively. These decisions will finally propend to improve the students' own learning. In other words, encouraging students to ask essential questions fosters an integrative education not only in school students but in college students (Taboada, et al. 2012).

Text- based questioning is also characterized by its motivational dimensions since the opportunity to ask your own questions related to texts or topics is indeed motivating (Taboada, 2006). When generating their own text-based questions, students can track on their curiosities as they build on what they already know about a topic (Taboada 2012, p. 99). Generating questions implies choice, and if students instead of teachers, can decide whether or not to ask certain questions, they develop a degree of confidence, interest, and motivation to expand on a topic (Ryan and Deci, 2000). In this sense, when students generate their own text-based questions based on their own reading purposes and interests, they simultaneously develop autonomy and control, essential in intrinsic motivation for reading. Furthermore, text-based questioning fosters thoughtful connections with other content, other texts, world knowledge, and often, personal experiences with the topic being read. In this way, texts become tools for raising knowledge, as opposed to sources of facts that are considered unquestionable (Guthrie, et al. 2007).

2.2.3   Critical thinking

Although different definitions about critical thinking have been proposed, for the purpose of the study, researchers used the definition stated by Paul and Elder (2003). Accordingly, critical thinking is seen as "the art of analyzing and evaluating thinking with a view to improve it… critical thinking is, in short, self-directed, self-disciplined, self-monitored, and self-corrective

thinking" (p. 4). In this sense, for Paul and Elder, (2003) a critical thinker is a person who formulates vital questions clearly and accurately, collects, interprets and evaluates relevant information, comes to well-thought conclusions and solutions, and reasons open mindedly. In other words, critical thinking makes reference to the ability of individuals to take charge of their own thinking and develop appropriate criteria and standards for analyzing and self-assessing their own thinking in their different roles as human beings (Elder and Paul, 2010; Taboada, 2012).

Additionally, Paul and Elder (1994) argue that critical thinking is not developed immediately; it requires six stages that go from being unreflective thinkers to being challenged thinkers, beginning thinkers, advanced thinkers and accomplished thinkers. These stages are part of what Paul and Elder constitute as the Stage Theory, in which students are introduced not only to the levels of thought, according to their stage, but to the corresponding intellectual standards of the theory. These intellectual standards are principles that must be applied to thinking "whenever a person is interested in checking the quality of reasoning about a problem, issue, or situation" (Paul and Elder, 2003, p.10)

As it is the first time that the sixth grade students of the current study are introduced to the term of critical thinking, students are to be guided to go from being unreflective to challenged thinkers. This process will help learners become initially aware of the role that their thinking plays (Paul and Elder, 2010) through answering and creating essential literal, inferential and critical questions. Thus, they question information, conclusions, and points of view; students are encouraged to foster the intellectual standard of intellectual humility that allows the learners to identify the gaps in their thinking. They start analyzing if they indeed understand the content of a text or if they understand the text better when developing the skill of asking essential questions that can help them to analyze and evaluate what they read. Intellectual humility empowers students to distinguish between what they know and do not know, guiding them to admit their

errors and to be eager to modify their points of view if they have logic reasoning and arguments to do it.

Additionally, Paul and Elder (2003) propose eight elements of thought to develop thinking. However, for the purposes of this study, the following three elements are taken into account:

- Purposes: Which seek to answer questions such as: What am I trying to accomplish? - What is my central aim? - My purpose?

- Questions: This element of reasoning looks for answering questions like: What question am I raising? - What question am I addressing? - Am I considering the complexities in the question?

- Information: Seeks to respond the following questions: What information am I using in coming to that conclusion? - What experience have I had to support this claim? - What information do I need to settle the question? (Paul and Elder, 2003)

Students will be encouraged to reflect upon their own learning process during this research study by analyzing the three elements (purpose, questions and information) throughout their reading process. For doing this, students will answer some questions related to the elements above. They will analyze the purpose of text-based questioning, the types of questions to ask and the pertinent information to be focused on, which allow students to be more effective readers when using certain information of texts. They indeed can decide what information to use and what to avoid through asking literal, inferential, and critical questions.

In this sense, students' thinking is driven by crucial and essential text-based questions that they create and seek to answer. Through questioning students foster their thinking processes as they focus their attention on relevant information and think about the most important and

substantial information of the text (Paul and Elder, 2003). In other words, a person who thinks

critically has a clear reading purpose, questions the information and sets up his/her own

conclusions and points of view. The person is eager to be clear, exact, precise and relevant and

seeks to think deeply and impartially.

2.2.4   Self-directed learning

Experts such as Knowles (1975) and Tough (1967) describe SDL as a process in which an

individual attempts to improve his own learning through diagnosing his learning needs, setting

his own goals, seeking useful resources, choosing and implementing appropriate learning

strategies, and self-evaluating learning outcomes. Thus, self-directed learners have the principal

responsibility for their own educational experiences, with or without the help of others

(Brookfield, 1995; Ellinger, 2004, Knowles, 1975; Kumaravadivelu, 2003).

Having this in mind, the sixth grade students from this project are to be guided to improve

their reading comprehension by using the EFL strategy text-based questioning, which will help

them to diagnose their needs and set goals. Goal setting indeed helps students to organize and to

give a path to their own reading comprehension process by doing self-directed reading tasks.

One key element of SDL is promoting critical thinking through self-assessment and

reflection. On one hand, students analyze and assess if goals were achieved and actions plans

were effective. On the other hand, critical reflection is not concerned with the how-to of an action

but with the why of it, which allows students to reflect upon the reasons and the consequences of

what they do (Mezirow, 1990).

Thus, we can see how the SDL process proposed by Reinders (2010) cited by Shen (2011)

can be adopted in the current study. In the process of building up the self-directed learning, both

learners and teachers play an important role. They interact with each other to foster reflection,

motivation and communication in order to enhance autonomous behaviors. According to the authors above, the iterative self-directed learning process includes eight iterative stages that correspond to identifying learning needs, setting goals, planning learning, selecting resources, selecting strategies, practicing, monitoring progress and assessing and revising. As a first step and considering the aim of our research project, the sixth grade students will start developing self-direction by going through setting goals, planning learning, and self-assessing their reading comprehension progress.

To sum up, text-based questioning can be the strategy that allows sixth grade students to get better at their EFL reading comprehension and critical thinking. The creation of literal, inferential and evaluative questions may help students to improve their lower and higher order thinking levels (Bloom, 1956). Consequently, students will be able to recognize relevant information interpreting and evaluating it based on their own schemata and experiences. Text-based questioning may also provide students with some elements of SDL. Once students have been introduced to text-based questioning, they might assess their reading purpose, the questions to ask, the information to be focused on and the strategies that can work best for them. This indeed will encourage students to develop a more self-directed reading practice.

2.3   State of the art

National and international studies such as the ones conducted by Baier (2005), Bedoya (2013), Blanco (2013), Romero (2013), Soleimani and Hajghani (2013) agree that reading strategies may affect how readers understand what they read, influencing the ways students build meaning, raise vocabulary and draw attention to the text. These studies indicate that there are notable improvements in the students' reading comprehension through the use of reading strategies during and after reading. The use of background knowledge and inference (Blanco,

2013) helped students to activate schemata anticipating possible actions before reading. For instance, in Romero´s action research (2013), the use of brainstorming, visual aids, pre questioning and K –W- L strategies (what the learner knows, what the learner wants to learn and what the learner indeed learned) helped students to prepare themselves before reading the actual material by activating their background knowledge regarding the topic, making relations between the pre-reading activities and the reading itself. Besides, pre-teaching vocabulary and pre-questioning allowed learners to identify useful vocabulary and to activate background knowledge for understanding the texts.

Another useful reading strategy that researchers have found useful is text-based questioning. The study of Taboada, Bianco and Boweerman (2012) in relation to text-based questioning to improve English language learners´ content knowledge, indicated that questioning anticipated comprehension in the reading comprehension of two groups of participants, the control and the experimental group; although different patterns were found in relation to general vocabulary. Besides, questioning instruction revealed that:

> ELLs with varying reading levels improved their questioning skills after instruction and there was an association between question types and reading comprehension. Collectively, both studies indicated that text-based student questioning is a reading strategy that contributes to ELLs reading comprehension and conceptual knowledge in the content area of science (Taboada et. al., 2012, p. 87).

In consequence, text-based questioning not only guides and improves reading practices but also encourages students to think deeply at the moment of reading texts and evaluating reading processes when approaching to the texts. A generation of reflection is fostered which builds new understandings in a classroom context (Morgan and Saxton, 1991).

Taboada et al. (2012) findings go hand in hand with Baleghizadeh's (2011) research, which reveals that "training learners in asking the right questions through effective questioning techniques such as QtA - Questioning the Author- is more effective in improving their reading comprehension than simply encouraging them to make questions without giving them any training" (p. 1675). Therefore, the role of the teacher in learning text-based questioning is essential. In addition, the results of Salam´s study (1996) in which three different questioning strategies were applied (student-generated questions; teacher-provided questions; and questions formulated reciprocally by teacher and student), revealed that the reciprocal questioning group scored considerably higher than the teacher-questioning group, and the teacher-questioning group scored significantly higher than the student-generated-question group. This allowed the researchers to highlight the importance of training and guiding students in questioning the text when doing English reading practices. Likewise, a study conducted by Horowitz (2007) demonstrated that the "teachers played an important role in helping enable the development of reflective habits of mind by asking questions and by anticipating the student's questions" (p.61). Therefore, in order to help students to generate their own text-based questions, teachers should play an active role. In this teaching process, Fan´s study (2010) demonstrated that 98.2% of the Taiwanese students had a positive effect on their reading comprehension process using a strategy called Collaborative Strategic Reading (CSR) "particularly in relation to the comprehension questions on getting the main idea and finding the supporting details" (p.19). Nonetheless, Fan´s statistical analysis revealed that CSR did not significantly foster "the EFL learners' reading competence in regard to predicting, making inferences and dealing with vocabulary problems… students indeed adopted some degree of strategic reading behaviors but it takes long-term efforts and practices for EFL learners to fully develop their strategic reading abilities" (p.19). Despite this, Lopera (2012) showed with the results of the first and second tests that:

The average score of evaluation moved positively (Mean Before= 9.69; Mean After= 12.12). The median showed that 50 percent of the students selected more than 9 and 13 questions right on both tests respectively. This means that the course had a positive impact on students. This positive movement… shows that the mean on the second test is higher than the mean on the first test (black arrows). Nevertheless, the variation (Std. Deviation) increased (Before= 2.494; after= 3.456). This variation suggests that new tries have to be applied in order to improve and check efficiency (p. 84).

Accordingly, text-based questioning allows the reading comprehension process to be more explicit. Students can also "demonstrate levels of understanding as well as highlighting areas of confusion in relation to details or key concepts in the text, by listening to, discussing other text-based processing and expanding the range of interpretation of text" (Taboada et. al., 2012, p. 88). This process of interpreting the text by generating text-based questions starts by recognizing the characteristics and skills developed when creating three types of questions: literal, inferential and critical questions, which will propend to develop critical thinking skills in students.

Kurland (2000a, 2000b) states that reading develops more critical thinkers who may be able to evaluate information, ideas, and decide what to accept and believe. This thinking process is fostered if students learn how to question the information. According to Paul and Elder (2003) "we cannot be skilled at thinking unless we are skilled at questioning, we strive for a state of mind in which essential questions become second nature. They are the keys to productive thinking, deep learning, and effective living" (p. 2). Accordingly, researchers such as Redfield and Rousseau (1981) revealed from their study that the use of higher-level questioning like inferential and critical questions certainly improve students' achievement. Even so, other researchers have concluded that young students, who are just learning basic skills, benefit most

from low-level questions like the literal questions; while middle and high school students show to have best achievements when they were exposed to more high-level questions (Gall, 1984). In consequence, Helton (2014) demonstrated that the cognitive types and functions of questions were determined to foster critical thinking since students perform primarily at the basic level of remembering and understanding to later generate questions that imply higher order thinking skills (Bloom, 1956). Thus, the studies done by Abdulmohsen (2011), Fahim and Sa´eepour (2011) and Hosseini, et al. (2012) emphasized that there is indeed a strong "relationship between reading comprehension and critical thinking considering the schema theory and the rational premise for that relation" (p. 35).

Further, Fahim and Sa´eepour (2011) identified in their study that there is a strong correlation between reading comprehension and critical thinking skills. According to these authors, both are cognitive abilities that develop cognitive skills. Therefore, improving the development of critical thinking skills can contribute to the improvement of the reading comprehension processes and the other way around. In this sense, helping sixth graders to develop critical thinking skills will indeed benefit them to improve their reading comprehension. This supports the purpose of the current study in which it is expected that teaching critical thinking skills through the use of text-based questioning will have a positive effect on the students' reading comprehension proficiency.

Furthermore, Taboada et al.'s research study (2012) distinguished three types of questioners: high questioners, average questioners and struggling questioners. The results of the study revealed that

> High questioners showed higher decoding/word identification and passage comprehension
>
> skills than average questioners and struggling questioners. Average questioners also had

higher performance on these two skills than struggling questioners. A similar overall trend

was observed on reading vocabulary with some exceptions. (p. 102).

Accordingly, this research study aimed at encouraging students to identify the characteristics of

questioning to be able to be high or average questioners.

Additionally, Abdullah´s study (2013) about critical thinking as EFL pedagogy,

demonstrated that "learners valued the aspects of critical thinking that underpinned the design of

activities" (p. 224). Positive attitudes regarding learning through critical thinking were

manifested in their interaction, where they demonstrated their openness to diverse ideas and

tolerance of ambiguity. Fahim's study (2014) also revealed a significant relationship between

critical thinking and SDL since critical thinking activities provide students with a sense of

autonomy and control essential to support long term reading motivation (Guthrie et. al., 2007).

Ortiz, Méndez, Guzmán and Sanchez (2014) in their study about the development of reading

comprehension through metacognitive self-directed reading strategies, revealed in their

quantitative and qualitative data results, that self-direction in learning can be the result of using

not only self-directed activities but also metacognitive strategies, such as text-based questioning,

that helps the target students to become independent making them be aware of their own learning

needs.

Taking into account what was found in the literature review, the researchers of the current

study identified that indeed text-based questioning, together with supportive reading strategies,

have played an important role in the students reading comprehension process. However, there is a

gap with regards to the role of critical thinking skills to develop self-directed readers. Therefore,

in this study researchers used the reading strategy called text-based questioning to help school

students to improve their EFL reading comprehension. During this process of creating literal,

inferential and critical questions from the texts they read, students developed basic and complex

thinking skills (Bloom, 1956) by applying elements of reasoning such as reading purposes, text questions and text information (Paul and Elder, 2003). This study will indeed provide the EFL community with more information to explain the relationship between critical thinking and SDL as students will set reading goals, plan reading, and self-asses it.

In this regard, studies such as Bayer's (2005), Bedoya's (2013), Blanco's (2013), Romero's (2013), Soleimani and Hajghani's (2013) have demonstrated the positive impact that reading strategies have in the students' reading comprehension. Taboada, Bianco and Boweerman (2012) identified that one of the strategies called text-based questioning helped students to develop inference, conceptual and reflective knowledge. Besides, Rousseau (1981) highlights the importance of the strategy to improve levels of understanding. This thinking process allows the students to develop lower and higher order thinking skills (Bloom, 1956) that redounds in the development of self-directed reading practices. In this sense, text-based questioning will be used as the main strategy to help sixth grade students to improve their EFL reading comprehension. Further, through the use of lesson plans designed under the principles of SIOP model (Echevarria, Vogt, and Short, 2007), the three elements of thought -Purpose, questions and information- (Paul and Elder, 2003) and some characteristics of SDL - setting goals, planning learning and self-assessing- Shen, (2011) will be fostered to develop the students' critical thinking and SDL accordingly.

Chapter 3: Research Design

This chapter describes all the aspects contemplated for the design of this research study: The type of the study used, the context and participants, the role of researchers, description of the instruments, and the data collection procedures. The table below contains the main elements that frame the research design.

Table 1 *Research Design*

Type of study	Action Research Study (Nunan and Bailey, 2009) A mixed research method (Creswell, 2009)
Context and Participants	40 students of sixth grade from two public schools in Bogota. (Marco Tulio Fernández School and Liceo Nacional Antonia Santos School)
Researcher's Role	Teacher – Researcher
Data collection Instruments	Two tests (Cambridge English language test: Starters Key-KET for Schools (2006), and a pre and a post reading test), students' portfolios, teachers' field notes (Hopkins, 2008), and focus group interviews (Nunan and Bailey, 2009).
Data collection procedures	First Stage: (July 23th – September 3rd) Data from two questionnaires were gathered and analyzed. Second Stage: (September 9th–November 18th) Eight sessions were implemented in the classroom to train the students in the use of the text-based questioning strategy. Third Stage: (December – January 2016) Analysis of data and results.

This table summarizes some characteristics of this research study.

3.1 Type of study

This study corresponds to an action research study intended to look for and inform about the impact of an EFL reading strategy called text-based questioning on the development of the reading comprehension and critical thinking skills of sixth graders from Antonia Santos and Marco Tulio Fernandez schools. According to Nunan and Bailey (2009) action research is a form of investigation designed for educators to solve problems of their own practices, by understanding these practices and the situations in which the practices are carried out. It requires systematic observations and data collection. Additionally, Burns (1999) states that:

Action research offers a valuable opportunity for teachers to be involved in research, which

is felt to be relevant, as it is grounded in the social context of the classroom and the teaching

institution, and focuses directly on issues and concerns, which are significant in daily

teaching practice. (p.17).

An action research follows a set of sequenced steps, which include the identification of a

problem or an issue to investigate in the classroom context, planning an appropriate action to

address that issue, carrying out the action, observing the outcomes of the action, reflecting on the

outcomes and on other possibilities and repeating these steps again (Nunan and Bailey, 2009).

In this study, the researchers carried out only one cycle following the steps mentioned above; after

identifying the problem, some data was gathered; and then, researchers planned the interventions,

applied them, and analyzed the results.

In order to obtain the data to answer the research questions, both quantitative and qualitative

data were collected to obtain reliable and valid information. Therefore, a mixed method approach

was followed, where quantitative data was used to corroborate the qualitative data. According to

Creswell (2009), a mixed research method is "an approach to inquiry that combines or associates

both qualitative and quantitative forms" (p.4); in this type of procedure both forms of data converge

in order to provide a comprehensive analysis of the research problem.

3.2   Context

This research project was carried out in two public Colombian schools in Bogotá. Marco

Tulio Fernandez is located in an urban area, equidistant to any place in Bogotá. The school's

philosophy is focused on developing communicative skills in students under its slogan

"Communication, art and expression towards social harmony, autonomy, and knowledge". It

focuses on developing artistic and sport skills mainly. It is a small school with around 800 students

in all branches (A, B, C, D) and in both shifts (morning and afternoon). In the secondary school level, students from sixth grade have four hours a week (50 minutes each one) of English class.

The other school is Antonia Santos School. It is located in the south part of Bogotá city, in the Restrepo neighborhood. The school's philosophy can be inferred from the slogan "Quality education for a social harmony". This school holds around 1500 students in both shifts (morning and afternoon) and in both sections: elementary and secondary school. In the secondary level, students from sixth grade have four hours (50 minutes each) of English class per week.

Regarding English language teaching, the syllabi designed for the English subject in both schools focus on grammar. For developing these syllabi, language teachers take into account the principles of the National Bilingual Program 2004-2019.

3.3   Participants

The participants involved in this study were 40 sixth grade students from two public schools in Bogotá, 21 students from Marco Tulio Fernandez School and 19 students from Antonia Santos School. Their English level is A1 according to the CEFR.

The students from Marco Tulio Fernandez School were about 10 to 15 years old. Some of them live with their parents and siblings. 16% of the students live in Instituto Colombiano de Bienestar Familiar (ICBF) where children, whose parents do not take care of them, are kept. Most of them belong to social strata 1 and 2 and come from Bogotá. However, there are some others who come from other Colombian cities (Medellín, Valledupar, and Magdalena) and need to move to Bogotá due to family problems or Colombian political issues like displacement.

Regarding their cognitive dimension, sixth graders are involved to artistic and sport interests. Some of them do not perceive as an important element for their learning process the habit of reading and writing: according to the needs analysis applied at the beginning of this research

study, 32% of the students do not like studying English unless the teacher explains the topic because their understanding is limited when no help is available. Finally, although 32% of the students do not have as a priority to study English after school, 68% feel motivated to study English at school. About reading, 45% of students read in English once a week and prefer adventure stories (39%) and history texts (22%).

The students from Antonia Santos School were about 10 to 14 years old. They usually live near the school with their families. Most of the students belong to social strata 1 and 2. They come from dysfunctional families in which they are responsible not only for their studies but also for other activities such as household chores and work. In the classroom, most of them like and enjoy the English class; though, they do not understand some grammar rules easily, have limited vocabulary, and tend to translate every single word to Spanish. They cannot ask basic questions and have difficulties with pronunciation, reading comprehension, and spelling correction.   As a result, 57% of them sometimes find it difficult to understand the teacher. As for reading, 76.5% of the students are interested in developing the skill; they prefer reading texts about adventure (23.5%), comics (22.6%), fairy tales (17.5%) and history (17.5%); finally, 70.6% prefer texts with images to comprehend better while they read.

3.4   Researcher's role

In the action research method, the teacher has to assume a double role: As a teacher and as a researcher. Nunan and Bailey (2009) state that the importance of classroom action research depends on the fact that classroom researchers who investigate some aspects of their own practice conduct it. In consequence, the researchers and teachers of this study had to carry out the following actions: Observe their classes to identify a problem or issue to be investigated; then, write a research question that involves a pedagogical intervention to approach the problem; build a theoretical

framework about the subject of investigation; plan and implement a pedagogical intervention; then, collect data while doing the implementation; after, analyze, triangulate, and interpret the data in a descriptive form; finally, make conclusions in order to generate a grounded theory to answer the research question.

3.5   Ethical considerations

Before implementing this research Project at Marco Tulio Fernandez School and Antonia Santos School, it was necessary to inform the schools' principals by writing the corresponding consent letters in order to obtain their permission and support for carrying out this study. Also, sixth-grade students' parents were informed and notified about the participation of their children in the study. They signed and authorized them to be part of the research process, allowing the researchers to analyze the students' portfolios and the information obtained from the interviews and applied tests.

The implementation was planned to be developed during the third and fourth term using the English classes scheduled in both schools. The results of the study were used for research purposes. However, some of the activities done by the students during the implementation were taken into account as part of their final grades during the fourth term in both schools. Finally, the names of the participants were changed for letters to protect their identities.

3.6   Data collection instruments

This study aims at exploring the role of text-based questioning as an EFL reading strategy on reading comprehension and critical thinking as well as identifying SDL when fostering critical thinking in students. As a consequence, data for this research was collected from five different instruments: Two tests (Cambridge English language test: Starters Key-KET for Schools, and a pre and a post reading test), students' portfolios, teachers' field notes, and focus group interviews.

3.6.1 Instrument 1: Tests

According to Robson (2007), tests are useful research tools that can measure abilities and how well someone can do something. They produce a scale in which the researchers can place and compare the results. In this study, the researchers applied two tests.

Firstly, as part of the needs analysis, students were given a Cambridge English language test: Starters (Key-KET for Schools, 2006) (see Appendix C), which is designed for students who are just learning the foreign language and measures language skills at a Pre- level A1 according to the CEFFR. The purpose of applying this test was to know the students' English proficiency level and observe the strengths and weaknesses that the students had regarding reading skills. It was applied taking into account the students' language learning needs; also, it was applied at the beginning and at the end of the implementation.

Secondly, the researchers designed a pre and post reading test (see Appendix F) applied before and after the implementation. The reading test was specifically designed by the researchers in order to measure the students' reading comprehension level and identify the difficulties students had during the reading process. The test was developed according to the students' English level and every question followed bloom's taxonomy cognitive processes: knowledge, comprehension, application, analysis, synthesis, and evaluation. For each of these categories, students had to answer two open-ended questions.

3.6.2 Instrument 2: Students' portfolio

For the purposes of this study, the students developed a portfolio which included reading logs, Q-charts, reading response journals, self-directed reading manuals, and self-assessments designed by the researchers to be applied during the implementation and with which students developed the different reading tasks in the reading stages (see Appendix F). The portfolios were

helpful since they provided information regarding the students' reading level, their use of comprehension reading strategies and their development of the text-based questioning strategy (literal, inferential, and critical) evidencing the impact of the critical thinking and some self-directed learning elements in their reading comprehension process.

Table 2

Students' portfolios documents

Tools	Purpose
Reading Logs	They were used to answer literal, inferential and evaluative questions provided by the researchers during the reading process of sessions 1 to 3.
Q- Charts	They were used for students to create their own literal, inferential and evaluative questions during the reading process of sessions 1 to 3.
Reading Process Logs	They were used to train the students to three critical thinking elements: Purpose, questions and information (Paul and Elder, 2003).
Reading Response Journals	They were used by the students to create the questions they desire (literal, inferential and evaluative) during lessons 6 and 7 based on the instructions and the explanations received from lesson 1 to 5.
Self-Directed Reading Manuals	They were used to become student self-directed learners by identifying the objectives of the reading lesson regarding the book to read, the strategies to use when reading and the kinds of questions to create about the text chosen.
Self-assessments	They were used for students assessed their progression and development through lessons 1 to 8.

3.6.3   Instrument 3: Teacher's field notes

Hopkins (2008) affirms, "keeping field notes is a way of reporting observations, reflections and reactions to classroom problems" (p. 116). For this study, researchers registered their classroom observations in a format created by them for such purpose (see Appendix G). Researchers reported events such as students' attitudes, researcher's questions, reflections and comments during the intervention. All this information was written down after each session in order to reflect about the teaching and learning process bearing in mind the research questions.

3.6.4   Instrument 4: Focus group interviews

According to Nunan and Bailey (2009), "the advantage of a focus group is that the informants can stimulate and be stimulated by each other" (p. 315). Initially, five students were

chosen in both schools to answer an interview, about the actions done before, while, and after their

reading process and their perceptions and thoughts towards the intervention (see Appendix H). The

students were chosen at random.

3.7 Validation processes

When collecting information for a research process, it is necessary to make sure that the

instruments used to collect the data actually elicit and present the information needed. In order to

achieve this, all the instruments used along the implementation were piloted before using them

with the purpose to make changes and modifications in order to ensure their effectiveness. Also,

different techniques were used to collect and analyze the data. To give validity and reliability the

researchers used the triangulation method, which involves the use of multiple methods (interviews,

questionnaires, tests, teachers' field notes etc.) to collect data (Nunan and Bailey, 2009).

According to Patton (2002) "triangulation strengthens a study by combining methods. This

can mean using several kinds of methods or data, including using both quantitative and qualitative

approaches" (p. 247). In this study, the researchers will take advantage of the mixed methods in

which quantitative data as well as qualitative data can be collected, compared and analyzed to

observe if the information obtained can confirm other as well to find similarities among the

results in both schools. These instruments were designed taking into account the research questions

and the research objectives in order to certify triangulation and the research validity and reliability.

According to Joppe (2000) "Validity determines whether the research truly measures that

which it was intended to measure or how truthful the research results are. Researchers generally

determine validity by asking a series of questions, and will often look for the answers in the

research of others". (p. 1). On the other side, reliability is "the extent to which results are consistent

overtime and an accurate representation of the total population under study…and if the results of a

study can be reproduced under a similar methodology, then the research instrument is considered

to be reliable" (Joppe, p.1) In those terms, the same pre and post reading test were used as

quantitative instrument before and after the implementation, the quantitative data was analyzed

through descriptive statistics, whose results were correlated with a t-test.

Table 3

Triangulation Matrix

Research question	Research Objective	Source 1	Source 2	Source 3	Source 4	Source 5
What does the EFL reading strategy called Text-based Questioning informs us about the reading comprehension and critical thinking development of sixth graders from Antonia Santos and Marco Tulio Fernandez schools?	To identify what the use of the EFL reading strategy called Text-based Questioning informs us about the reading comprehension and critical thinking skills in the sixth grade students of both schools.	Cambridge English language test: Starters Quantitative Data	Pre and post reading test Quantitative Data	Students' portfolios Qualitative Data	Teacher's field notes Qualitative Data	Focus group interviews Qualitative Data

This table describes the quantitative and qualitative research methods used to collect information in order to answer the research question.

3.8   Data collection procedures

The quantitative and qualitative data were collected using different procedures and

instruments. In order to develop this research study, the researchers first collected quantitative

information from the international Cambridge English language test: Starters (Key-KET for

Schools, 2006) to observe sixth graders' English level and their strengths and weaknesses in their

reading skills. Three stages were used to collect data for answering the research questions. Based

on the information obtained from the Cambridge test, the sessions were planned, the topics for the

tasks were selected and the reading tasks for portfolios were designed. Before the second stage, the researchers applied a pre-reading test (quantitative data) in order to analyze and confirm students' current level of reading comprehension and identify the difficulties they had during the reading process.

During the second stage, eight sessions were implemented in the classroom to train the students in the use of the text-based questioning strategy. For doing so, it was necessary to use the students' portfolio (qualitative data) which was made up by their reading logs, Q-charts, reading response journals, self-directed reading manuals and self-assessments manuals.

Finally, teachers' field notes (qualitative data) were written on an observation format during and after each session. Besides, students' interviews (qualitative data) were recorded in Spanish from a group of five students in each school. Additionally, the post reading test (quantitative data) was administered in order to analyze the results after the intervention.

Chapter 4: Pedagogical Intervention and Implementation

The pedagogical intervention is one important step in action research since the research results depend directly from it. Therefore, this chapter explains systematically the methodology and the procedures the researchers followed to plan the intervention and carrying it out. In this sense, this chapter outlines the instructional design and the intervention carried out with the sixth graders from the two contexts: Antonia Santos and Marco Tulio Fernandez schools. The aim is to find out what the EFL questioning strategy informs us about reading comprehension and critical thinking as well as the influence of some critical thinking elements in the students' self-directed reading processes.

4.1   Instructional design

The pedagogical intervention took place during the second semester of 2015 and was divided into eight sessions that started in September and ended in October. Eight lessons were created in order to instruct learners on the EFL text-based questioning strategy. The lesson plans were designed based on the SIOP model (Echevarria, Vogt, and Short, 2007). SIOP stands for the Sheltered Instruction Observation Protocol, which is mainly a research-based and certified instructional model that has demonstrated effectiveness in addressing the academic needs of English learners. The SIOP Model consists of eight interrelated components: The lesson objective, content objectives regarding reading comprehension and critical thinking, language objectives, content concepts, supplementary materials, and the corresponding sequences of activities to accomplish the lesson aims.

The lessons that were carried out were divided into some stages: The preparation stage (warming up), the presentation stage (activities modeling), the practice stage (activation of schemata) and the wrap up stage. Thus, each stage had its goals, description, procedure, material

needed and time assigned for every activity. The final part of the lesson plan included the

teacher's assessment about the instruments used and the references.

In order to organize time for collecting the data, achievingthe objectives for each lesson,

and preparing the materials, the researchers organized a research timeline divided in pre (done

before the implementation; while (done during the implementation) and post (after the

implementation) stages as it is observed in table 1.

Table 4

Research Timeline

Phase	Date	Objectives	Data Collection Instrument
Pre	Jul 23th	To get permission from the school's principal and parents to do the project.	2 Letters. (Appendix A: letters of consent).
	Jul 30th	To test the needs analysis survey.	Sample of the survey.
	Aug 3rd	To test the first instrument (International English Cambridge test)	Sample of the Cambridge test.
	Aug 5th	To run and analyze the students´ needs.	Needs Analysis Survey. Appendix C - Appendix D
	Aug 15th	To run and analyze the reading comprehension level the participants had and their use of reading strategies.	Cambridge English Language Test, 2015. Appendix F
	Aug 22th	To plan the activities for the while and post phases based on the research question.	Lesson planning. Appendix E
	Sep 3th	To do the pre-test in order to later analyze the results without the intervention of the strategy.	Text Freda Stops a Bully by Stuart J. Murphy Appendix G
While Phase	Sep 9th	Lesson 1: To instruct students about using some reading strategies (scanning, clarifying, re-reading) and approach to questioning strategy by answering literal questions before, during and after reading the text Tess's Tree.	Tess´s Tree by Jess M. Brailer Appendix H - session 1
	Sep 11th	To instruct students to create four literal questions based on the instructions and the explanations of the first part of lesson 1.	Appendix H - session 1
	Sep 11th	To interview five students about their Lesson 1´s learning and perceptions.	Appendix J –Interview Lesson 1
	Sep 15th	Lesson 2: To instruct students about using a reading strategy (context clues) and approach to questioning strategy by answering inferential questions after reading the text Tess's Tree..	Text: Tess´s Tree by Jess M. Brailer Appendix H - session 2
	Sep 17th	To instruct students to create four inferential questions based on the instructions and the explanations of the first part of lesson 2.	Appendix H - session 2

	Sep 21st	To interview five students about their Lesson 2´s learning and perceptions.	Appendix J - Interview Lesson 2
	Sep 28th	Lesson 3: To instruct students about using a reading strategy (drawing conclusions) and approach to questioning strategy by answering critical questions after reading the text Tess's Tree..	Text: Tess´s Tree by Jess M. Brailer Appendix H - session 3
	Sep 29th	To ask students to create four critical questions based on the instructions and the explanations of the first part of lesson 3.	Appendix H - session 3
	Sep 30th	To interview five students about their Lesson 3´s learning and perceptions.	Appendix J - Interview Lesson 3
	Oct 5th	Lesson 4: To raise awareness of critical thinking taking into account three elements of reasoning (Purpose, questions and information) proposed by Paul and Elder and the previous knowledge from lesson 1,2,and 3.	Appendix H - session 4
	Oct 7th	To interview five students about their Lesson 4´s learning and perceptions.	Appendix J - Interview Lesson 4
	Oct 19th	Lesson 5: To allow students to practice the reading moments using the strategies studied. To ask students to create and answer three literal, three inferential and three critical questions created by themselves.	Text: Happy Healthy Ajay by Stuart J. Murphy. Appendix H - session 5
	Oct 21st	To interview five students about their Lesson 5´s learning and perceptions.	Appendix J - Interview Lesson 5
	Oct 26th	Lesson 6: To raise awareness of the students´ self-directed learning in their reading process by identify the objectives of today´s reading lesson: the book to read, the strategies to use when reading and the kinds of questions to create. To ask students to plan the time and the actions to achieve the objectives of today's reading lesson.	Texts: Great Choice, Camille! By Stuart J. Murphy. Earth Day by Margaret McNamara. Percy´s Neighborhood by Stuart J. Murphy. Percy Listens Up by Stuart J. Murphy. Appendix H - session 6
	Oct 28th	To ask students to create the questions they desire (literal, inferential and critical) based on the instructions and the explanations received from lesson 1 to 5. To ask students to answer two questions that deals with the text comprehension. To ask students to self-assess their students´ lesson objectives and plans accomplishment.	Appendix H - session 6
	Oct 29th	To interview five students about their Lesson 6´s learning and perceptions.	Appendix J - Interview Lesson 6
Post Phase	Nov 3rd	Lesson 7 To consolidate knowledge about the students´ self-directed learning in their reading process by identifying the objectives of today´s reading lesson: the book to read,	Texts: Great Choice, Camille! By Stuart J. Murphy.

	the strategies to use when reading and the kinds of questions to create.	Earth Day by Margaret McNamara.
	To ask students to plan the time and the actions to achieve the objectives of today's reading lesson.	Percy´s Neighborhood by Stuart J. Murphy.
		Percy Listens Up by Stuart J. Murphy.
Nov 5th	To ask students to create the questions they desire (literal, inferential and critical) based on the instructions and the explanations received from lesson 1 to 5.	Appendix H - session 7 Appendix H - session 7
Nov 9th	To encourage students to answer two questions that deals with the text comprehension. To ask students to self-assess their students´ lesson objectives and plans.	Appendix H - session 7
Nov 12th	To interview five students about their Lesson 7´s learning and perceptions.	Appendix J - Interview Lesson 7
Nov 17th	Lesson 8: To ask students to self- assess their entire reading process from lesson 1 to lesson 7.	Appendix H - session 8
Nov 17th	To consolidate the understanding of critical thinking taking into account three elements of reasoning (Purpose, questions and information) and the previous knowledge from lesson 1,2,and 3.	Appendix H - session 8
Nov 18th	To interview five students about their Lesson 8´s learning and perceptions.	Appendix J - Interview Lesson 8
Nov 18th	To ask the students to do the post-test in order to analyze the results after the intervention of the strategy.	Text Freda Stops a Bully by Stuart J. Murphy
Dec 15th	To know the final progress in participants´ reading Comprehension and their critical thinking skills, and their SDL progress.	Appendix H - session 8 Post Test Portfolio: Reading logs-charts, reading response journals, self-directed reading manuals. Interviews Field notes Self-assessments
Jan 10th 2016	To analyze data and present results.	Statistics Axial Coding

All the materials used throughout the pedagogical intervention were designed by the researchers in order to fit the specific requirements of the study, excluding the Cambridge English language test: Starters (Key-KET for Schools, 2006) that was taken from the Cambridge website and applied at both schools with the researchers' guidance.

4.2   Intervention

According to the results of the needs analysis questionnaire, the Cambridge English language test: Starters (Key-KET for Schools, 2006), and the pre reading test, which showed that the participants' reading habits, reading comprehension, and their use of reading strategies were poor, an action plan was designed to teach the students an EFL reading strategy called Text-based questioning mainly but also other reading strategies were introduced to help students construct meaning from the text and help them improve their reading comprehension as well as their critical thinking skills.

The intervention was carried out during 8 lessons and each lesson was developed in 2 or 3 classes a week (each class lasted around 50 minutes). The process was completed during two months in which there were constant instructions, clarifications, explanations, sampling and training before collecting the data in the students' portfolios.

Thus, during the first three lessons, the students were introduced to the three moments of the reading process (before, during and after reading). They were also taught about the importance of reading during these stages using reading strategies such as scanning, clarifying and re-reading, using context clues, and drawing conclusions. Students were also taught about the necessity to ask essential questions to comprehend the text better. During lesson one, students answered literal questions provided by the teacher and later they created their own literal questions; in lesson 2, students answered inferential questions provided by the teacher and later they created their own inferential questions; in lesson 3, students answered critical questions provided by the teacher and later they created their own critical questions. This process helped students to understand how literal, inferential and critical questions were like before they created their own questions. This way, the strategy of text-based questioning was introduced to students. During these three lessons students read the same text.

In lesson four, students were addressed to the three critical thinking elements: Purpose, questions, and information (Paul and Elder, 2003). They started reflecting upon the importance of identifying the purpose of the reading, the questions to be asked, and the information to be focused on.

After, in lesson five, students were introduced to become self-directed learners, where the role of the teacher was to guide students and help them to practice more independently since they had already received the basis to do a three-stage reading process. In this sense, the students had been instructed about how to read, what to ask, and what information to take into account when reading a new text and when creating and answering their own literal, inferential and critical questions.

During lessons six and seven, participants developed some self-directed learning stages provided by Reinders as, cited by Shen Jingnan (2011) such as setting goals, planning learning, selecting strategies, and assessment. By doing so, students were able to become more effective and autonomous learners by identifying the objectives of the reading lesson regarding the book to read, the strategies to use when reading, and the kinds of questions to ask the text. They also analyzed the importance of planning reading in order to achieve the lessons' reading goals in terms of the amount of time expected to read during each moment of the reading process (before, during and after reading). At the end, students assessed if their goals were accomplished.

The last lesson finished the process. In here, students assessed their progress and development throughout lesson 1 to 8. Then, they consolidated again the understanding of critical thinking taking into account three elements of reasoning (purpose, questions and information). This time based on the reflection about the entire process during lessons1 to 8. After the intervention, students were asked to answer again the Cambridge English language test:

Starters (Key-KET for Schools, 2006) and the post reading test designed by the researchers in order to gather data about their progress in reading comprehension after the implementation.

This chapter accounted for the pedagogical intervention of this research study, which consisted of: identifying the students' current reading comprehension level, explanations about the procedure of strategy task based questioning to create the literal, inferential and evaluative questions as well as the reading strategies needed to use before, during and after the reading process. Finally, students reflected upon the three elements of critical thinking (purpose, questions and data) needed to develop self-directed processes during an independent reading practice by taking into account the students' reading purpose, reading planning, and self-assessment.

Chapter 5: Results and Data Analysis

5.1   Introduction

This chapter presents the procedures and methodology that the researchers used to

systematically and coherently analyze and transform raw data into descriptive information

(Corbin & Strauss, 2008). The grounded theory method described as "a qualitative research

method that uses a systematic set of procedures to develop an inductively derived grounded

theory about a phenomenon" was used to conceptualize and categorize data (Corbin and Strauss,

1990, p. 21). There are quantitative explanations for which descriptive statistics were used.

Additionally, the chapter states the subcategories, categories, and core category that emerged

from the data in order to answer the research questions, which aim at discovering the implications

of using text-based questioning in students' EFL reading comprehension, critical thinking skills

and SDL.

5.2   Data management procedures

As it was already mentioned in the previous chapter, data was collected by means of four

instruments through the pre, while, and post stages of the intervention. During the

implementation, the data obtained from the pre, post-tests and needs' analysis questionnaire, as

well as the data from the students' portfolios, which included the reading logs, the reading

response journals, the Q-charts, the self-directed reading manuals, and the self-assessment (see

Appendix F), were kept in physical folders as all these activities were paper-based. The teachers'

field notes registered information regarding the students´ reading comprehension and critical

thinking (see Appendix G). When the pedagogical intervention finished, all the interviews were

transcribed in a single MS Word ™ document. In the transcriptions, participants were renamed as

follows: SA, SB, etc. in order to protect their identities; likewise teachers were renamed as T.

5.2.1   Validation

Piloting and triangulation were carried out in order to validate the data of this study. On one hand, piloting means to test instruments such as questionnaires for discovering possible wording or measurement errors, and make sure that the questions make sense to participants in order to avoid biased answers. In this study, the piloting of questionnaires was done by asking five participants of the current study to answer the reading test and the reading logs. As for the reading test, researchers decided to adjust the text-based questions in order to make them clearer to students; while for the reading logs, it was essential to use illustrative and pictorial forms to motivate students to organize and write down the questions and the answers they created. On the other hand, triangulation implies "a process of verification that increases validity by incorporating several viewpoints and methods" (Yeasmin and Rahman, 2012, p. 156). For this research project, triangulation was done by comparing, and contrasting data from the four diverse data collection instruments used in both schools to identify the persistent patterns that led to subsequent identification of subcategories, categories and a core category.

5.2.2   Qualitative data analysis methodology

The analysis of data was done based on the procedures of reduction, display, and verification (Miles and Huberman, 1994). Data reduction is about coding data to select and simplify key information while data display is to present the patterns and findings through diagrams, graphics, or matrixes ensued from the coding procedures. Data verification consists of corroborating or validating the data and the analysis to check if the information is reliable and valid.

The process of analyzing the current research data also included the three levels of coding according to the grounded theory principles (Glaser & Strauss, 1967): Open coding, axial coding

and selective coding. Regarding the open coding system, the data was grouped to produce preliminary categories. Then, the axial coding was undertaken in order to relate concepts. It allowed the researchers to refine the main categories and identify the core category, which is "the main conceptual element through which all other categories and properties are connected" (Glaser & Strauss, 1967, p. 36) and which leads to answer the research questions. According to Strauss (1987), the core category must be deep, central and related to as many categories and properties as possible. Finally, the selective coding is carried out by organizing and integrating the categories and themes to generate and articulate theory based on the findings and the data analysis process.

5.2.3 Quantitative data analysis methodology

Along with the qualitative analysis based on grounded theory, descriptive statistics, which deal with methods to summarize large sets of numerical information identifying the central tendency, the mode, the median, the mean and the statistical dispersion (Boeree, 2005) were also used for interpreting quantitative data. This quantitative analysis allowed the researchers to measure significant numerical differences before and after the intervention.

The quantitative data were collected through two tests: the Cambridge English Language test: Starters (Key-KET for schools, 2006) and a pre and post reading activity designed by the researchers. The results of the pre and post-tests were compared by calculating the mean and its corresponding confidence interval, the standard deviation, and the median.

Thus, the qualitative and quantitative analysis was combined in the following way (see Table 2).

Table 5

Collecting and Analyzing Data

Data collection instruments	Participants	Nature of Data	Data Analysis Method
Tests Needs Analysis	Students	Qualitative and quantitative	Grounded theory, descriptive and inferential statistics
Students' Portfolios	Students	Qualitative	Grounded Theory
Interviews	Students	Qualitative	Grounded Theory
Teachers' Field Notes	Teachers	Qualitative	Grounded Theory

5.3   Categories

5.3.1   Overall category mapping

5.3.1.1   *Open coding*

In order to start the process of conceptualizing and labeling the data (Moghaddam, 2006), the researchers broke the data apart and delineated concepts to stand for blocks of raw data (Corbin and Strauss, 2008). The data from the questionnaires, portfolios, interviews, and field notes were read and over-read to highlight relevant ideas; thus, through using the color-coding strategy, groups of patterns were formed (see Figure 1).

PATTERNS	MARCO TULIO FERNANDEZ SCHOOL	# of patterns and where to find them	ANTONIA SANTOS SCHOOL	# of patterns and where to find them
COLOR-CODING	IMPORTANCE OF ONGOING INSTRUCTION AND PRACTICE It is clear that after the intervention, students could respond and create questions and answers more accurately ... Having questions given by the teacher helped them to focus the information..	RL 1, QC 1. RRJ 2, INT 1 SA	Literal Questions and answers At the beginning of the intervention very few students answered questions correctly in the literal RL1 but their answers in RRJ5, RRJ6 and RRJ7 were correct and more complete. This indicates that the instructions and the development of the sessions improved the level of understanding of students.	SD SF SR SP RL1- RRJ5 6 7
Literal Questioning. Instruction and practice EFL Reading Comprehension	The answers are less developed in the RL1 and RRJ 7, there is not complemented information. This indicates that the "ongoing instructions and activities" helped students to improve the performance and understanding of texts.	portfolio	-It was clear that using the strategy of re-reading could help students to better answer literal questions. Their answers were more accurate and elaborated. This showed that this strategy helped them to correctly answer the literal questions.	RL1 SD SG SH
Use of other strategies	The instruction of how the questions can be created helped them to focus on relevant information in the text.	RLs SF	-It was evident that some students understood the text completely; their answers to the literal questions are complete when using 3 strategies taught during the first session. They constantly used it to develop the other sessions because in RRJ5, RRJ6 and RRJ7 , the students´ answers were more structured grammatically correct and with more sense. In other cases it was seen that the lack of vocabulary in English did not help students to correctly answer all questions.	RRJ567 SC SD INT 1

Figure 1. Screenshot of the data color-coding.

As it is observed, the color-coding technique was used not only to find patterns to address

the research questions (see Table 3), but also to group useful data for the analysis of findings.

Open coding starts when individual and group phenomena are categorized; then, the concepts are

gathered around an interrelated theme to construct more abstract categories. Table 4 shows the

categories found with some samples of data. The students' obtained samples were not originally

written in English, but for the purpose of the study they were translated from Spanish to English.

Table 6

Initial Categories Resulting from the Open Coding Procedure

Categories	Codes	Samples
Influence of literal, inferential and critical questions in the EFL reading processes.	Literal Questioning	"Literal questions are very easy to create and answer…It is easy to find the information in the text…" (Interview Focus Group Session 1)
	Inferential questioning	"The students were motivated at beginning of the class but after explanations, they felt worried because inferential questions showed a deeper analysis; they asked for the help of teacher many times to resolve doubts" (Teacher Field Notes Session 3)
	Critical questioning	"I liked to answer critical questions...they are interesting, they make me think I could give my opinion about the story and find solutions. I do not know how to say it but I understand better the text" (Focus Group Interview 3)
	Literal, inferential and critical questioning	"It was difficult to create the three type of questions in the same session ...I felt confused about inferential questioning" (Focus group Interview 5)
Influence of reading strategies over questioning as a tool to foster EFL reading comprehension	Use of other strategies	"I could use all the reading strategies we learnt in this session to create literal, inferential and critical questioning… but I did not remember how to use context clues. It is difficult..." (Focus group Interview 5)
Influence of questioning on Critical thinking processes	Critical Thinking	I can conclude that students are having critical viewpoints; here in this point of the implementation, they have a clear reading purpose, defined questions and time, and they indeed question the text information. Their critical thinking is being strengthened and students seem not to realize the progress in their thinking. (Teacher Field Notes 7)
	SDL Processes EFL	The self-directed reading manual used in this session helped students to make decisions about what to read, when to read, how to read and why to read. They are becoming independent learners. (teacher Field Notes 6)
Influence of critical reading in the development of SDL processes	Previous knowledge, schemata, relation to own experiences	It was meaningful to see how the students relate or compare the story characters with themselves, or the story with their own lives. (Teacher Field Notes 6)
	The role of vocabulary	"For me, this process was very important … because I learnt many things about questions, strategies and from every book that you brought to us. I liked it very much because each story gave us a lesson… and… I could learn new vocabulary and more English" (Focus group Interview 8)

5.3.1.1   Axial Coding

Categories' interrelationships were established with axial coding (Strauss and Corbin,

1990; Moghaddam, 2006; Punch, 2009) by coding the patterns as it is shown in table 4. Then, the

axial coding was followed to establish links between the categories and codes that emerged from

the open coding method of data analysis. During this phase, the categories were complemented

and specific extracts from the four instruments that support those categories were systematized in

a Google Drive document. The document served as a matrix to refine data and to review

interrelationships among the data from Marco Tulio Fernandez and Antonia Santos Schools (see

Figure 2).

Table 7

Initial Categories Resulting from the Open Coding Procedure

Research Questions	Patterns	Code and color of the Pattern
What does the EFL reading strategy called Text-based Questioning inform us about reading comprehension and critical thinking in the sixth grade students from I.E.D. Liceo Nacional Antonia Santos and I.E.D. Marco Tulio Fernandez schools?	Literal questioning helped students to identify information visible in EFL texts	**Literal questioning**
	EFL Text content understanding was essential to develop inferential questioning.	**Inferential questioning**
	Critical questioning helped students to comprehend EFL texts by giving their opinions	**Critical questioning**
	The three types of questions allowed the students to focus on the text from different perspectives	**Literal, inferential and critical questioning**
	Questioning is done successfully when it is supported in strategies such as scanning, clarifying, re-reading- context clues, drawing conclusions	**Use of other strategies**
Sub question: What do some critical thinking elements inform us about SDL processes on sixth grade students?	EFL text-based questioning activated the students' previous knowledge and schemata when EFL reading	**Previous knowledge, schemata, relation to own experiences**
	Questioning was successfully done when students received ongoing instruction and practice when EFL reading	**Instruction and practice EFL Reading Comprehension**
	Vocabulary helped students to do questioning better when EFL reading	**The role of vocabulary**
	Questioning helped students to develop Self-directed learning processes when EFL reading	**SDL Processes EFL**
	Questioning helped students to develop critical thinking skills when EFL reading	**Critical Thinking**

Analyzing patterns at Marco Tulio Fernandez and Antonia Santos Schools - Finding Categories			
Marco Tulio Fernández		**Antonia Santos**	
Topic: Literal Questioning			
IMPORTANCE OF ONGOING INSTRUCTION AND PRACTICE It is clear that after intervention, students can ask and answer literal questions correctly...the fact that they had examples given by the teacher helped them to focus the information.	RL 1, QC 1. RRJ 2, INT 1 SA	In the post reading activity the students understand and comprehend better the reading activities (part 1 and 2) and it was easily for them after the intervention answer the literal questions (part 5), their answers are complete and correct.	SA, SB SF, ST SF, Pre and post test Cambridge
COGNITIVE PROCESSES IN LITERAL QUESTIONING There are cognitive process students used to create literal questions: LOTS. When they asked and answered questions. Sometimes they asked literal questions but their answers were not correct or they were not related to the question.	QC1: SR,SP, SQ QC2: SF	IMPORTANCE OF ONGOING INSTRUCTION AND PRACTICE Literal Questions and answers At the beginning of intervention students answered not many literal questions correctly in the RL1 but their answers in RRJ5, RRJ6 and RRJ7 were correct and complete.	SD SF SY SG RL1- RRJ5 6 7
HIGH PERCENTAGE ANSWERING LITERAL QUESTIONS INCPRRECTLY Students did not answer the 50% of questions given by the teacher. It indicates a poor relation between them. They said about "literal questions are the easiest" with their results, they don't reflect students' perceptions. 57% of 21 students answered between 0 to 3 literal questions correctly. 42% answered between 4 to 6 literal questions correctly.	QC s 1 SA SF SD	Only some students have evidences of total text comprehension, their answers to literal questions are correctly using the 3 reading strategies learnt during the first session and students applied the same strategies too while they worked on RRJ5, RRJ6 and RRJ7 because students´ answers were more structured grammatically than the firsts sessions and they had sense. In other cases is common the lack of vocabulary and students could not answer the questions correctly.	RRJ567 SD SB SC INT 1 Aury

Figure 2. Screenshot of the format to identify the relationships between the emergent categories. In this stage the data are mixed in new forms; the idea is to establish relationships among the data and the selected categories. By comparing the three context sub-categories, many similarities were found. The sub-categories were grouped into three main groups: reading comprehension, critical thinking and SDL as shown in Table 5.

Table 8

Emerging Patterns, Subcategories and Categories

Categories	Codes	Samples
Influence of literal, inferential and critical questions in the EFL reading processes.	Literal Questioning	"Literal questions are very easy to create and answer…It is easy to find the information in the text…" (Interview Focus Group Session 1)
	Inferential questioning	"The students were motivated at beginning of the class but after explanations, they felt worried because inferential questions showed a deeper analysis; they asked for the help of teacher many times to resolve doubts" (Teacher Field Notes Session 3)
	Critical questioning	"I liked to answer critical questions...they are interesting, they make me think I could give my opinion about the story and find solutions. I do not know how to say it but I understand better the text" (Focus Group Interview 3)
	Literal, inferential and critical questioning	"It was difficult to create the three type of questions in the same session ...I felt confused about inferential questioning" (Focus group Interview 5)
Influence of reading strategies over questioning as a tool to foster EFL reading comprehension	Use of other strategies	"I could use all the reading strategies we learnt in this session to create literal, inferential and critical questioning… but I did not remember how to use context clues. It is difficult..." (Focus group Interview 5)
Influence of questioning on Critical thinking processes	Critical Thinking	I can conclude that students are having critical viewpoints; here in this point of the implementation, they have a clear reading purpose, defined questions and time, and they indeed question the text information. Their critical thinking is being strengthened and students seem not to realize the progress in their thinking. (Teacher Field Notes 7)
	SDL Processes EFL	The self-directed reading manual used in this session helped students to make decisions about what to read, when to read, how to read and why to read. They are becoming independent learners. (teacher Field Notes 6)
Influence of critical reading in the development of SDL processes	Previous knowledge, schemata, relation to own experiences	It was meaningful to see how the students relate or compare the story characters with themselves, or the story with their own lives. (Teacher Field Notes 6)
	The role of vocabulary	"For me, this process was very important … because I learnt many things about questions, strategies and from every book that you brought to us. I liked it very much because each story gave us a lesson… and… I could learn new vocabulary and more English" (Focus group Interview 8)

After the open coding, the researchers had to refine and differentiate the categories using the axial coding by identifying a central phenomenon, exploring causal conditions, specifying strategies, identifying the context and intervening conditions, and delineating the consequences for the central phenomenon identified (Creswell, 1998). The figure below shows graphically the interrelations among them.
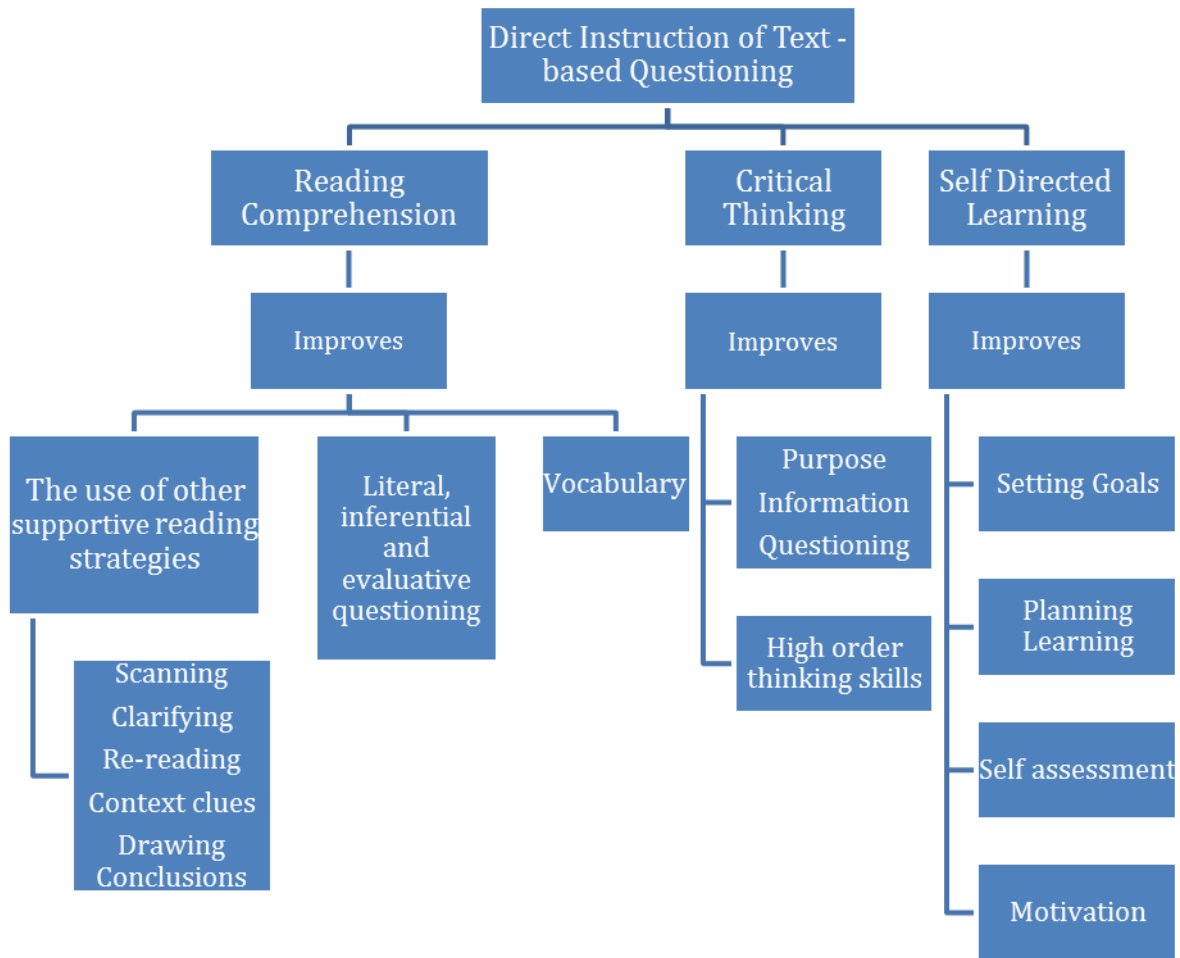
```
                    Direct Instruction of Text -
                         based Questioning

        Reading                    Critical         Self Directed
     Comprehension                 Thinking            Learning

        Improves                   Improves           Improves

                                        Purpose
  The use of other    Literal,  Vocabulary  Information   Setting Goals
 supportive reading  inferential            Questioning
    strategies           and
                     evaluative
                     questioning                        Planning
                                                        Learning
      Scanning                         High order
      Clarifying                     thinking skills
      Re-reading                                    Self assessment
     Context clues
       Drawing
      Conclusions                                     Motivation
```

Figure 3. Interrelations among the subcategories.

5.3.1.1   Selective Coding

Based on the categories and subcategories resulted after grouping the emerging patterns to

generate the core category, selective coding was undertaken in order to integrate and refine the

theory (Corbin and Strauss, 1998) bearing in mind that this "theory must fit the requirement of

being transferable" (Gómez , 2015, p. 76).

5.3.2   Discussion of categories

According to the analysis and procedures using for the open and axial coding, the

following section explains in detail the subcategories, categories, and core category found in the

study illustrated with the corresponding data. These categories answered both the main and

secondary research question of this study. To be able to answer these questions, the excerpts

shown here are translated into English since the students' English level does not allow them to

produce complete sentences in the target language.

5.3.2.1 Category 1: EFL text-based questioning and reading strategies

During the pedagogical implementation, the students were encouraged to work on

different reading strategies such as scanning, re-reading, clarifying, using context clues, and

drawing conclusions; strategies that the researchers decided to call supportive strategies since

they support the main reading strategy: Text-based questioning, used by the students to improve

their EFL reading comprehension. It needs to be noted down that for fostering EFL text reading

comprehension, students focused primarily on the reading strategy of text-based questioning.

Taboada and Guthrie (2004; 2006) described it as the generation of questions on the part of the

reader in relation to the text with the purpose of building knowledge from it. Thus, the text-based

questioning strategy was developed during the three reading moments (before, during, and after

reading). At first, students identified literal information on the texts; and later on inferential and

critical reading was carried out by means of using the supportive strategies. As for literal

questioning, students used scanning, clarifying and re-reading strategies. As for inferential

questioning, students used context clues; finally, for critical questioning, students used the

conclusion drawing strategy. Thus, the students' analysis was developed through the practice of

different cognitive levels (Bloom, 1956) through which they could recall information from the

text, comprehend it by making inferential analysis and evaluate it by giving their opinions about

the text content. Therefore, the subsequent subcategories are explained:

5.3.2.1.1   Subcategory 1: Influence of literal, inferential and critical questions in the EFL reading processes.

This subcategory is related with the first objective of this study about what happens during the reading comprehension process when students answer and create literal, inferential and critical questions about a text. The data shows that creating these types of questions allowed the learners to improve their EFL reading comprehension as they were more attentive towards the information that was presented in the text. In addition, they could infer some literal meanings from texts and pictures. By contrast, inferential analysis of the texts was not easy for students. They perceived that for creating and answering inferential questions they needed to further understand the literal meaning of the text and then make a deeper analysis. Additionally, students were positively impacted by identifying that they could give their own opinions when doing critical questioning. It allowed students to activate and use their previous knowledge, schemata, and previous experiences.

The students' performance in creating and answering the three types of questions was not astounding; however, they had better results when generating literal questions and answers, than when creating and answering inferential and evaluative questions though the students understood their definitions. They identified different reasoning levels that encouraged them to think deeper through the use of questioning (see Excerpt 1).

Excerpt 1

The Usefulness of EFL Text-based Questioning

Marco Tulio Fernández School	Antonia Santos School
T: Do you think questioning the text is important? Why?	T: Do you think questioning the text is important? Why?
SB: Questioning the text is important because… I mean, we would not have anything to answer and nothing to do with the text.	SC: I think so. If I use the 3 types of questions, I comprehend better the text.
SD: It is important because we can learn more things from the text.	SE: Questioning helps me to find and understand relevant information in the text.
Note: Taken from the Focus Group Interview 1	*Note:* Taken from the Focus Group Interview 6 and 1

5.3.2.1.1.1   Influence of literal questions in the EFL reading processes.

By doing literal questioning, students identified main information in the text such as the book's authors, the title, the characters and some actions based on the known vocabulary of the text. They did so during the pre-reading moment by scanning the text. Literal questioning was successful because students were provided with supportive strategies (scanning, re-reading and clarifying) to know how to identify text information and what the information meant. It was found in both schools that literal information allowed students to improve somehow their analysis when doing inferential and critical questioning.

In this sense, the supportive strategy of scanning played a vital role in the students' literal questioning performance. In fact, most of the correct answers in the post- test correspond to literal questions. Following, some of the students' reactions and insights towards the usefulness of this type of questioning are stated.

Excerpt 2

The positive Influence of Literal Questions

Marco Tulio Fernández School	*Antonia Santos School*
T: What do you think about literal questioning?	T: What do you think about literal questioning?
SB: It helped me to understand since it was about watching the text, watching the images… and checking if what I understood coincided with what I saw in the reading.	SF: The literal questions were the easiest ones because they helped me to comprehend the text... They were easier to create and answer because their answers were easily found in the text.
Note: Taken from the Focus Group Interview 1	*Note:* Taken from the Focus Group Interview 1

Lewin (2010) and Mohamad (1999) state that literal understanding is one of the three levels of the reading comprehension which is related to finding information that is explicitly stated in the text,. Recognizing this visible information is crucial to understand the text content to later analyze it deeply since it is connected to Bloom's taxonomy (1956) given that students perform primarily at the basic level of remembering to later generate questions that imply higher order thinking skills (Bloom, 1956).

Besides, Horowitz (2007) highlights the importance of the teacher' role in the students' question generation. Teachers act as guides and facilitators who provide opportunities and questioning samples to guide students in their own questions generation as it was observed in the implementation at both schools. In order to encourage students to create their own literal questions, teachers played an active role providing samples of literal questions and learning opportunities for students to be able to create their own ones.

5.3.2.1.1.2   Influence of Inferential Questions in the EFL Reading Processes

It was found that inferential questioning made a troublesome impact on students. They recognized that although these types of questions allowed them to analyze the text better, it was difficult to create and answer them (see Excerpt 4). According to Lewin's typology of questioning (2010), inferential questions are constituted as type II questions, which encourage the reader to analyze, critically examine, and evaluate the information presented in the text by recognizing what is missing or what is implied. In this study, the students could hardly create assertive inferential questions and the students' answers to these questions did not show an evaluative analysis of the texts. On the contrary, most of the answers were out of the context of the text. Following, the students' perception towards inferential questioning is stated.

Excerpt 3

The Difficultness of Inferential Questioning

Marco Tulio Fernández School	Antonia Santos School
T: Do you think there were questions more difficult than others? SB: The inferential ones, because we had to analyze the book properly; if I did not analyze the book well, I could not create good questions. There were words that did not allow me to give meaning to the text. SC: The inferential questions… I could create literal questions more easily but the inferential ones were difficult for me. They were far from being easy.	T: Do you think there were questions more difficult than others? SB: The inferential questions were very difficult because I did not understand how to use the reading strategy … It was difficult to find clues in the text. SD: I chose to create literal and critical questions only… I think inferential questions were difficult.
Note: Taken from the Focus Group Interview 5	*Note:* Taken from Focus Group Interview 5 and 6

Understanding the vocabulary and using appropriately the supportive strategy: context clues, played a vital role on the students' performance. Instead of using context clues, students continued using scanning for making inferential questioning, which allowed them to find literal information instead of making a deeper analysis of the texts, as it is visible in following excerpt.

Excerpt 4

The Use of the Reading Strategies

Marco Tulio Fernández School	Antonia Santos School
I saw that students tended to create literal questions more frequently than inferential ones. Students manifested that this type of question was really difficult for them. They seemed to be frustrated when creating and answering these questions because the thinking process was more challenging; therefore, they said that they preferred to create other ones such as literal and critical. I also observed that students were mainly focused on strategies to be able to answer the questions; however, they used scanning more than any other strategy though the researcher taught different reading strategies to use during the three different reading moments.	I saw confusion and insecurity in the students. Some of them mentioned to have difficulties about the inferential question structure and others didn't know what to ask and how to answer these type of questions. I concluded that students did not understand the use of the reading strategy "context clues" and they didn't comprehend the text in an inferential level.
Note: Taken from the teacher´ field notes, lesson 3.	*Note:* Taken from Field Notes session 3

Besides, when doing inferential questioning, students needed to find the meaning of unknown words or sentences by looking them up in the dictionary or asking the teacher. Just few of them invested time finding meanings and building analogies. It was evident that they felt sort

of lazy or did not understand what they had to do with the strategy as it is shown in the following

data:

Excerpt 5

The Teachers´ Analysis of the Lack of use of Context Clues

Marco Tulio Fernández School	Antonia Santos School
"I saw that students were facing difficulties when doing inferential questioning. Unlike their performance in literal questioning, they seemed to be confused and did not know what to do to create inferential questions. They looked for words in pre-activities. However he texts´ unknown words were not there. Just a very few students looked for unknown words in the dictionary or asked the teacher about the meaning. Other students asked the partners, but their partners, most of the time, did not know the answers. I observed that they did not make bigger efforts to find meanings which caused them to be lazy to answer the questions. They indeed could create some questions, but they hardly answered them".	"It was observed that many students did not write inferential questions; some wrote just one. During the session, they had many doubts in relation to this kind of questions. It made me reflect that they did not know neither the usefulness of the strategy of context clues nor its correct use. This was confirmed in an interview when a student said: "I did not know what to ask, I was confused about how to find clues or see beyond the text" ".
Note: Taken from the field notes sessions 4 and 5	Note: Taken from the field notes session 5

Bell and Caspari (2002) highlight the necessity to invest more time in reading and in using

tools that help learners to improve reading comprehension and the reading strategies use. Besides,

Tankersley (2003) points out that "the goal of teaching reading strategies to students implies that

learners are able to use them automatically as they read; teachers should provide students with

guidance and coaching" (p.23). In this sense, students could do much better at inferential

questioning to some extent if they receive more guidance and practice from the teacher.

Researchers noticed that students' performance during the last lessons was not so

superficial in comparison to that of the first lessons. Students improved not the quantity but the

quality of the questions (see Appendix J). Therefore, the researchers concluded that if students

had had more time for practicing inferential and evaluative text-based questions through the use

of supportive strategies, they would have had better results. This would propend to analyze and

comprehend EFL readings more assertively since the automatic use of the strategies to create questions is a matter of instruction and practice (Tankersley, 2003).

Hence, the students' strategy use is strictly linked to the ongoing teacher's assistance and guidance and the understanding of the vocabulary input provided by the teacher. It was found that while the teacher was assisting students to answer and create inferential questions, students had a better performance. By contrast, if students were provided with unguided opportunities to create and answer their own inferential questions, they felt discouraged and tended to have ambiguous questions and answers. It was seen that students felt insecure and doubtful creating and answering the inferential questions when they had opportunities to generate their own questions.

However, and despite the limited performance of students with this type of questions, they indeed improved the creation of the inferential questions since the questions took analytical elements of the story of the text although their answers remained vague and sometimes decontextualized (See Appendix M). Besides, Baleghizadeh (2011) emphasizes the importance of training students in asking appropriate questions to be able to effectively improve their reading comprehension. Additionally, Paul and Elder (2003) recommend teachers to teach students each level of the reading encouraging them to have a consistent practice in order to apply strategies and develop skills immersed in each level in which readers can gradually outline the main idea of the texts and analyze the author's reasoning.

This practice of reading strategies helps students to develop critical thinking skills. However, Paul and Elder (1994) argue that critical thinking is not developed immediately but it needs conscious processes and specific stages like the stage one where the students are unaware of significant problems in their thinking and stage two where students become aware of basic problems that come from poor thinking.

It was also evident that for a better performance in inferential questioning, students needed to work harder in the understanding the literal information from the text. According to Bloom (1956), by doing this, they start applying higher order thinking skills since students start analyzing from the simplest functions to the most complex ones; by asking questions students develop not only lower thinking skills but also higher order thinking skills (Bloom, 1956).

Unlike Antonia Santos School, the students in Marco Tulio Fernandez School showed unconscious processes when generating inferential questions. When they were asked to create and answer inferential questions, their performance was poor; as opposed to when they were free to choose their own question types, most of the students chose inferential questions. This inconsistency allowed the researchers to conclude that students may have had some experience in creating inferential questions but they demonstrated the need to practice more to contextualize these questions with the EFL readings.   However, their inferential answers in both cases were not completely correct since they were kind of decontextualized from the texts real contents.

Furthermore, it is in this level when students start developing Intellectual Humility, a relevant intellectual trait proposed by Paul and Elder (2003), which takes students to realize about their gaps in their thinking. In other words, it empowered students to distinguish between what they knew and did not know, guiding them to admit their errors and to be eager to modify their points of view which is clearly observed in the next excerpts:

Excerpt 6

The Development of Intellectual Humility 1

Marco Tulio Fernández School	Antonia Santos School
T: Do you think that your performance has fostered your reflection towards your reading comprehension? How? SB: Yes because I can say to myself "I read everything" or "I knew everything" but when I receive a performance test, it is when I demonstrate that I do not know anything. SC: I know that I did not use the staregies because I forgot them.	T: Do you think that your performance has fostered your reflection towards your reading comprehension? How? SD: Yes because I forgot some things and the self-assessment helped me to remember. I am going to propose myself to read more texts in English to lean and practice.
Note: Taken from the Focus Group Interview 6	*Note*: Taken from Focus Group Interview 5 and 6

Excerpt 7

The Development of Intellectual Humility 2

Marco Tulio Fernández School	Antonia Santos School
T: What aspects do you think you need to improve? SH: I need to learn how to create better inferential and critical questions besides the understanding of the vocabulary. I need to practice more. I think that it is not working well because of my poor discipline and my lack of constant practice.	T: What aspects do you think you need to improve? SK: I need to learn about inferential questioning because I did not understand how to create this type of questions. I have tried many times but it has been hard.
Note: Taken from the Self-Assessment 7	*Note:* Taken from the Self-Assessment 7

5.3.2.1.1.3   *Positive influence of critical questions in the EFL reading processes.*

Sixth grade students felt interested and self- confident in giving their opinion towards a topic because they identified that there were not correct or incorrect answers when expressing their own points of view. Through expressing their opinions, it was evident that students got concentrated and reflected upon their previous life experiences, which allowed them to activate their schemata (see Appendix J).

Excerpt 8

The Students Attitudes towards Answering Critical Questions

Marco Tulio Fernández School	Antonia Santos School
I observed that questions indeed encouraged students to concentrate more when they read texts in English. But there was something special with the critical questions. It was evident that students, before answering the questions, were active doing the vocabulary input. However, when it was time to direct their attention to questions, they got quiet and seemed to be concentrated answering the questions provided by the teacher. They did not talk to other partners or to the teacher for assistance any more, what was not observed when answering literal and inferential questions.	The students felt motivated with critical questioning. They felt secure about the concept and I noticed that they liked asking and answering this question type. Some of them claimed for help because they did not understand how to form the questions grammatically; other students expressed that these questions were easy because they were about their opinions.
Note: Taken from the teacher´ field notes, lesson 3.	*Note*: Taken from Teacher Field Notes 3

According to Perkins (1998), understanding is seen as "the ability to think and act flexibly with what one knows… a flexible performance capability" (p. 40). This is observed in the mental constructs, such as schema, models, and structures. Based on this, researchers could identify that through critical questioning students started building knowledge and meaning from EFL texts by making inferences, analogies, interpretations, conjectures, and abstractions in their minds. This process of understanding was observed especially when students read the EFL texts and when they made relationships with their own previous experience and schemata. They were able to evaluate information and decide whether or not they would behave similarly as the main character of the texts (see Excerpt 6). They proposed different story conclusions and started thinking about the author's purpose. In this sense, the students went into their knowledge and used the information more flexibly and in different contexts. Thus, critical questioning fostered security and motivation and kept the students developing higher order thinking skills since it was directly related to what constitutes the cognitive domain proposed by Benjamin Bloom (1956).

Excerpt 9

Activation of Schemata and Previous Experiences through Critical Questioning

Marco Tulio Fernández School	*Antonia Santos School*
SA: I liked the story of the text because the girl loved her little teddy bear; she ended up throwing it. Later, she went to the Tree and later, in the image, she kicked it. I related this to my life because there are also difficult moments that make me get angry. As a result, I also start throwing everything.	The students related the story with some events of their lives, some of them remembered things, animals and special people. They also talked about their own reactions if they lived the story
Note: Taken from the interview 1	*Note*: Taken from Field Notes 3

It was evident that students preferred to create more literal than evaluative questions. Although they said the evaluative questions were easy, they created a few during the last lessons of the intervention (see Excerpt 10). They felt self-confident with the concept and the procedures of the evaluative questions generation; however, the final results reflected a few questions production.

Excerpt 10

The Perception towards Critical Questioning

Marco Tulio Fernández School	*Antonia Santos School*
SE: the new critical questions were not difficult because we already knew words in English. We could understand more because we knew the meanings. SD: When I was free to create questions, I created literal and critical questions because they were the easiest ones.	SA; I liked the critical questions because I could give my opinion about the story or the characters behaviors… SE: I chose literal and critical questions because they were easy to create ….
Note: Taken from the Focus Group Interview 3 and 6 respectively	*Note:* Taken from Focus Group Interview 3 and 6

Thus, it was evident the relevance of the teacher's coaching in evaluative questioning (Tankersley, 2003) to have appropriate students' questions and answers. Practice guaranteed not only qualified critical questions and answers but also more independent reading, since some students indeed were able to produce coherent questions and answers more independently during lesson 7, in comparison to their performance in lesson 3.

Besides, the more exposure to the texts content the students had, the better performance the students demonstrated. Students had better performance doing evaluative questioning when

they were coached using the same text during lessons 1, 2 and 3. Besides, in lessons 6 and 7

where the students had the opportunity to create their own questions and answers students

demonstrated limited generation of evaluative questions and answers.

Finally, it was observed that when students understood the literal context of the text, they

were able to create more inferential and evaluative questions. This suggests that in order to

deepen in the analysis of text content, students themselves need to check how much of the literal

content of the texts they are understanding. According to Tankersley (2003), students should be

able to use metacognitive control over the content that is being read, as well as, monitoring and

reflecting upon their own level of understanding during the three moments of the reading process:

Before, during and after reading.

5.3.2.1.2   Subcategory 2: Influence of reading strategies over questioning as a tool to foster
EFL reading comprehension

EFL questioning has a greater impact in EFL reading comprehension when questioning is

supported by other reading strategies (Bell and Caspari, 2002). Thus, students could create

accurate literal questions when they used supportive strategies such as scanning, clarifying and

re-reading; by contrast, their performance in inferential and evaluative questions was not that

positive because students hardly used the supportive strategies of context clues and conclusions

drawing accordingly. However, students manifested that when they used the supportive reading

strategies mentioned above they understood important information and improved their

vocabulary building as it is shown in the next excerpt.

Excerpt 11

 The Role of the Reading Strategies in the Vocabulary Building

Marco Tulio Fernández School	*Antonia Santos School*
SB: I used reading strategies to create and answer the question. I used Scanning, to watch the pictures, while I was reading. And I looked for some words that I did not know to understand the entire text, and this strategy was clarifying.	SC: I used all the strategies: scanning, context clues, clarifying, drawing conclusions, re reading and questioning because they helped me to understand the text better.
Note: Taken from the Focus Group Interview 7.	*Note*: Taken from Focus Group Interview 5 and 6

However, it is important to emphasize that students did not use all the strategies during the three reading moments. They tended to use the reading strategies that they understood more. Most of the students considered that the strategies that helped them to improve questioning better were scanning, re-reading, and clarifying. Therefore, most of the students tended to scan during the three moments of the reading process, without taking into account that they should scan just before the reading. They did not either reflect that through using re-reading, clarifying, context clues and drawing conclusions they could even deepen the text content more. In other words, students did not recognize the importance of all the reading strategies over their cognition (Tankersley, 2003).

It was also evident that some of the students learnt how to build some vocabulary in English through the use of clarifying. This was also evident in the studies conducted by Baier (2005), Romero (2013), Bedoya (2013), Blanco (2013) Soleimani and Hajghani (2013) in which the reading strategies impacted how readers understood what they read, influencing the way of building meaning, raising vocabulary, and being more attentive. In the present study, the improvements in the vocabulary increased the students' self-confidence to create better questions and answers to be able to improve their text-based comprehension. Although the questions might not be grammatically correct, they are worthy since these are the first steps in their English writing.

Further, the pre and post reading test in both schools also provided some information that evidenced a better understanding from the students towards the use of reading strategies and text-based questioning which led students to improve their EFL reading comprehension. This can be better seen in the figures below.
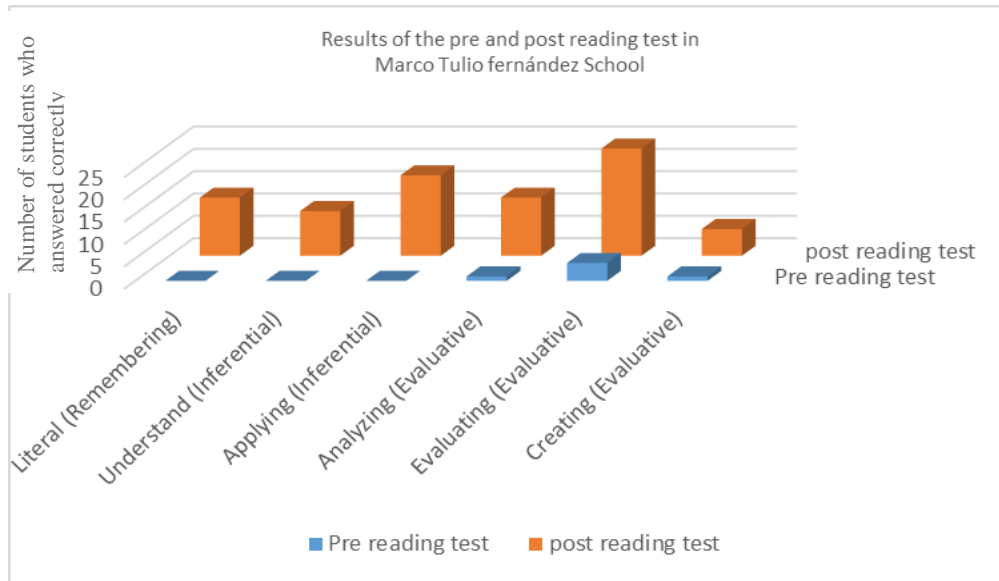

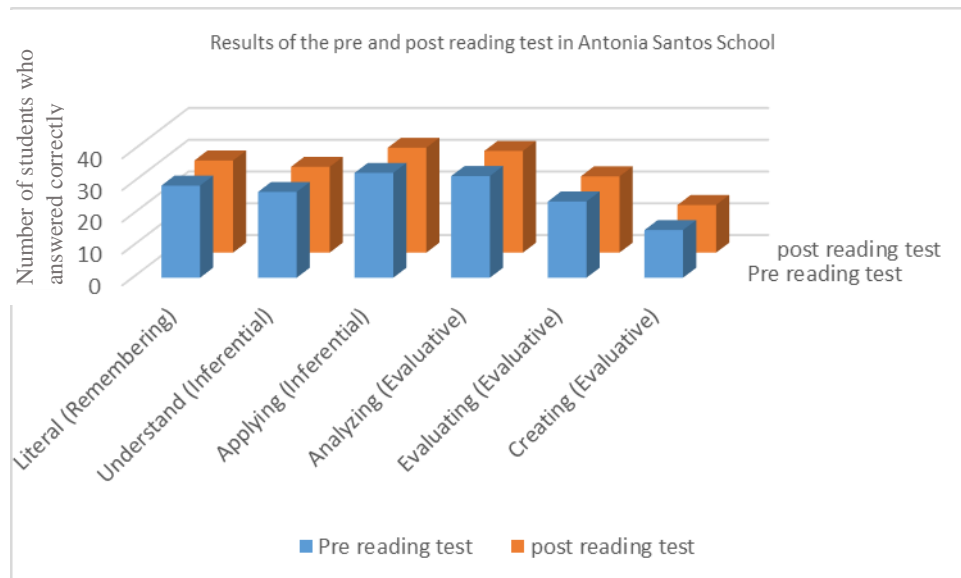*Figure 4.* Pre- test and post-test reading activity in Marco Tulio Fernandez School.

Figure 5. Pre- test and post-test reading activity in Liceo Nacional Antonia Santos.

Figures 3 and 4 reflect that the use of questioning and some supportive strategies like scanning, clarifying, re reading, context, and conclusions drawing helped 95.2% of the students in Marco Tulio Fernandez School and 78.9% of students in Antonia Santos School to improve their reading test results, especially for the low achievers.

To sum up, the students' approach to text-based questioning and to the supportive strategies fostered better results in reading comprehension as it is evident on the results of the post test of the Cambridge English Language test: Starters (Key-KET for schools, 2006). This instrument allowed the researchers to observe the students´ performance in reading and writing before and after taking the test. The students from both schools significantly improved answering questions type 3 and 4, which were about single word spelling and text-copying word reading (see Appendix L). This is certainly corroborated through the descriptive statistics generated from the results of the pre and post-test. Indeed, observing the variance and the standard deviation of the data, it was seen that the dispersion of data was higher. This indicates that the data was spread out around the mean and from each other. Thus, there was a significant variance between students' scores.

Table 9

Pre and Post-Cambridge Statistical Measures: Marco Tulio Fernandez School

Pre Test		Post Test	
Mean	8,96	Mean	10,76
Median	9	Median	11
Mode	11	Mode	11
Variance	13,373333	Variance	17,273333
Standard Deviation	3,6595684	Standard Deviation	4,15512

Table 10

Pre and Post-Cambridge Statistical Measures: Antonia Santos School

Pre Test			Post Test	
Mean	7,95238		Mean	13,73684
Median	7		Median	14
Mode	7		Mode	12,15
Variance	4,64762		Variance	6,4269
Standard Deviation	2,15583		Standard Deviation	2,53513

To demonstrate statistically that students' improved reading comprehension, it was carried out a t-test calculated in excel. The t-test was conducted to compare students reading comprehension proficiency in pre and post Cambridge English Language test: Starters (Key-KET for schools, 2006) and it revealed a statistically reliable difference between the means in both schools as shown in table 11.

Table 11

T-Test for the both schools Cambridge English Language test: Starters

Marco Tulio Fernández School	Antonia Santos School
0.01652285	0.00000000151

Also, other t-test was conducted in both schools to compare students' results in the pre and post reading test, which measured the reading comprehension level according to the levels of cognitive domain: knowledge, comprehension, application, analysis, synthesis and evaluation. (See Table 12)

Table 12

T-Test for the both schools Pre and Post reading test.

Marco Tulio Fernández School	Antonia Santos School
0.0000118965	0.00000208416

The values obtained indicate that they are statistically significant because the p-values are below 0.05; this allows us to say that after the implementations, there was a significant improvement on students' performance related to the reading comprehension in general.

5.3.2.2 Category 2: Questioning and Critical thinking

This category aims to present the findings regarding the use of an EFL text-based questioning strategy, which fostered learners to create their own text-based literal, inferential and critical questions and answers in order to improve their reading comprehension and develop some elements of critical thinking proposed by Paul and Eder (2003): Purpose, questions and data. Through critical thinking, the students from sixth grade of both schools could acquire higher order thinking skills, solve problems, create new ideas, and give, and defend opinions about the content of the different texts and tasks. As a result, the following quantitative results and subcategory supports this category.

The results obtained in the pre and post reading test designed by the researchers showed a significant improvement of the students' performance in reading comprehension and in higher-order thinking skills focused on the top three levels of Bloom's Taxonomy: analysis, synthesis, and evaluation. The measures showed that after the intervention in Marco Tulio Fernandez School 16% of the students were able to answer correctly literal questions (remembering); 33% inferential questions (understanding and applying), and 51% evaluative questions (analyzing, evaluating and creating) more successfully than in the pre-reading test where 0% of the students did not answer any literal questions, in the same way, 0% of students did not answer any inferential question but a few percentage of the students answered correctly evaluative questions.
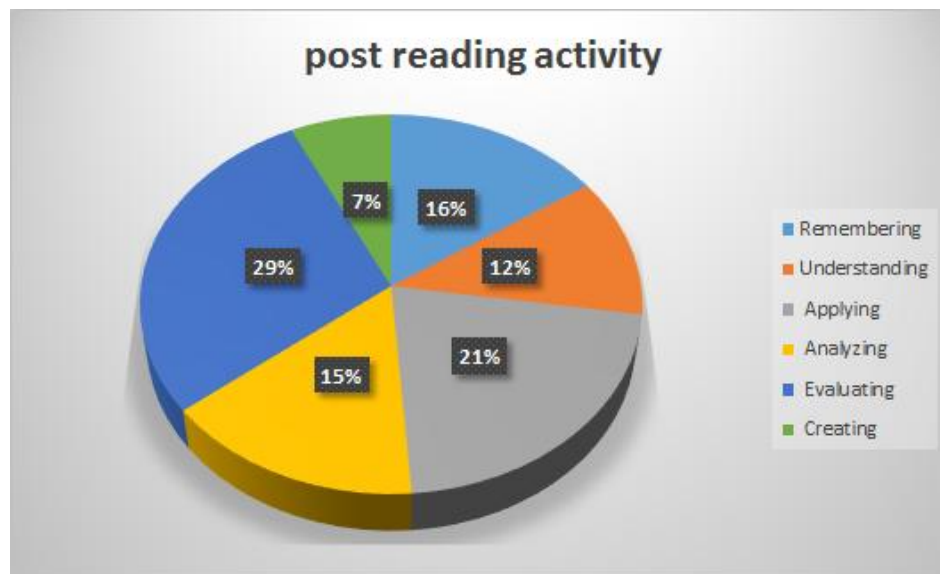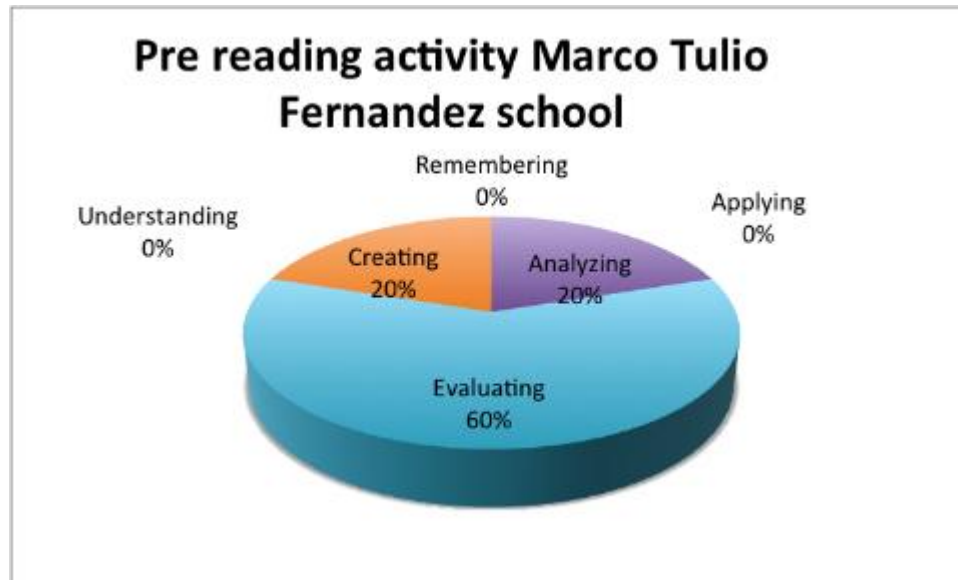
Figure 6. Pre and Post Test Results by Type of Question in Marco Tulio Fernandez School: Percentage of students who answered correctly.

Similarly, in Antonia Santos School   the data obtained showed that after the intervention,

regarding Bloom's thinking taxonomy; 18% of the students were able to answer literal questions

(Remembering); 38% answered inferential questions (understanding and applying) and 44% were

able to answer evaluative questions (analyzing, evaluating and creating) correctly. These results

were more favorable than in the pre-reading activity where 16% of students answered literal

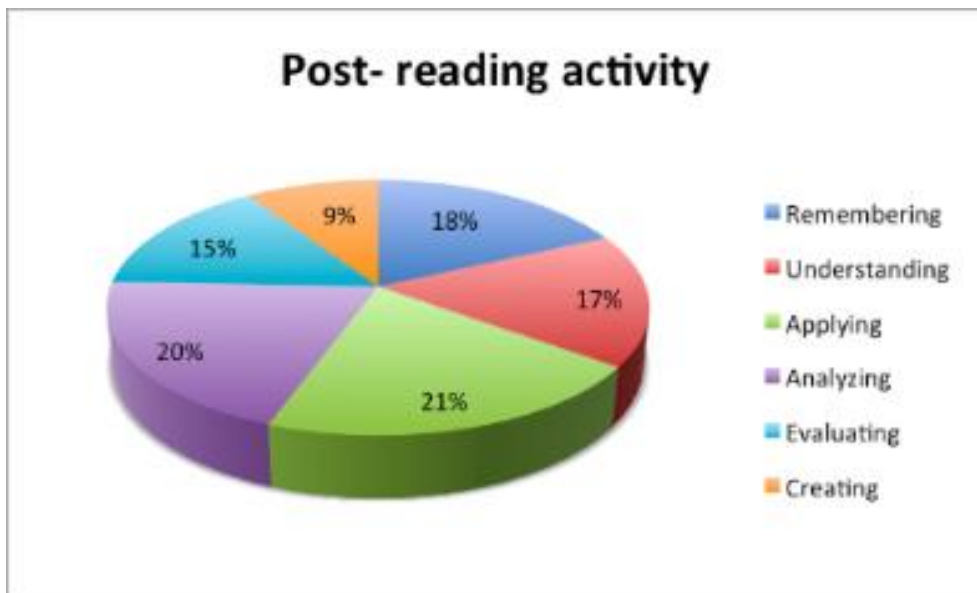questions; 36% answered inferential questions and 43% answered evaluative questions correctly.
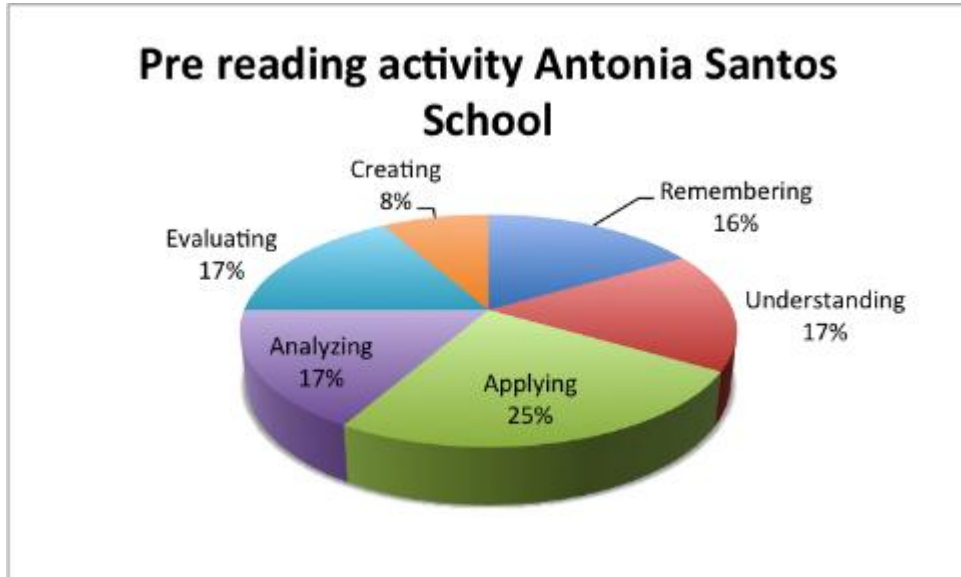

Figure 7. Pre and Post Test Results by Type of Question in Antonia Santos School: Percentage of
students who answered correctly.

5.3.2.2.1   Subcategory 3: Positive Influence of Questioning on Critical Thinking Processes

The third subcategory indicates that there was a positive influence of questioning on critical thinking processes. These processes imply the use of different skills to analyze, comprehend, and evaluate what students read. Also, the processes involve the use of as students evaluate reasons to support beliefs and reflection about their own and others' ideas or opinions. This fits with the second objective of this study related to evaluating how the implementation of the questioning strategy improves the students' critical thinking skills. Students were guided to go from being unreflective to challenged thinkers (Paul and Elder, 2003). Through answering and creating literal, inferential and critical questions students questioned information, conclusions, and points of view. In addition, before the implementation, the students did not identify concepts or suppositions behind ideas, and they did not assess the logic of their opinions or conclusions; but after the implementation, the researchers concluded that students had become more conscious about the role thinking plays in their lives and they had an understanding of the basic elements of reasoning (questions, purpose and information) based on the data gathered through the focus group interviews and teacher's field notes. This is mentioned by the researchers and confirmed by some students in the following excerpts:

Excerpt 12

Teacher′s Perceptions towards the Students' Critical Thinking Development 1

Marco Tulio Fernandez School	*Antonia Santos School*
I observed that students are constructing a critical point of view. They now understand the importance of questioning a text, having a reading purpose and creating a plan to achieve the reading purpose. Besides, they are questioning not only the texts they read but also themselves; they now ask themselves about their current performance and they feel so challenged that they think they will read differently when they have new texts in English to read.	It is evident, students are thinking with a critical eye, here in this point of implementation They have a clear reading purpose, defined questions and time, and question the information. Their critical thinking is gaining strength without students known.
Note: Taken from Field Notes 7	Note: Taken from Field Notes 7

Excerpt 13

Students´ Perceptions towards the Students' Critical Thinking Development 2

Marco Tulio Fernández School	*Antonia Santos School*
T: How do you feel asking critical questions to the texts? SC: They were easier to answer, and it was interesting to know that I could give my opinions towards the topic of the book. SD: At the beginning, they were difficult for me, but afterwards when new vocabulary was taught, I could learn to give my opinion. It was nice to know that there were not correct or incorrect answers since my opinion was valuable.	T: How do you feel asking critical questions to the texts? SB: I felt good because now I could understand better how to use each type of questions. SD: I could remember why and how I should use this type of questions, critical. Now, I have a clear concept.
Note: Taken from the Focus Group Interview 5 and 6.	*Note*: Taken from Focus Group Interview 4

In this sense, it is evident that students identified the purpose of using literal, inferential and critical questions. It confirms what Lewin (2010) highlights about the impact of thoughtful questions in the development of higher-level thinking skills. The kind of questioning should spur critical thinking and analytical answers. Besides, the analysis of the three elements of critical thinking (purpose, questions and data) promoted a connection between the reading comprehension, the purpose of reading, helping the students to know what questions to ask and what specific information may help them to answer the questions (see Appendix P), encouraging students to get involved in the project (see Appendix O).

5.3.2.3 Category 3: Critical thinking and SDL processes

Data gathered from some tools of the student's portfolio as self-directed reading manuals and self-assessments showed that critical thinking fostered self-direction in the students´ reading process. Students had to identify the objectives of the reading lesson regarding the book to read, the strategies to use when reading and the kinds of questions to formulate about the story, additionally, students assessed their progress during the implementation. These activities helped students to make decisions about what to read, when to read, how to read, and why to read encouraging them not only to take charge of their own thinking but also of their own reading

learning process by taking into account some elements of the Self-Directed Learning proposed by Reinders (2010) such as setting goals, planning learning and self-assessment. With these elements, the researchers concluded what Fahim (2014) revealed in his study; there is a positive and significant relationship between critical thinking and self-directed learning.

5.3.2.2.1   Subcategory 4: Positive influence of critical reading in the development of SDL processes

This subcategory was identified as a response to the third objective of the project related to the behavior of SDL processes when fostering critical thinking elements on sixth grade students. Data obtained from the different instruments suggested that students started to become more autonomous learners as they learnt how to create a reading plan where they set their own learning objectives, select and use the best reading strategies, select the types of question, set time to do the reading activities in order to analyze and understand the texts. As Knowles (1975) points out self-direction takes place when learners take responsibility for their own learning process. Both the teachers and students went through this process as the implementation was taking place.

First, students were trained to set their goals because of the fact that they had not set their own goals before. A training phase was necessary for students to carry out this process in an appropriate way. They were motivated to establish achievable goals that guided and gave meaning to the students' reading process. Through the development of sessions 6 and 7, when setting goals, students were also involved deeply in the process of monitoring their own learning. Below, there is an excerpt that supports this statement:

Excerpt 14

Students' Insights about Setting Reading Goals

Marco Tulio Fernández School	_Antonia Santos School_
T: Did you set your reading goals? How was it? SB: It was easy because I was clearer about what goals I was going to achieve and evaluate. It worked to evaluate my previous lesson´s goals, because in the last lesson I wrote the objectives without the awareness of my actions, but I did it better today and I knew how to answer and create the questions. SC: It was okay because it was easier. First, I set my objectives; after, I could achieve them since time was better used.	SB: It was difficult to write an objective at the beginning of the classes because we had never written a learning objective...but with the example given, I could. The examples helped me to know what to do when I had the text in my hand...
Note: Taken from the Focus Group Interview 7	_Note_: Taken from Interview lesson 6

As a result, learners' ability to set goals kept them focused on tasks and helped them monitor their progress (see Appendix M). As students monitored their learning process, they became more actively involved in their reading competence. The creation of the reading plan gave students control over their learning and understanding of the reading goals. Thus, it was observed that the second time the students set their goals, they were clearer and included realistic times to develop their reading plans. It is coherent with Hiemstra's approach (1994) since he states that individual learners can become empowered to take increasingly more responsibility for various decisions associated with the learning endeavor.

In fact, as more training and practice was provided, clearer and more concise reading plans were developed (See appendix M). In terms of proximity and to verify the accuracy of the students' responses, data collected from self-directed reading manuals shows some inconsistencies between the type of questions students planned and the real type of questions they created (they wrote in their plans they will create literal, inferential and critical questions but the results reflected a great number of literal questions only).

The data also showed that motivation was an important element, which deserves consideration in the reading process. Motivation was evident when students were encouraged to make their own decisions when choosing the text, creating the type of questions, and using the

reading strategies to do their reading plans. Thus, the students of both schools displayed

satisfaction with this process. Below are some samples that illustrate the description above:

Excerpt 15

Students' Perceptions towards their Reading Planning

Marco Tulio Fernandez School	Antonia Santos School
T: How do you feel creating your reading plan? SD: It was a good idea to do that because I did not know it. I rarely set my own goals and plans. I did not achieve my goals when I set them because I did not know how to do it.	T: How do you feel creating your reading plan? SC: I liked this class very much because...I could make my own decisions regarding the book I wanted to read, the strategies I wanted to use and the types of questions I wanted to create…It was different. SB: I felt free to complete my plan, to make my decisions and most importantly to choose the book I wanted to read…
Note: Taken from the Focus Group Interview 5 and 6	Note: Take from Focus Group Interview 6

Additionally, it was seen that the text with images helped students to be more expressive

and enthusiastic towards their reading planning. As images were the first content they could

understand, they observed the cover using the scanning strategy to choose the book to read. They

also scanned the words of the book to identify how difficult the vocabulary was; at the end, they

chose the books and the content they liked to learn more about. Thus, receiving new books

increased their curiosity, motivation and self-directed reading processes as it is observed in the

next excerpt:

Excerpt 16

The Positive Impact of Receiving New Texts

Marco Tulio Fernández School	*Antonia Santos School*
I am astonished to observe how motivated students could feel to read books is English. I really liked to see those excited faces when I said "I brought new books to you". And I was also glad to listen to: "teacher: did you bring new books today'. This made think that students are not reluctant to read in English. They just need to be guided and coached to know how to read in English using correct reading strategies to understand vocabulary and the main ideas of the texts... The most surprising even for me was that the student D asked me to give her two books to read at home". She had not read them during the class because there were optional books to read in lessons 6 and 7. So, she just wanted to read the books she did not choose in the classroom. This allowed to think that something is happening and students are learning to be independent readers.	SB: For me, it was very important this process… because I learnt many things about questions, strategies and every book that you bring us. I liked very much. Because each story let us a lesson… and… I could learn vocabulary and more English.
Note: Taken from Teacher's notes: lesson 7	*Note:* Taken from Focus Group Interview 8

Furthermore, the self- assessment students did after lessons 7 and 8 revealed findings related to the students' reflective process. Data showed that learners became more aware of their learning process, thanks to the goals they set and the reflections made after the reading process. Learners evidenced awareness about what they needed to learn and their own weaknesses and strengths regarding setting goals and questioning the text. In relation to the weaknesses, it was common to find that students were concerned about inferential questioning since it became a challenge for them and a reason to improve. After assessing the process, the students expressed satisfaction towards the study. It was evident that students from both schools increased their level of self-direction after the implementation as a result of the knowledge they gained about the use of reading strategies and questioning mainly during the reading process. During the implementation, they learnt not only about reading strategies and types of questions but also about how to work independently and its benefits. The following excerpts illustrate the self-direction increment.

Excerpt 17

Students´ Perceptions towards their Self-direction in their Reading Process 1

Marco Tulio Fernández School	*Antonia Santos School*
T: What have you reflected towards your EFL reading process? SE: The truth is that I have learnt a lot during this year. In a short time, I have learnt to read some words; I have learnt many things that I will be able to use in the university or at home. SA: I feel freer to do the things that I can do with the literal, inferential and critical questions. SD: we have now more freedom to choose our own books to read, we can now create own objectives and use the strategies that best work for us. This helps us to organize ourselves.	T: What have you reflected towards your EFL reading process? SA: The next time I have a text in my hand I will not be the same ... I will know what to do to comprehend it. I also reflected about my weaknesses.... I have to learn more about inferential questions. SE: I have learnt many things during the sessions. I could not read and understand a story some weeks ago. I could not either ask questions. It was impossible for me ...now I can and I like reading in English.
Note: Taken from the Focus Group Interview 8	*Note:* Taken from Focus Group Interview 8

Excerpt 18

Students´ Perceptions towards their Self-direction in their Reading Process 2

Marco Tulio Fernández School	*Antonia Santos School*
I noticed that this process of implementation had a positive impact on students´ self-directed reading. They understand the actions they need to take when they have new opportunities to read. One student said that what he learnt was so meaningful that he could use with the books they have dusty at home. I was kindly surprised because he said that he was going to use what he learnt in his other school classes. It is an evidence of his self-confidence regarding the reading process and his self-direction of the things he has to do in order to read EFL texts better.	During this last session of the study, I can see how my students are able to identify their proper weaknesses and strengths during the reading process and now they are secure in their concepts about strategies, type of questions and reading moments.
Note: Taken from Teacher´s Field Notes 8	*Note*: Taken from Teacher´s Field Notes 8

In sum, the students' approach to text-based questioning supported by their reflections about the learning process and the development of the Self-directed reading manuals, where they organized their own reading plans fostered better results in their critical thinking skills and self-directed practices and indeed contributed to their EFL reading comprehension as the Pre and post Cambridge English Language test: Starters (Key-KET for schools, 2006) results showed for both schools.

5.3.4 Core category

The main objective of this study was to find the answer to the following research

questions:

1. What does the EFL reading strategy called Text-based Questioning inform us about the

reading comprehension and critical thinking development of sixth graders from Antonia Santos

and Marco Tulio Fernandez schools?

2. What do some critical thinking elements inform us about Self-Directed Learning

processes on sixth grade students?

In this regard, the axial, color and selective coding resulted in the generation of the

following core category:

Table 13

Core Category

Research Questions	Core Category
What does the use of the EFL reading strategy called Text-based Questioning inform us about reading comprehension and critical thinking? Sub question: How does critical thinking elements inform us about SDL processes on sixth grade students?	The use of questioning as a reading strategy tool to promote reading comprehension and critical thinking skills which finally strive to nurture SDL processes.

The process of data and thought that guided the researchers to obtain the core category is
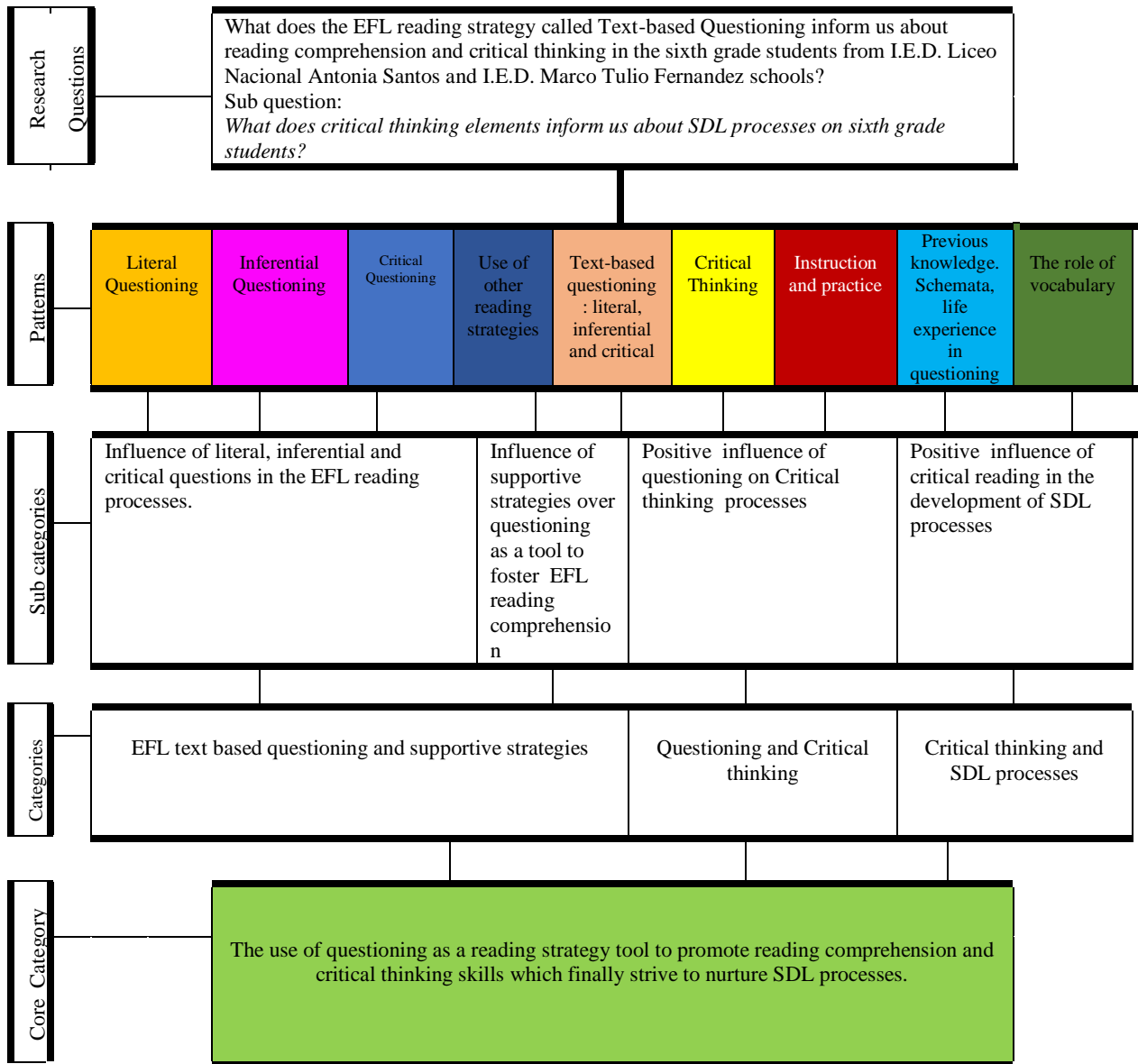
represented in the next figure:

Research Questions: What does the EFL reading strategy called Text-based Questioning inform us about reading comprehension and critical thinking in the sixth grade students from I.E.D. Liceo Nacional Antonia Santos and I.E.D. Marco Tulio Fernandez schools?
Sub question:
What does critical thinking elements inform us about SDL processes on sixth grade students?

Patterns: Literal Questioning | Inferential Questioning | Critical Questioning | Use of other reading strategies | Text-based questioning: literal, inferential and critical | Critical Thinking | Instruction and practice | Previous knowledge. Schemata, life experience in questioning | The role of vocabulary

Sub categories: Influence of literal, inferential and critical questions in the EFL reading processes. | Influence of supportive strategies over questioning as a tool to foster EFL reading comprehension | Positive influence of questioning on Critical thinking processes | Positive influence of critical reading in the development of SDL processes

Categories: EFL text based questioning and supportive strategies | Questioning and Critical thinking | Critical thinking and SDL processes

Core Category: The use of questioning as a reading strategy tool to promote reading comprehension and critical thinking skills which finally strive to nurture SDL processes.

Figure 8. How questioning is fostered through supportive strategies, critical thinking and SDL processes.

5.4   Conclusion

The overall findings revealed that text-based questioning played a vital role in the EFL

reading comprehension, critical thinking development, and self-directed learning. On the one

hand, questioning is more effective when supportive strategies such as scanning, re-reading,

clarifying, using context clues, and drawing conclusions are used. These reading strategies

allowed students to create and answer more accurate questions related to the content of the texts. Additionally, the type of questions created by the students (literal, inferential and critical) allowed them to develop lower and higher order thinking skills. When creating literal questions, students developed knowledge skills according to Bloom´s taxonomy (1956). Besides, when students created inferential questions they developed comprehension and application skills. When creating evaluative questioning, students developed synthesis and evaluation skills. On the other hand, text-based questioning also helped students to develop critical thinking and self-directed reading processes. While developing the activities in the reading logs and Q charts, students were synthesizing their new learning, reflecting on the learning experiences they had, and making connections to how this new information help them to create their own questions or answers to the questions given by the researchers. All the tools in the students' portfolio helped students to comprehend, analyze and evaluate what they read. They could learn how to interpret information and draw conclusions.

Thus, they developed critical thinking skills when reflecting upon the importance not only of questioning the texts in English using the three types of questions to get different types of information, but also when identifying that they can use different reading strategies to improve their reading comprehension process. This comprehension is also promoted through setting reading goals that encouraged them to organize reading plans to achieve these goals. The process culminated by the analysis of the students' self-assessment progress. Students indeed identified that questioning is a reading strategy that allowed them to focus on different types of information from texts and which could be done through setting reading goals and plans. Finally, all of this fostered their self-directed reading since they identified that from now on, they can read a text in English more independently and assertively.

Chapter 6: Conclusions, Pedagogical Implications

6.1   Introduction

The conclusions drawn in this chapter are the result of a systematic analysis of the EFL reading comprehension of sixth graders in two public Colombian schools. The conclusions of this study are valuable since they can help teachers and students to deal with the current problem of poor reading comprehension in EFL classrooms and out of them. Besides, the conclusions allow the teachers to consider important aspects about critical thinking skills and self-directed learning. Therefore, this section contains the following information: First, a comparison between the results of the current study and those of the research studies mentioned in the state of the art; second, the positive educational impact of the findings; third, the difficulties faced during the research study that were not anticipated and need to be taken into consideration for further research studies; fourth, possible topics and strategies that can be explored in further research in order to continue analyzing the phenomena under investigation; and finally, a conclusion that highlights the most valuable information related to the answers of the research study questions.

6.2   Comparison of current results with previous ones

This study evidenced that the use of the reading strategy called text-based questioning fostered students' EFL reading comprehension and critical thinking skills. On one hand, it was observed that text-based questioning contributes to the students' reading comprehension if the strategy is supported by the use of other reading strategies like scanning, clarifying, re-reading, context clues and drawing conclusions helping students to create their own literal, inferential and critical questions. On the other hand, text-based questioning allowed students to use some elements of reasoning such as reading purposes, questions and information (Paul and Elder, 2003) by means of the reading process logs where students reflect upon what they were doing.

Concurrently, this development of critical thinking skills fostered students' self-directed reading since they set reading goals, planned their reading process, and self-assessed their reading comprehension progress. Subsequently, the results that students had in the use of the text-based questioning, was compared with the findings of other research studies.

With regards to the use of text-based questioning in the EFL reading comprehension process, researchers such as Taboada et al. (2012) observed that the reading strategy allowed students to improve English content and conceptual knowledge, which was necessary to anticipate reading comprehension. Additionally, these authors found that the readers with different reading levels indeed improved their questioning skills and reading comprehension after having received appropriate instruction in text-based student questioning. Besides, Baleghizadeh (2011) and Salam's studies (1996) demonstrated that different questioning strategies and techniques could be applied by teachers and students to strengthen students' reading performances. In the case of the present study, these ideas were represented by the answers students showed when formulating literal, inferential and critical text-based questions. Thus, during the first stages of the implementation, students generated incomplete and vague answers. However, during the last stages students elaborated more contextualized and complete answers though inferential answers remained to be the most difficult ones for them. In this sense, students could learn not only how to better formulate text-based questions but also how to focus their attention on different types of text information with the help of supportive strategies such as scanning, clarifying, re-reading, context clues and conclusions drawing.

With the use of text-based questioning, students of the current study built new understanding in the classroom context (Morgan and Saxton, 1991) since the strategy encouraged students to think deeply when going through EFL reading. According to Taboada et al. (2012), students can demonstrate levels of understanding, thinking and interpretation by doing text-based

processing. In this sense, Paul and Elder (2003) highlight the importance of being skilled at questioning in order to be skilled at productive thinking, deep learning, and effective living. Therefore, researchers such as Redfield and Rousseau (1981) revealed from their study that the use of higher-level questioning such as inferential and critical questioning certainly improves students' achievements.

Besides, Helton (2014) demonstrated that text-based questioning confirmed to foster critical thinking. In the current study, students developed basic levels of understanding when remembering and understanding key text information to later generate inferential and critical questions that imply higher order thinking skills (Bloom, 1956). Therefore, the studies done by Abdulmohsen (2011), Fahim and Sa´eepour (2011) and Hosseini, et al. (2012) emphasized, as it was evident in the present study, that there is a tight relationship between reading comprehension and critical thinking in which the students' mental schemas play a vital role.

Additionally, Fahim's study (2014) demonstrated that critical thinking fostered SDL practices. It was observed in the current study that when students applied some critical thinking elements such as purpose, questions, and data (Paul and Elder, 2003), they developed a sense of autonomy and control when they continually made decisions about their own reading goals, the types of question to be asked, the type of information to be focused on, which may be important to comprehend the texts better, and the use of the strategies that best work for the students to deepen the content. Thus, Ortiz, et.al. (2014) revealed that SDL can be the result of using metacognitive strategies, such as text-based questioning as in the present study, since the use of this strategy helped sixth grade students to become independent and eager to consolidate better text understanding (Perkins, 1998). As a result, life-long and self-directed reading comprehension practices were promoted in the current study (Guthrie et. al., 2007).

6.3   Significance of the results

The results of this research study revealed that the text-based questioning reinforced by supportive strategies (scanning, clarifying, re-reading, using context clues, and drawing conclusions) was relatively successful to help learners to improve their EFL reading comprehension practices, their development of critical thinking skills, and self-directed reading practice. Besides, it was observed that the process of formulating questions was more successful when students received the necessary comprehensible input (Krashen, 1985) to be able to create their own questions afterwards. Thus, practice and training may foster better literal, inferential and critical questions since it was evident that the more practice students had, the better questions and answers students were able to ask. Therefore, more contextualized and complete questions and answers were observed during the last stages of the implementation. This allows the researcher to conclude that if students are exposed to superficial training with a little time for questioning instruction, they do not get to advance in text-based questioning, which provokes a standstill in the process of critical thinking development and therefore in the SDL processes. Having this in mind, it is important for students to practice and evaluate the type, the quantity and indeed the quality of the questions they are generating in order to promote critical thinking and self-directed learning.

6.4   Limitations of the present study

During the development of this study some limitations appeared, related to time constraints and learners' language proficiency. One of the most predominant factors was a time obstacle because of the continuous and inevitable class interruptions that occurred during the implementation. There were some institutional and extracurricular activities that were developed during the intervention time line; in consequence, additional hours were necessary to use in order

to achieve the objectives. Thus, some colleagues voluntarily allowed the researchers to use their class hours in order to finish this study as proposed.

In addition, the researchers carried out only one cycle of the action research (Nunan and Bailey, 2009), due to lack of time during the end of the school year. In consequence, the number of the pedagogical interventions was reduced and only eight interventions were carried out in both schools. These factors impeded a more profound investigation in aspects such as more training in the use of reading strategies, text-based questioning and instruction to create more opportunities for helping students to become better critical readers, critical thinkers and self-directed learners. This requires a longer training period, especially, with students with low English proficiency level and poor reading skills.

Finally, learners' language proficiency was a limitation due to the fact that some learners' English level was low and in many cases inexistent at the moment of implementing certain reading strategies as context clues and drawing conclusions. When students were encouraged to create their own literal, inferential and critical questions, they presented difficulties due to the lack of vocabulary and communicative competences. As a result, the researchers conducted lessons in both languages (Spanish and English) allowing the students to use their L1 in order to generate the literal, inferential and critical questions though this did not permit the researchers to identify their language proficiency progress. Despite students did not have an expected English language proficiency level, the improvement and learning of the critical thinking skills and of the SDL elements were not hindered; by contrast, their development was successful.

6.5   Further research

This study could be the starting point for future research about the use of other reading comprehension strategies, different to the ones that the researchers chose for this study, not only

in sixth grade but also in other middle school and high school courses. Also, this study offers language teachers some guidance about how to foster text-based questioning as a reading strategy to improve critical thinking and some elements of self-directed learning to benefit the students' reading comprehension processes.

In addition, the text-based questioning strategy might be useful to other school content subjects which may intend to enrich reading skills as a part of an interdisciplinary project that can seek to analyze different kinds of texts through the analysis of literal, inferential and critical information and the generation of text-based questioning. This could help students to improve possible reading issues and help them become better readers not only in the foreign language but also in the mother tongue.

Additionally, this study highlights that students improved different aspects of the reading comprehension process such as the use of reading strategies, critical thinking skills, and literal questioning. Thus, researchers might consider relevant to carry out similar studies that involve more guided lessons towards inferential and critical questioning since more difficulties were observed when students created and answered these types of questions in comparison to the literal ones.

Furthermore, results indicate that most of the students used reading strategies like scanning, re-reading and clarifying more frequently than strategies like context clues and drawing conclusions. Therefore, researchers consider that it would be worthy to explore the reasons why students did so given that the use of the supportive reading strategies is essential for improving text-based questioning.

6.6   Conclusions

After having carried out this action research study and analyzed the data and the results, the researchers came up with the following conclusions:

- Throughout the practice of text-based questioning and the supportive reading strategies during the three reading moments, students could improve their EFL reading comprehension.

- Text-based Questioning helped students to develop critical thinking skills by identifying the literal, inferential, and critical information from the given texts.

- Although the process of creating literal, inferential and critical questions improved the students' EFL reading comprehension, the researchers observed that the creation of inferential questions was not easy for them. The results showed that it was difficult for students to make a deeper analysis of the content of the texts. This might imply that students need more instruction and training in order to analyze, critically examine, and evaluate the information presented in the text by recognizing what is missing or what the information implies.

- In the case of evaluative questioning, the participants understood the concept clearly and they felt interested and motivated in giving their opinions towards the content of the texts and relate key constructs of the text to those of other text or those belonging to the common knowledge of the students´ background and schemata. Evaluative questioning fostered confidence and helped the students to develop higher order thinking skills (analysis, synthesis, and evaluation), which encouraged them to think critically when giving opinions about the content of the different texts and tasks.

- Students were also intrinsically motivated through this study because they could develop their interests and curiosities about their reading processes manifesting their willingness to keep reading in English.

- Besides, students reflected about the three moments of the reading process (before, during and after) bearing in mind that there are different critical thinking processes involved in each moment.

- Students analyzed the three elements of critical thinking (purpose, questions and data) in their reading process, promoting their motivation and encouraging them to get involved in the study. These findings showed that the students were engaged when reading the texts and when learning new and different vocabulary. Researchers also found that for a more assertive EFL reading comprehension, students could easily activate their background knowledge and the relationships between their own previous experiences and their schemata.

- Regarding SDL, the researchers found that the development of critical thinking elements (Paul and Elder, 2003) fostered SDL. These elements helped students to make decisions about what, when, how, and why to read. The participants were encouraged not only to be in charge of their own thinking but also their own learning. The researchers concluded that students started to become more autonomous learners as they learnt how to create a reading plan where they set their own learning objectives, selected and used some reading strategies, selected the types of questions and set times to do their three-moment reading tasks in order to analyze and comprehend the texts better. It gave meaning to the reading process and students were involved deeply in the process of monitoring their own learning. Moreover, self- assessment revealed findings related to students' reflective process. Learners became more aware of their learning process identifying their gaps in

their thinking, being conscious about what they needed to learn, and how their reading

purposes could be polished. Thus, students started developing intellectual humility (Paul

and Elder, 2003) which allowed them to recognize their EFL reading comprehension

weaknesses and strengths and their possible solutions.

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Appendices

Appendix A: Consent Letter for parents

Bogotá, _____ de 2015

Señores
Padres y madres de familia
L.C.

Apreciados Señores,

Mi nombre es _____ y soy docente de inglés en el colegio Marco tulio Fernández. Actualmente estoy desarrollando un proyecto de investigación como parte de los estudios que adelanto en la Maestría en la Enseñanza de Inglés para el Aprendizaje Auto dirigido en la Universidad de la Sabana. Mi intención es investigar el impacto que puede tener una estrategia de lectura (Questioning) en el aprendizaje de la lectura crítica de los estudiantes de sexto grado y con lo cual pretendo proponer un curso de lectura para ser incorporado en la actual malla curricular de inglés y así responder a las necesidades de las estudiantes de sexto de la Institución Marco tulio Fernández.

Como parte de mi proyecto de investigación, me gustaría conducir un análisis de necesidades para lo que requeriré aplicar encuestas y entrevistas a estudiantes. Adicionalmente requeriré estudiar algunas de los documentos de la Institución y la toma de notas de campo de observaciones de clases.

La investigación se desarrollará bajo los estrictos principios éticos y de confidencialidad de la Universidad de La Sabana. Los resultados de la investigación serán entregados a la Institución para su evaluación como requisito de graduación de la maestría.

Las personas que acepten ser parte de esta investigación:

- · Podrán indagar sobre el proyecto en cualquier etapa de la investigación.
- · Podrán retirarse de la investigación en cualquier momento sin necesidad de justificación.
- · Se solicitará su autorización para usar la información recogida.
- · Los nombres reales de los participantes NO serán usados en los reportes.
- · Podrán tener copias del estudio en el momento que lo deseen.

Si ustedes como padres o acudientes de los estudiantes autorizan llevar a cabo la investigación con sus hijos/hijas en la institución, les agradezco completar los datos requeridos a continuación:

Nombre del acudiente_____   Firma: _____
Padre o madre del estudiante: _____
Fecha: _____

Agradezco su amable atención y colaboración.
Atentamente,
Estudiante Investigadora
Departamento de Lenguas y Culturas Extranjeras
Universidad de La Sabana
Tel.: 8615555 Ext.1552 – 1536

Appendix B: Consent Letter for the School Principal

Bogotá, _____ de 2015

Señor Rector
_____
Colegio _____
L.C.

Respetado Rector:

Dado a los estudios que me encuentro adelantando con la Universidad de la Sabana en la Maestría en la Enseñanza del Inglés para el Aprendizaje Auto dirigido, actualmente estoy desarrollando un proyecto de investigación; mi intención es investigar el impacto que puede tener una estrategia de lectura (Questioning) en el aprendizaje de la lectura crítica de los estudiantes de sexto grado y con lo cual pretendo proponer un curso de lectura para ser incorporado en la actual malla curricular de inglés y así responder a las necesidades de las estudiantes de sexto de la Institución Marco tulio Fernández .

Como parte de mi proyecto de investigación, me gustaría conducir un análisis de necesidades para lo que requeriré aplicar encuestas y entrevistas a estudiantes. Adicionalmente requeriré estudiar algunas de los documentos de la Institución y la toma de notas de campo de observaciones de clases.

La investigación se desarrollará bajo los estrictos principios éticos y de confidencialidad de la Universidad de La Sabana. Los resultados de la investigación serán entregados a la Institución para su evaluación como requisito de graduación de la maestría.

Las personas que acepten ser parte de esta investigación:

· Podrán indagar sobre el proyecto en cualquier etapa de la investigación.
· Podrán retirarse de la investigación en cualquier momento sin necesidad de justificación.
· Se solicitará su autorización para usar la información recogida.
· Los nombres reales de los participantes NO serán usados en los reportes.
· Podrán tener copias del estudio en el momento que lo deseen.

Agradezco su amable atención y colaboración.
Atentamente,

_____
Estudiante Investigadora
Departamento de Lenguas y Culturas Extranjeras
Universidad de La Sabana
Tel.: 8615555 Ext.1552 – 1536

Appendix C: Instrument #1

Starters, Cambridge English Language Test: Reading and Writing

Part 3
– 5 questions –

Look at the pictures. Look at the letters. Write the words.

Example

s o f a

Questions

1 _ _ _ _

2 _ _ _ _

3 _ _ _ _

4 _ _ _ _ _

5 _ _ _ _ _ _

Part 4
– 5 questions –

Read this. Choose a word from the box. Write the correct word next to numbers 1–5. There is one example.

A cat

I live with Sam. My .... body .... and tail are black. I see with

my two green (1) .... I walk and run on my four

(2) .... and I live in Sam's (3) ....

I like eating meat and fish and I drink (4) ....

I sleep a lot in the day and I catch (5) .... at night.

What am I?
I am a cat.

example			
body	pen	radio	legs
garden	mice	eyes	milk

Part 5
– 5 questions –

Look at the pictures and read the questions. Write one-word answers.

Examples

How many children are there? .... two ....

What is the girl pointing to? the .... sheep ....

Questions

1 What is the boy doing? taking a ....

2 How many cows are there? ....

3 What is the dog wearing? ....

4 Who is smiling? the ....

5 What is the dog holding? a ....

Appendix D: Instrument #2

Needs Analysis Questionnaire

Encuesta Análisis de necesidades estudiantes grado sexto.
Esta encuesta se realiza para conocer las necesidades, intereses y percepciones de los estudiantes del grado sexto, sobre el aprendizaje del inglés, en dos colegios públicos de Bogotá: IED Liceo Nacional Antonia Santos y IED Marco Tulio Fernández. PARTE 1 INFORMACION GENERAL

Nombre: Colegio: Curso: Edad: Barrio donde vive: Localidad: Estrato socio económico:	
1. ¿En qué tipo de vivienda vives? Propia Familiar Arrendada	19. ¿Cómo te gusta trabajar en la clase de inglés? Individual En grupo
2. ¿Quiénes componen tu núcleo familiar? Padre Madre Padrastro Madrastra Hermanos Tíos Primos Abuelos Otros	20. ¿Quién prefieres que te evalúe? * Tú mismo El profesor Los compañeros Un evaluador externo
3. ¿Cuántos hermanos tienes?	21. ¿Te gusta leer textos en inglés? Si No
4. ¿Cuál es el nivel educativo de tus padres o acudientes? Primaria Secundaria Técnica Profesional	22. ¿Cada cuánto lees textos en inglés? Diariamente Una vez a la semana Nunca
5. ¿En los ratos libres, qué acostumbras a hacer? Ver televisión Jugar Conectarse a Internet Dormir Leer en Inglés Leer en Español Escribir en Inglés Escribir en Español	23. ¿Qué clase de lecturas te gusta realizar? Aventuras Novelas Cuentos de hadas Cuentos de ficción Historia Comics Poesía Artículos científicos Otro:
6. ¿Cuánto tiempo, dedican tus padres a orientar tus actividades escolares? Menos de una hora Entre una y dos horas Más de dos horas No me dedican tiempo	24. Al leer, algún texto en inglés, ¿aplicas alguna estrategia para entender el texto? * Si No

7. Al hacer tus tareas:
 Las haces solo
 Necesitas la asesoría de alguien
 No las haces
	25. Al leer en inglés, ¿relacionas las imágenes que ves con el texto para entender? *
	  Si
	  No

8. ¿Tienes computador en casa?
 Si
 No
	26. Al observar la siguiente imagen, de la vida diaria 1, ¿qué tanto vocabulario en inglés conoces y puedes utilizar?
	  Todas las palabras
	  La mayoría de las palabras
	  Algunas palabras
	  Pocas palabras
	  Ninguna palabra
	Imagen de la vida diaria 1

9. ¿Tienes acceso a internet? En tu casa Desde un café internet En tu colegio Ninguno de los anteriores	
10. ¿Qué páginas consultas? Youtube Facebook Wikipedia Juegos Otro:	27. ¿Qué tipo de textos en inglés te llaman más la atención? Los que tienen: * Solo texto Solo imágenes Texto con imágenes Imágenes de la vida diaria 2
11. Cuando ves televisión, ¿Qué tipo de programas acostumbras a ver? Noticieros Telenovelas Realities Dibujos animados Musicales	28. Al observar las imágenes de la vida diaria 2, ¿cómo calificarías tu habilidad para describir en inglés?: A. Situaciones que están pasando en el momento. Excelente Buena Mala

Películas Otro:	

12. ¿Usas una cuenta de correo electrónico?
  Si
  No
	B. Objetos que poseen las personas.
	  Excelente
	  Buena
	  Mala

13. ¿Cuál es tu correo?	C. Cualidades de las personas, animales o cosas.
	  Excelente
	  Buena
	  Mala

PARTE 2: ENCUESTA SOBRE TU PERCEPCIÓN SOBRE EL APRENDIZAJE DEL INGLÉS
14. ¿Te gustaría mejorar tu nivel de inglés y aprender más?
  Si
  No
	D. Características de los lugares que ves. *
	  Excelente
	  Buena
	  Mala

15. ¿Qué habilidad te parece más difícil aprender?, puedes marcar más de una opción.
  Leer en inglés
  Escribir en inglés
  Escuchar en inglés
  Hablar en inglés
	E. Preferencias y gustos.
	  Excelente
	  Buena
	  Mala

16. ¿Qué habilidad te parece más fácil aprender?, puedes marcar más de una opción.
  Leer en inglés
  Escribir en inglés
  Escuchar en inglés
  Hablar en inglés
	F. Cuantas personas, animales o cosas ves.
	  Excelente
	  Buena
	  Mala

17. ¿Puede el uso de la tecnología mejorar tu nivel de inglés?
  Si
  No
	G. Tu rutina diaria.
	  Excelente
	  Buena
	  Mala

18. ¿Te gusta aprender a través de la realización de trabajos virtuales, como blogs, páginas web, redes sociales etc.?
  Si
  No
	H. Objetos que se encuentran en los lugares que observas.
	  Excelente
	  Buena
	  Mala

Appendix E: Questionnaire #2

Pre and Post Reading Test

	QUESTIONS	ANSWERS
1.	Can you list three important actions that Freda did to stop the bully? Who were the main characters of the story?	
2.	What is the main idea of the story? What is bully?	
3.	What other actions, different from Freda's, can you take to stop a bully? What would result if you acted as bully in your school?	
4.	What do you do if you notice a bully in your classroom? What conclusions can you draw from the story you read regarding bullying?	
5.	Do you agree with Freda's actions towards Max's behavior? Why? What is your opinion about bullying?	
6.	Can you propose an alternative behavior for the bully? Which one? Can you invent a different end for the story?	

Appendix F: Students' Portfolio

Portfolio Antonia Santos' Students
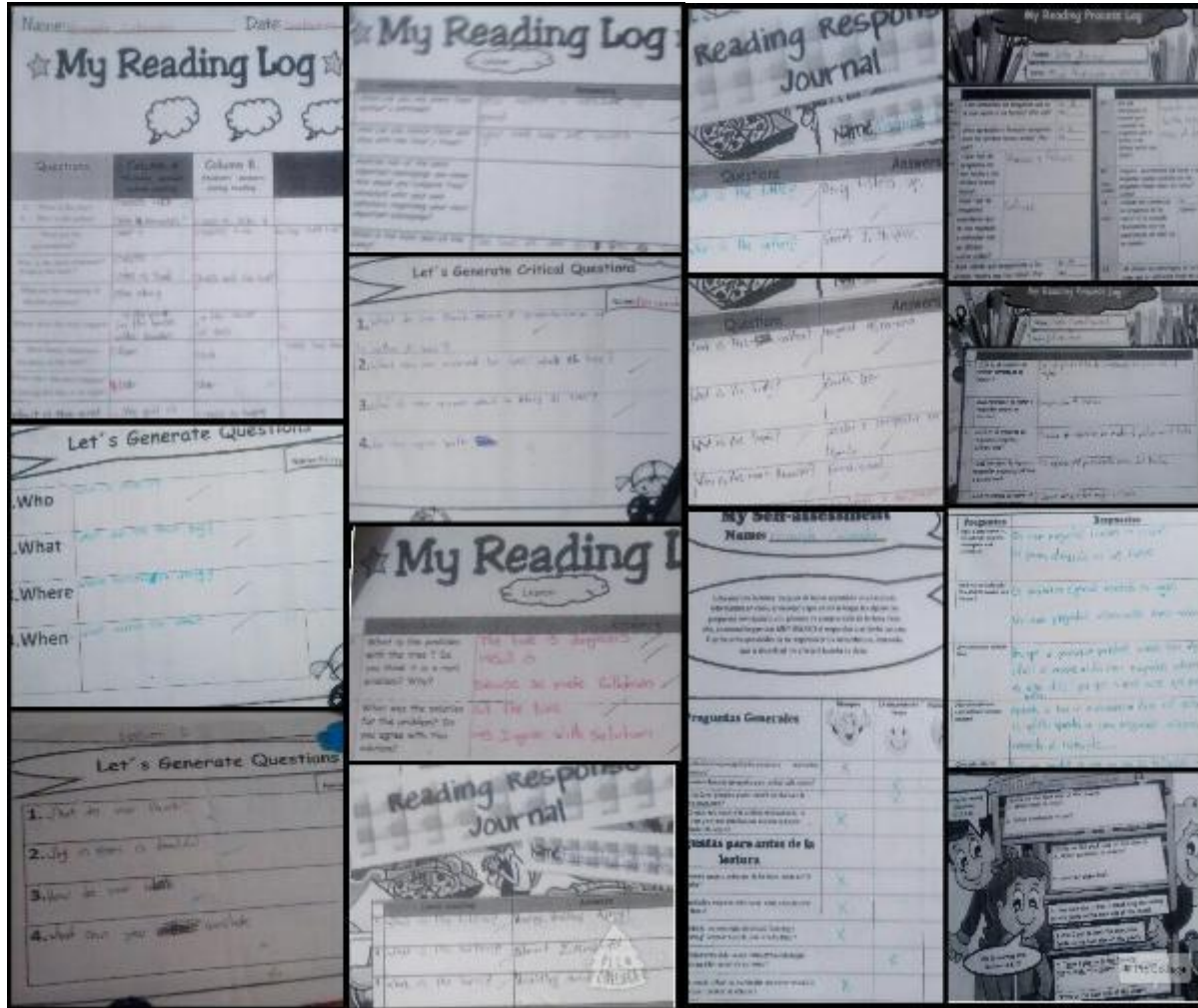
Portfolio Marco tulio Fernández School' students
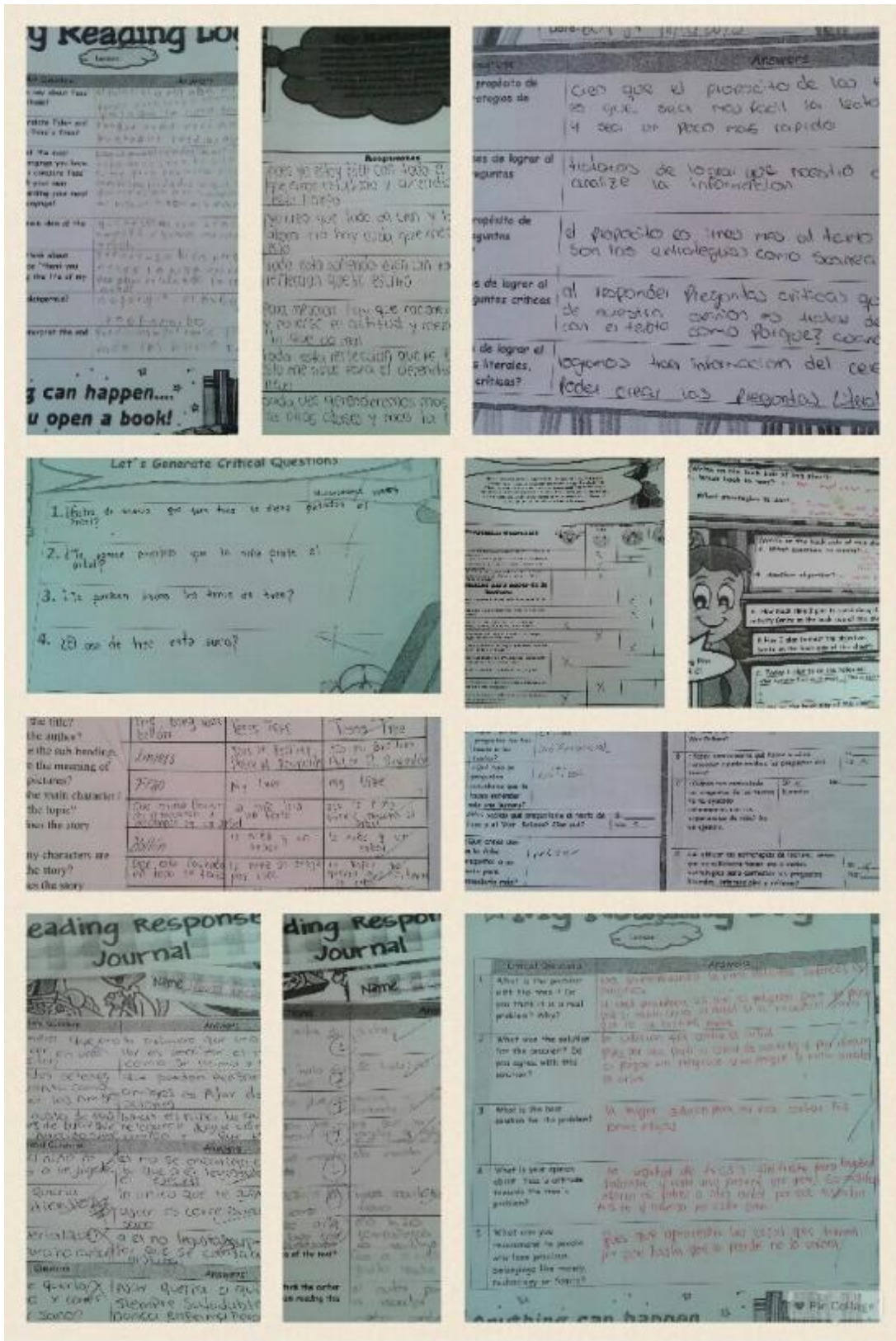
Appendix G: Teacher Field Notes

Format

Date: Course- School: Teacher:	

RESEARCH QUESTION

What does the EFL reading strategy called Text-based Questioning inform us about reading comprehension and critical thinking in the sixth grade students from I.E.D. Liceo Nacional Antonia Santos and I.E.D. Marco Tulio Fernandez schools?

What do critical thinking elements inform us about SDL processes on sixth grade students?

CONSTRUCTS	DESCRIPTION	REFLECTION/COMMENTS	QUESTIONS
Critical thinking			
Text-based Questioning			

Appendix H: Focus Group Interviews
Questions

INTERVIEW LESSON 1
1. ¿Te gustó la clase? ¿Por qué?
2 ¿Sentiste que comprendiste mejor los textos? ¿Por qué? ¿Qué crees que te ayudó a entenderlos mejor?
3. ¿Creen que las estrategias facilitaron el proceso de comprensión de lectura?
4. ¿Cuáles de las estrategias crees que te ayudaron más a comprender los textos?
5. ¿Te parecieron difíciles las preguntas que se le hicieron al texto? ¿Por qué?
6. ¿crees que es importante hacerle preguntas al texto? ¿Por qué?
7. ¿Te gusto la temática de la historia? ¿Consideras que está relacionado con tu vida diaria?
5. ¿Qué sugerencias tienes para la próxima clase?

INTERVIEW LESSON 2
1. ¿Te gustó la clase? ¿Por qué?
2¿Sentiste que comprendiste mejor los textos? ¿Por qué? ¿Qué crees que te ayudo a entenderlos mejor?
3. ¿Creen que la estrategia facilitó el proceso de comprensión lectora?
4. ¿Te parecieron difíciles las preguntas que se le hicieron al texto? ¿Por qué?
5. ¿Pudiste hacer las preguntas inferenciales? ¿Cómo te sentiste creando las preguntas inferenciales?

INTERVIEW LESSON 3
1. ¿Te gustó la clase? ¿Por qué?
2¿Sentiste que comprendiste mejor los textos? ¿Por qué? ¿Qué crees que te ayudo a entenderlos mejor?
3. ¿Creen que la estrategia de "drawing conclusions" facilitó el proceso de comprensión lectora?
4. ¿Te parecieron difíciles las nuevas preguntas (criticas) que se le hicieron al texto? ¿Por qué?
5. ¿Pudiste hacer las preguntas críticas? ¿Cómo te sentiste creando estas preguntas?

INTERVIEW LESSON 4
1. ¿Te gustó la clase? ¿Por qué?
2 ¿Cómo te sentiste analizando los propósitos del por qué y para que has utilizado estrategias de lectura, y contestado y creado tipos de preguntas?

3. ¿Te has dado cuenta si has aprendido algo positivo sobre tu proceso de lectura? ¿Qué?

4. ¿Te has dado cuenta si hay aspectos que te causan dificultad aprender y aplicar en tu proceso de lectura? ¿Qué?

5. ¿Crees que lo que has aprendido durante las clases pasadas te sirve para tu vida diaria? ¿Cómo y por qué?

6. ¿Fue importante y productiva para ti la clase de hoy? Si sí, ¿de qué forma?

INTERVIEW LESSON 5

1. ¿Te gustó la clase? ¿Por qué?

2. ¿Te pareció difícil leer todo el texto? por qué?

3. ¿Te pareció difícil crear preguntas literales, inferenciales y críticas en la misma sesión? por qué?

4. ¿Utilizaste las estrategias de lectura aprendidas? ¿Cuáles usaste?

5. En tu caso, ¿hubo preguntas más difíciles que otras? ¿Cuál tipo de pregunta fue más difícil de crear para tí: la literal, la inferencial o la crítica?

INTERVIEW LESSON 6

1. ¿Te gustó la clase? ¿Por qué?

2. ¿Planteaste tus objetivos de aprendizaje? ¿Cómo te pareció?

3. ¿Consideras que es importante plantear objetivos antes de las lecturas? ¿Por qué?

4. ¿Creaste tu plan de lectura para alcanzar los objetivos de aprendizaje planteados? ¿Cómo te pareció?

5. ¿Consideras que es importante planear acciones para alcanzar los objetivos propuestos? ¿Por qué?

6. ¿Te gustó el hecho de decidir el libro a leer? ¿Por qué? ¿Por qué escogiste el libro que escogiste?

7. ¿Te gusto el hecho de tener cierta libertad para realizarle las preguntas al texto? ¿Qué tipo de preguntas y cuantas preguntas realizaste? ¿Por qué?

8. ¿Utilizaste estrategias de lectura para crear y responder las preguntas? ¿Cuáles?

INTERVIEW LESSON 7

1. ¿Te gustó la clase? ¿Por qué?

2. ¿Pudiste plantear los objetivos de aprendizaje más fácil y rápidamente? ¿Cómo te pareció crearlos en esta oportunidad?

3. ¿Hoy te ha parecido importante plantear objetivos antes de las lecturas? ¿Por qué?

4. ¿Pudiste crear tu plan de lectura mejor y con el cual lograrías alcanzar los objetivos de aprendizaje planteados? ¿Cómo te pareció hoy este proceso?

5. ¿Consideras que es importante planear acciones para alcanzar los objetivos propuestos? ¿Qué opinas hoy de éste proceso?

6. ¿Te gustó el hecho de volver a decidir qué libro leer? ¿Por qué? ¿Por qué escogiste el libro que escogiste hoy?

7. ¿Te gusto el hecho de tener cierta libertad para realizarle las preguntas al texto? ¿Qué tipo de preguntas y cuantas preguntas realizaste? ¿Por qué?

8. ¿Utilizaste estrategias de lectura para crear y responder las preguntas? ¿Cuáles?

9. ¿Te pareció pertinente evaluar tus procesos de aprendizaje durante todo este tiempo? ¿Por qué?

10. ¿Crees que la auto evaluación propicio tu reflexión? ¿En qué aspecto?

INTERVIEW LESSON 8

1. ¿Te gustó la clase? ¿Por qué?

2. ¿cómo te sentiste analizando los propósitos del por qué y para qué has utilizado estrategias de lectura, y contestado y creado tipos de preguntas?

3. ¿Te has dado cuenta si has aprendido algo positivo sobre tu proceso de lectura? ¿Qué?

4. ¿Te has dado cuenta si hay aspectos que te causan dificultad aprender y aplicar en tu proceso de lectura? ¿Qué?

5. ¿Crees que lo que has aprendido durante las clases pasadas te sirve para tu vida diaria? ¿Cómo y por qué?

6. ¿Fue importante y productiva para ti la clase de hoy? Si sí, ¿de qué forma?

7. ¿Fue importante y productivo para ti el proceso que llevamos de sesión 1 a sesión 8? de que forma?

8. ¿Cómo te sentiste al contestar el cuestionario sobre el texto "Freda stops a bully" en sesión uno y cómo te sentiste hoy al volverlo a desarrollarlo   de nuevo?

9. ¿Que sentirás de ahora en adelante al leer un texto en inglés?

Appendix I: Sample Lesson Plan

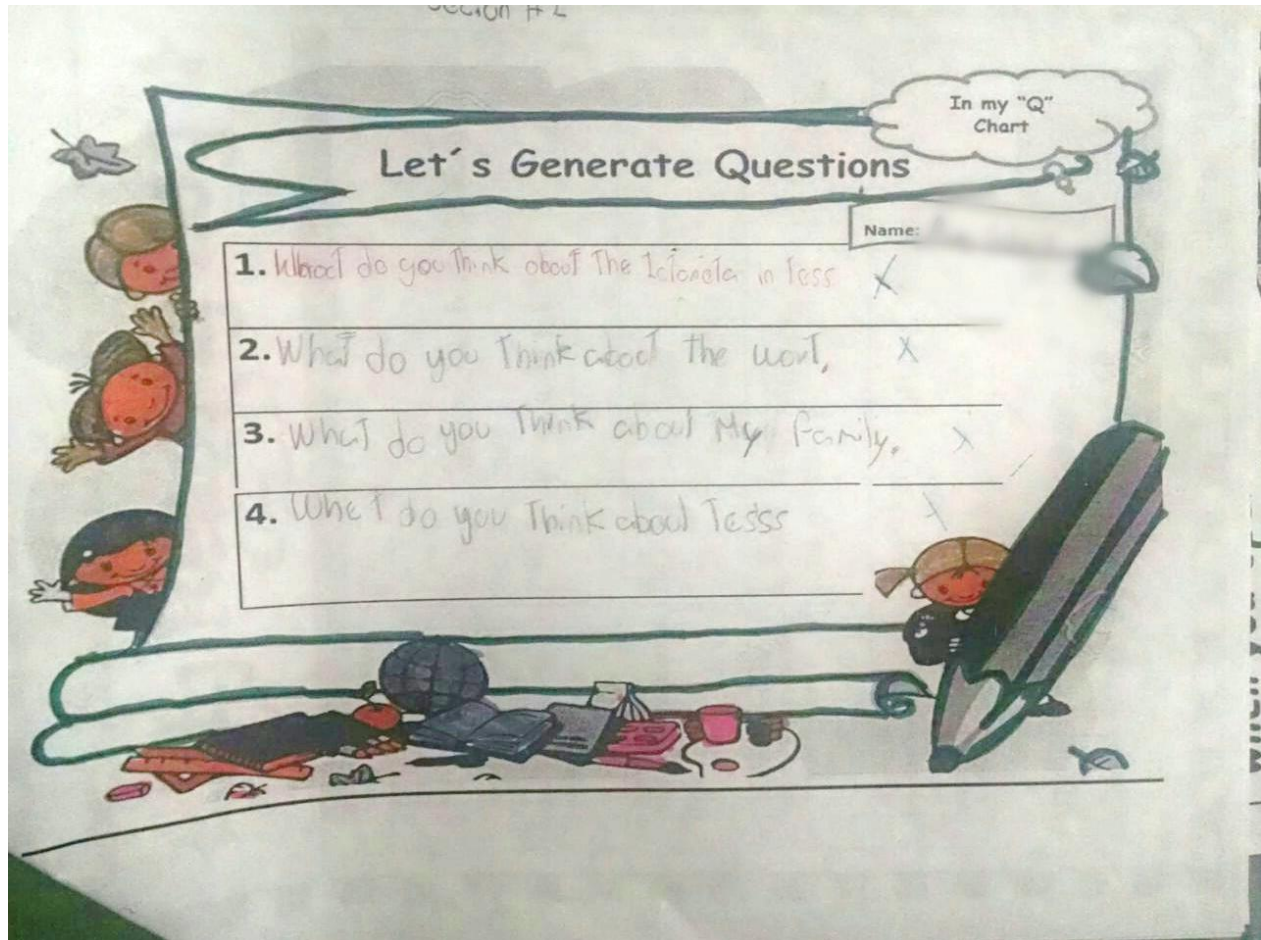| LESSON 1					
Improving critical thinking and reading comprehension through literal questions					
DATE: September 10th, 2015			**GRADE LEVEL:** Sixth grade		
LESSON GOAL					
This lesson is designed to encourage students to get acquainted with what the reading process implies.					
CONTENT OBJECTIVE:		**LANGUAGE OBJECTIVE:**			
1. Students will improve reading comprehension by using some reading strategies and answer some literal questions before, during and after the reading process.		**Before**: a. Students will practice "scanning" strategy before reading. b. Students will answer the literal questions in their own reading logs based on the information gotten from scanning.			
		During: a. Students will use "clarifying" strategy during reading. b. Students will answer the literal questions in their own reading logs based on the information gotten from clarifying.			
		After: a. Students will use "re-reading" strategy during reading. b. Students will answer the literal questions in their reading logs.			
3. Students will improve critical thinking skills.		a. Students will answer literal questions in their reading logs. Appendix C b. Students will be trained about how to do literal questions. c. Students will create four literal questions. .			
KEY VOCABULARY Strategy, literal, questions, topic, title, thinking, characters, author, pages, happen, finish, story.		**SUPPLEMENTARY MATERIALS** ● Text: Comic called Tess's Tree ● Students´ reading logs. ● booklets		**PLACE:** Classroom **TIME:** 100 minutes	
PURPOSES ● To approach students to work individually and with a partner following teacher´s instructions. ● To establish a good relationship with the students by offering <u>the rules of the lesson:</u> follow teachers´ instructions only, control the time, do not play during the sessions,					
Objective	**Description**	**LESSON PROCEDURE**		**Materials needed**	**Time allowed**
Warm up	To create the necessity of using reading strategies.	During this stage the students will have an initial approach to the text and activate their previous knowledge. Teacher will emphasize the importance of reading strategies. Teacher provides interest and motivation to the students	1. Students will be given a text Freda stops a Bully to do a pretest. Appendix A. 2. Students will probably not know how to answer the questions. Therefore, they will reflect upon the necessity of using reading strategies, of asking questions of a text (questioning). 3. Teacher defines strategy. To read effectively, you may need some strategies to help you deal with the texts after, teacher motivates students to participate in subsequent reading lessons to be able to improve the reading comprehension, the strategies and their way of activating schemata and linking it to the main lexis of the reading.		Text: Freda stops a Bully	15 min

Activities	To practice scanning and questioning	In this stage the focus is on students' attention in the reading process: students will be trained about the strategies use and the questions answers to subsequently practice the activity on their own.	**BEFORE READING**	Wet balloon text	
			1. Students observe a big text around the classroom: "Wet balloon" Appendix B. 2. They are asked to practice the "Scanning" strategy to answer the following questions. The questions and the strategy will be written on the butcher paper. a. What is the title? b. Who is the author? c. What are the sub-headings? d. What are the meaning of the text pictures? e. Who is the main character? f. What is the topic? g. Where does the story happen? h. How many characters are there in the story? i. When does the story happen? is it during the day or at night? j. What is the end of the story?	Butcher paper with the explanation of the strategy and the questions	20 min
	To practice scanning and questioning with the comic text what it was learned.		3. VOCABULARY INPUT: In order to make students understand the questions, first, they will do a matching activity with the questions´ vocabulary. Appendix F. 4. Teachers will explain what scanning is. Appendix C. The information will be written on butcher paper. Students will write the definition of the strategy and the procedure on their booklets. **Scanning is: Looking through a text quickly to find specific information by:** For example scanning is very high-speed reading that you do when you are looking for a specific piece of information. When you scan, you have a question in mind. You do not read every word, only keywords that will answer your question. Practice in scanning will help you learn to skip over unimportant words so that you can read faster..... **PROCEDURE:** ● Scanning the title, headings, sub-headings, pictures to find specific information. ● Not reading every word. ● Reading carefully only when you find important information ● Stopping reading when you find what you want.	Booklets Text: Tess's Tree by Jess M. Brallier	
	To practice clarifying and questioning		5. Then, students will train themselves by answering the questions in a competition going and scanning the text around the classroom. They will use the reading strategy "Scanning". 6. They will register their answers on the notebook for about 10 minutes. 7. Then, students are told to form groups of two to practice what they have learned so far (scanning and questioning). They are going to compare their answers. 8. After, teacher gives feedback about their performance. 9. Students, individually, receive the complete text Tess's Tree by Jess M. Brallier.		30 min

			10. Each student will receive the reading log. Appendix D. They will **list** the questions below. a. What is the title? b. Who is the author? c. What are the sub-headings? d. What are the meaning of the text pictures? e. Who is the main character? f. What is the topic? g. Where does the story happen? h. How many characters are there in the story? i. When does the story happen? is it during the day or at night? j. What is the end of the story? 11. Students will be encouraged and motivated to "scan" the text: Tess's Tree by Jess M. Brallier. Appendix E. 12. Based on the information gotten from scanning, students will answer the questions in their reading log, column A. 13. Teacher fosters students to keep in mind that they have not read yet, that they did just the first part of the reading process. They will know that will indeed read the story afterwards. **DURING READING** 14. Teacher asks what it is needed to read the story. 15. Then, students are told that for this part of the reading process they will use another strategy called "Clarifying". 16. Teachers will explain what "Clarifying" is. Appendix C. The information will be written on butcher paper. **Clarifying is: Making the meaning of text clear to the reader by:** ● Recognizing when something is not clear ● Rereading the parts before and after the unclear section to get contextual clues. ● Looking for signals to word meanings ● Seeking outside help by asking someone else a clarifying question ("What does this mean? Does it mean…?) Or checking a dictionary. 17. Then, students in pairs and going around, will train themselves by practicing in the use of the strategy "clarifying" with the text Wet Balloon. Students will write the definition of the strategy and the procedure on their booklets. 18. Teacher gives feedback about their performance. 19. Then, students individually will practice what they have learned so far (scanning, clarifying and questioning) reading the Tess's Tree. 20. Students will register their answers of the same questions on the reading logs, column B. Appendix D.		30 min

			21.　　Teacher emphasizes that students already read and asks if they understood more content. Teachers asks about the last part of the reading process. **AFTER READING** 22.　　Teacher asks what it is needed after reading the story. 23.　　Then, students are told that "Re-reading" strategy is another reading strategy used after the reading process. 24.　　Teachers will explain what "Re-reading" is.. The information will be written on butcher paper **Re-reading is: looking back at the text to find support for an answer, opinion or position.** ● "re-reading" does not mean reading the entire passage again. ● Rereading quickly locate information by using titles, headings, bold or italicized words etc. ● It gets specific text for its importance .in defining or exemplifying key concepts. ● It finds additional supporting evidence. ● It helps us ensure and support our answer/opinion/position with information from the text. 25.　　Then, students will train themselves by practicing in the use of the strategy and answering the provided questions. Students will write the definition of the strategy and the procedure on their booklets. 26.　　Teacher gives feedback about their performance. 27.　　Then, students, individually, will practice what they have learned so far (scanning, clarifying, re reading and questioning) with the text Tess's Tree by Jess M. Brallier. 28.　　Students will register their answers of the same questions on the reading logs, column C. Appendix D.		
Wrap up		This is the final stage of the lesson. Du ring the wrap up students reflect upon the informatio n they read and the strategies they applied before, during and after	LINGUISTIC INPUT: Finally, students will do an activity to improve how to create literal questions. 29. Teachers encourages students to reflect upon the type of activities worked: literal, and how questions are formed. 30. Then, students and the teacher will create three literal questions to create a survey. Then they will use the questions to interview three people. The activity is called "Find someone who". They will register the 3 questions and answers on their booklets. 31. Teacher explains the definitions of literal question: Students paste it on the booklet. **Literal Questioning.**	copy of literal questio ning definiti on	20 min

		reading process.	**Definition:** Literal questions are those which answers are presented in the story. They are usually easy/obvious. **Example**: if you were writing another literal question for the story balloon, it could be: WHAT COLOR IS THE BALLOON? 31. Then students will create 4 literal questions in their Q Chart. Appendix J. 32. In order to end up the activity, the teacher will do an interview to 5 students to collect the students´ session perceptions (in Spanish): Appendix G.		

Assessment:
1. Reading Logs: students will answer the questions in this log.
2. Q-Chart: students will create their own literal questions in this chart.
3. Interview: students will share their perceptions about the class.
4. Field Notes: teacher's reflections about critical thinking and reading comprehension towards the use of a reading strategy ´will be collected in Appendix H.
5. Students' booklets: students will register their training exercises and the strategies definitions in the journal.

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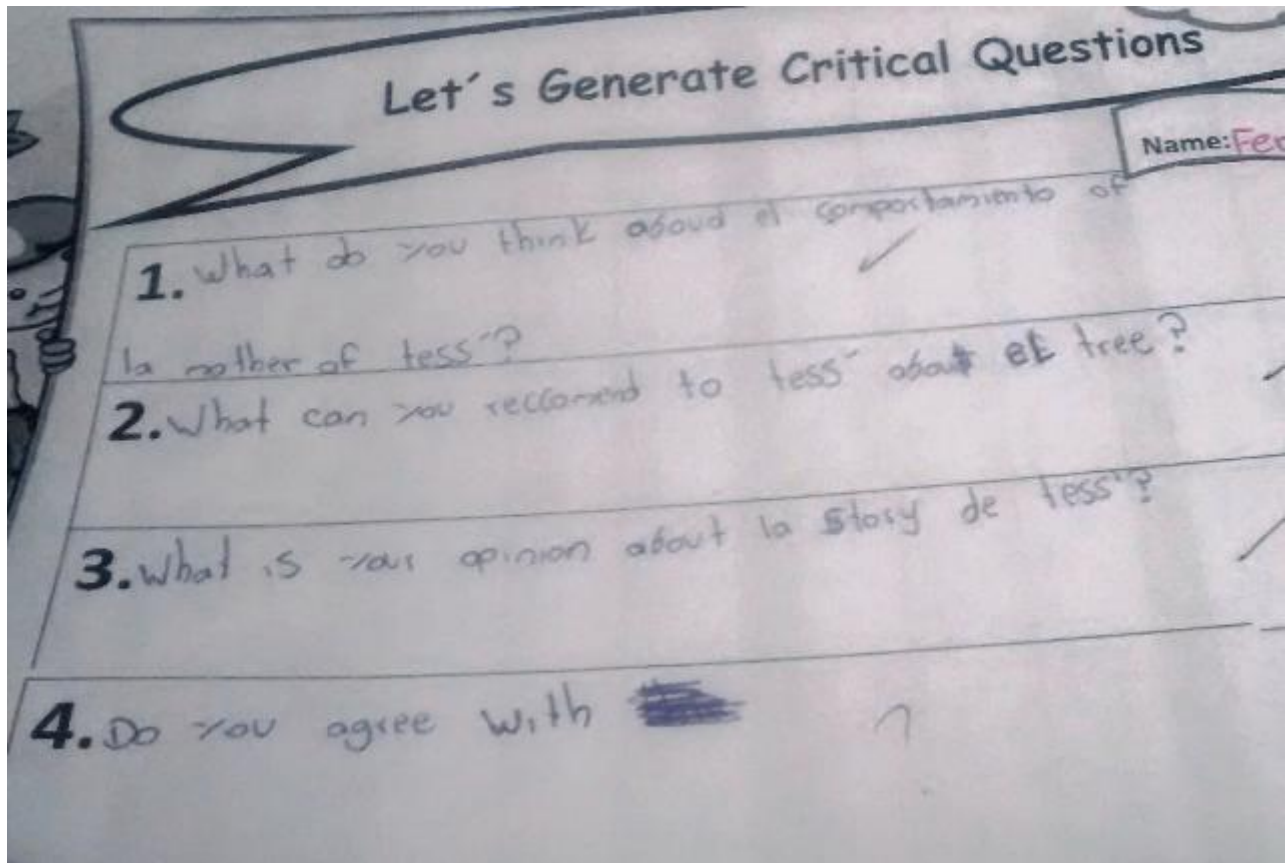**Appendix J: Sample the Students' Inferential Questioning Progress**

Appendix K: Sample the Students' Inferential Questioning Progress

Appendix L: Results of the Needs Analysis
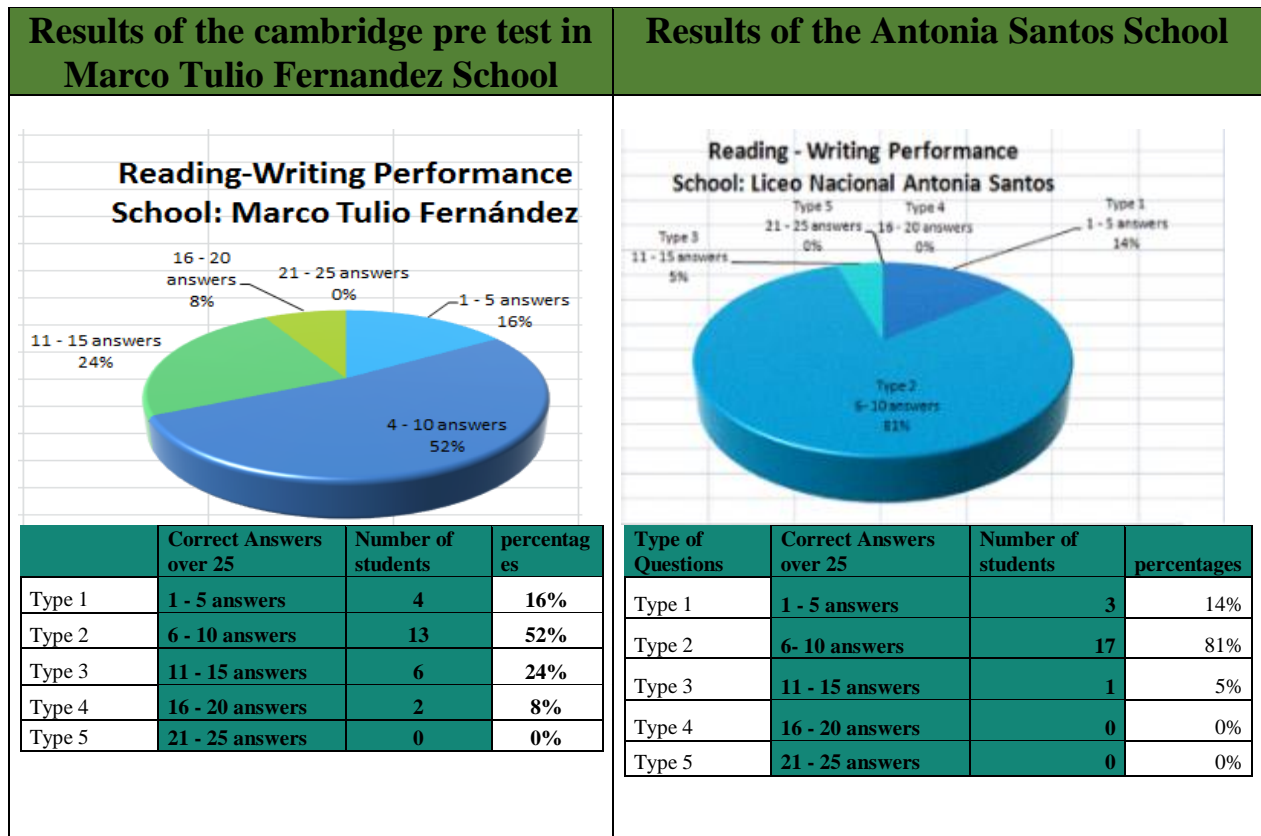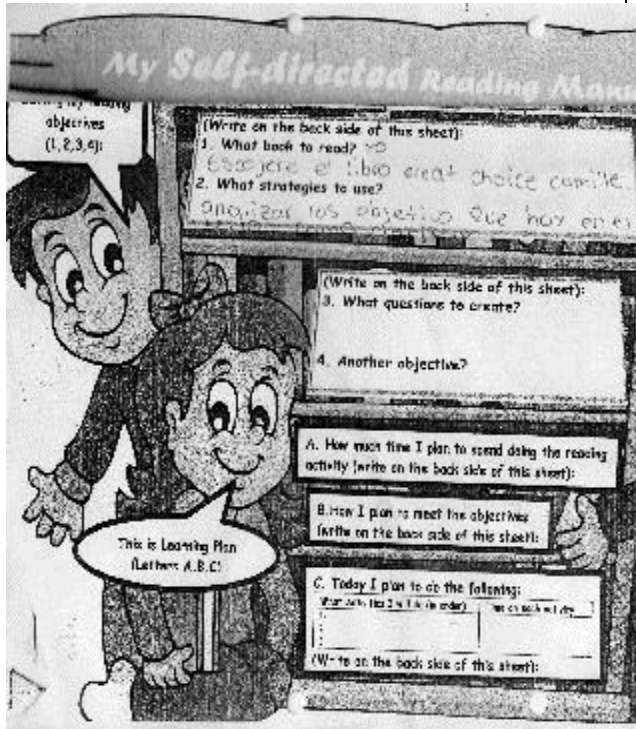
Results of the cambridge pre test in Marco Tulio Fernandez School	Results of the Antonia Santos School
Reading-Writing Performance School: Marco Tulio Fernández	Reading - Writing Performance School: Liceo Nacional Antonia Santos

Reading-Writing Performance School: Marco Tulio Fernández

- 16 - 20 answers 8%
- 21 - 25 answers 0%
- 1 - 5 answers 16%
- 11 - 15 answers 24%
- 4 - 10 answers 52%

	Correct Answers over 25	Number of students	percentages
Type 1	1 - 5 answers	4	16%
Type 2	6 - 10 answers	13	52%
Type 3	11 - 15 answers	6	24%
Type 4	16 - 20 answers	2	8%
Type 5	21 - 25 answers	0	0%

Reading - Writing Performance School: Liceo Nacional Antonia Santos

- Type 5 21 - 25 answers 0%
- Type 4 16 - 20 answers 0%
- Type 1 1 - 5 answers 14%
- Type 3 11 - 15 answers 5%
- Type 2 6- 10 answers 81%

Type of Questions	Correct Answers over 25	Number of students	percentages
Type 1	1 - 5 answers	3	14%
Type 2	6- 10 answers	17	81%
Type 3	11 - 15 answers	1	5%
Type 4	16 - 20 answers	0	0%
Type 5	21 - 25 answers	0	0%

Marco Tulio Fernández School

Appendix M: Sample the Students´ Self-directed Manuals

Liceo Nacional Antonia Santos