Strategy Training to English Language learners: Consolidating reading strategies

Nelson Camilo Rojas Suancha

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Directed by Carolina Rodriguez Buitrago

Department of Foreign Languages and Cultures

Universidad de La Sabana

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"Reading, and writing arithmetic
Are the branches of the learning tree
But without the roots of love every day, girl
Your education ain't complete" – The Jackson 5ive

A long but really fruitful process, thanks mom, thank you, thank you very, very much for all the support, patience, and love you gave me during this process, this is for us, I love you.

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Abstract

The influence of reading strategies is significant since it has contributed to understanding how students can improve their reading comprehension level, what strategies students can use to read more efficiently, and what the best didactic strategies are in order to teach reading. This project reports on an action research study developed with seventh-grade students in a private school in Bogotá, Cundinamarca, Colombia. The participants are 16 male students, whose ages range from 11 to 13 years old. The project implemented a mixed action research approach. Data was gathered using interviews, tests, surveys, think-aloud protocols, students' artifacts, and teacher's journals. The results showed the positive effects of the teaching of metacognitive reading strategies in students' language learning process. The project aimed at helping students improve their reading awareness level, and be more efficient readers, letting teachers/educators obtain new insights into the teaching of reading strategies in specific contexts.

Keywords: Reading instruction; metacognitive strategies; reading comprehension.

Resumen

La influencia de las estrategias de lectura es significativa ya que ha contribuido a entender como los estudiantes pueden mejorar sus niveles de comprensión de lectura, que estrategias pueden usar los estudiantes para leer más eficientemente, y cuáles son las mejores estrategias didácticas para enseñar lectura. Este proyecto presenta un proyecto de investigación acción desarrollado con estudiantes de séptimo grado de un colegio privado de Bogotá, Cundinamarca, Colombia. Los participantes son 16 estudiantes; hombres, cuyas edades oscilan entre los 11 y 13 años. La investigación tuvo un método de investigación acción mixto. La información fue recolectada usando entrevistas, pruebas, encuestas, protocolos de pensamiento, los productos de los estudiantes y diarios de campo. El objetivo de este proyecto fue que los estudiantes puedan mejorar su nivel de comprensión lectora, ser lectores más eficientes, y

permita que los docentes obtengan nuevas perspectivas en la enseñanza de la lectura en contextos específicos.

Palabras claves: Enseñanza de la lectura; estrategias metacognitivas; comprensión de lectura.

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Chapter 1: Introduction

1.1 Introduction to the study

Every student should develop their language learning skills in the best way possible considering their capabilities and the context that surrounds them. Teachers must give as many resources as possible so that students can strengthen their learning and expression capacities, and in this way, be competent in all the situations that come up with the mere use of a foreign language, either in an academic or in a daily life context. For this, there are several types of strategies to be successful in the different situations that a student may face, and consequently, they can be taught to help students develop both academic, and life skills. In this study, it is expected that from the development of one language ability (reading), there can be trends (from the acquisition of learning strategies) to help students have a better academic learning process (understanding the influence of reading in their lives as students) and performance in their daily lives. Even though this topic has been thoroughly studied, it is relevant to continue studying it because as Harmer (2007) mentions "...many of them want to be able to read texts in English either for their careers, for study purposes or simply for pleasure. Anything we can do to make reading easier for them must be a good idea (pp. 68). Generations change, the perceptions of learning change, and it is important to keep track of the thinking that different generations possess.

The importance of reading in any context comes in the learning of new skills to face more advanced tasks, which also helps readers to have more understanding of different types of knowledge, connect learning, be entertained or to accomplish certain goals they plan for themselves. Similarly, Reading contribute students understand the language (grammar features of a text, vocabulary, interpretations, the type of text, and the way to organize texts); it is relevant

for students to read and have understanding (of a determined topic, a perspective, news, theoretical knowledge, or a story) in any material (types of texts) because it is going to give them more opportunities to develop their language performance, tackle their reading difficulties through varied types of texts and strategies, and produce new knowledge from what they read by being able to understand different materials using different strategies, and producing new knowledge from what they obtain. Questions arose from the last idea: How to improve reading comprehension? What does it mean to be a better reader? What is a good reading? How can teachers help students to improve their reading performance? With this project, I expect to explore the impact of the implementation of workshops about reading strategies on the understanding that students may have a text. The goal of this study is to assess students' reading comprehension after the learning of reading strategies and purposefully use them in their reading process, seeing the effect they may have on students' reading comprehension if any. Consequently, reading improvement will help them to be more effective readers. In this regard, Küçükoğlu (2013) expresses how the study, learning, and practice of reading strategies contributes to students' positive results in different tasks. It is possible to say that promoting the use of reading strategies in young students may contribute to improving their learning process.

Reading comprehension comes from a purpose; a motivation that the teacher needs to promote in students, so they can analyze texts the best way possible. There are two conceptions that exemplify the main objective for reading (Linderholm, 2006; Willis, 2008). Linderholm (2006) recalls two main goals for specific reading: academic and entertainment. For this project, Linderholm's ideas about academic aims influence the concept of metacognitive reading strategies because the new academic knowledge will be useful in students' lives. Willis (2008) expresses that teachers should give a "context and a reason for reading", considering the

purposes of the determined activity. Both premises help understand that reading in the language classroom can contribute to thinking more critically, and students should be capable of seeing the different interpretations that a text has inside and outside of it; for this, the teacher is encouraged to show, promote, and develop strategies to face any type of reading with no major difficulties. In terms of this study, it is conducted with high school students who are in the need of constantly consolidating their academic skills. Unfortunately, there has been a tendency for complications in reading comprehension throughout time; students who have struggled with plenty of academic tasks and in national and international test results require the use of reading comprehension strategies, which have not been very positive. This situation may be considered a fact to talk about poor readers, who for Campos (2012) "… do not have great knowledge of learning strategies and, often do not know when nor how to apply the knowledge they have" (p. 127). Then it is with the time that has been researched that the use and practice of reading strategies has helped students improve their reading performance in in-class activities

1.2 Rationale for the study

For high school educators, to teach language means developing the four language skills emphasizing on the use of language in students' real lives, but also effective reading comprehension skills need to be developed to provide students with the tools to comprehend English better, accomplish reading tasks, and be more motivated to explore the language. In this regard, Campos (2012) states that with good reading abilities, students can be more autonomous and the motivation for the processes that reading requires increases positively, the will and enjoyment of reading are better, and the perceptions towards reading are more positive. Consequently, Campos (2012) also remarks that when students have a positive response to tools

to improve language learning, classes are more fruitful, and there will be a better perception of the learning materials.

Thus, this study aims at helping students to be aware of the way in which they comprehend texts by using metacognitive strategies; this is a necessity as Turkyilmaz (2015) suggests: “students notice what they should do before reading while reading, and after reading” (pp.16). Learning about reading involves having a plan about how to get involved with language learning, and when learners have the tools to prepare, face, and challenge themselves in different reading exercises, they will execute their tasks more proficiently, and with more motivation.

Learning strategies are not only for learning one aspect of knowledge; they are lifelong learning. One important task for (English as a Foreign Language) instruction is to teach and expose students to different strategies. In the case of the young learners' population, it appears to be beneficial to help them consolidate the strategies they acquired in their primary education; this contributes to preparing them for their duties at the higher grades. When they are trained in metacognitive reading strategies, their reading awareness improves, which gives more opportunities to make learning faster and stimulates a better reading process (Bećirović, Brdarević-Čeljo, & Sinanović, 2017). Also, training students in strategies to accelerate their learning is an aim for the project because if there is the possibility of helping students advance in their learning process and have more autonomy, the educator should be open to contributing.

Metacognitive strategies should be included in the classroom because as Schmidt, Rozendal, and Greenman (2002) express working with these strategies help students and teachers to have a more collaborative environment in the interchange of knowledge, willingness to learn, and preparation to face different kinds of texts. The importance of the strategies chosen comes as

a guide to show different ways in which students learn and can use their knowledge on reading strategies in different contexts, and they can give more guidance into self-directed learning.

Finally, this project may contribute to the ELT (English language teaching) community by shedding light on the complexity of reading, giving further exploration of teaching reading to high school students, the differences teaching reading has in differentiated contexts, and the different tools that can help students to gain more insights and understanding of the reading processes and material for teachers to play a part in the improvement of reading.

1.2.1 Rationale for the problem of the study

1.2.1.1. Needs analysis and problem statement

This project was conducted with a group of 16 high school students at a private school in Bogotá. In this context, reading comprehension from the B1 level in the English class is a phenomenon to work because students need to consolidate a set of skills to explore readings analyzing, giving points of view of a text, and debating in every stage of their learning process. In this way, students can increase their language knowledge. Specifically, the Common European Framework of Reference (CEFR) mentions that readers at level B1 are expected to:

> …read straightforward factual texts on subjects related to his/her field of interest with a satisfactory level of comprehension… understand the description of events, feelings, and wishes in personal letters well enough to correspond regularly with a pen friend… scan longer texts in order to locate desired information, and gather information from different parts of a text, or from different texts in order to fulfill a specific task… find and understand relevant information in everyday material such as letters, brochures and short official documents… identify the main conclusions in clearly signaled argumentative

> texts… recognize the line of argument in a treatment of the issue presented, though not necessarily in detail… recognize significant points in straightforward newspaper articles on familiar subjects… understand clearly written straightforward instructions for a piece of equipment (Council of Europe, 2001, p. 10-12).

The setting for this project is at a male private school with seventh-grade students who are aiming at continuing their academic life to advance in their process. The school learner's goals are connected to developing a life project where learners can fulfill their life expectations from a perspective established by the school. Students must develop a B1 (as a school policy for students at that age) English level of proficiency in the four skills recognized by the CEFR (Council of Europe, 2001): listening, speaking, reading, and writing. Since the school is a bilingual English-Spanish school, students take 95 percent of the classes in English, with the exception of Spanish and religion classes. In the English language classes, students receive the strategies, mechanisms, and techniques for them to be able to use language in different communicative and academic situations demanded by the other subjects at school. Moreover, students need to develop their language abilities in order to excel at standardized tests such as PET (Primary English Test) as well as start developing the abilities for more advanced exams such as IELTS (International English Language Testing System), TOEFL (Test of English as a Foreign Language), and the IB (International Baccalaureate) program.

A needs analysis was implemented in the following way. First, the researcher used a PET mock test (Appendix B) with questions that forced students to use different reading strategies. The test was applied in one 45 minutes session and it was found that learners have needs related to comprehension and interpretation of texts. In the analysis of the results, 67% of the answers

were incorrect and 33% were correct. In the incorrect answers, those that required using strategies like story maps and predicting had the most errors, showing the need to improve. The results of scanning related questions were positive, but it is necessary to increase the positive results to consolidate a proficient performance. Then, an interview (Appendix D), which took approximately five minutes to be developed per student, showed students' perceptions towards reading, possible prior knowledge, use of learning strategies, and expectations for the implementation of the project. Students expressed that they like to read and learn, but they do not enjoy academic reading from school because they consider it "boring", but important. As a final needs analysis instrument, students answered a survey (Appendix A), that was applied in one 20-minutes session, about the different ways they read and how important those could be for them in their future. In the instrument, students said they had difficulties reading in English mainly because of vocabulary and understanding texts that are unknown for them.

From the needs analysis, it is evident that students possess the knowledge to explore and manage the English language according to the level they are supposed to be in the school. Nevertheless, the conception of reading strategy is not completely acquired, they struggle to understand parts of the text because of vocabulary, and they do not seem to know the language they know in different situations. It is important to see in the project if students can have better reading comprehension after they receive instruction and practice metacognitive reading strategies, which are the reflection about what someone reads, how someone reads, and how to improve (Boulware-Gooden, Carreker, Thornhill, & Joshi, 2007). Hence, they improve their performance in their academic activities.

The idea of fostering students' reading skills is based on the need to attain higher levels of text comprehension. The need to address this situation is imperative due to the result of exams

that evaluate the development of abilities in reading for academic purposes. One example of this situation is the *Saber 11* exam, taken by young adult students in 11th grade. In a special report from El Espectador (2018), there is a special mention of the weaknesses in reading, which almost 60 % of the students have when they analyze a text. To complement, other tests such as *PISA* have not shown significant improvement, and the results are below the standards of other Latin American countries (Semana, 2016). This project may contribute to the ELT community by shedding light on the complexity of reading, different tools that can help students to gain more insights and understanding of the reading processes, and materials for teachers to contribute to the improvement of reading.

Based on the results of the needs analysis, the problem that emerged is the lack of mental organization when students explore a text. They seem just to read and try to understand, but not to go beyond it, and interpret it according to different challenges they may face. The needs analysis allowed the researcher to know that students have the willingness to improve having a better performance not only in the English class but also in their other classes.

1.2.1.2 Justification of the problem's significance

Reading has been a tool to access information, share knowledge, show and modify ideas and more. In Colombia, there has been constant fosterage of reading, considering that people must read in their native language and start reading in the second one. Reading is not only about first language (Fandiño-Parra, Bermúdez-Jiménez, & Lugo-Vásquez, 2012), it is also about how you can have more intercultural knowledge. The National Bilingualism program (Programa Nacional De Bilinguismo) is a strategy of the Colombian government to promote the English language through society, considering the language and cultural component (Programa Nacional de Bilinguismo, n.d.). Therefore, reading is one of the aspects that this strategy aims at giving

emphasis during the implementation of this study, then addition to this initiative in a short way will have a contribution to further research. To complement, Reading goes beyond the mere understanding of information, it is about the motivation and the consequences of reading accurately. The concept of metacognitive reading strategies offers guidance about what students use as support for understanding a text and if instruction on this topic has influence on students (Fidalgo, Torrance, Arias-Gundín, & Martínez-Cocó, 2014; Gómez, & Sanjosé, 2012).

This project is important to me as a teacher because I am gaining insights about the process my students go through when reading, and simultaneously, developing further understanding of my own approach to teaching reading. As a researcher, this project will allow me to learn further concepts about the teaching of reading, and how to apply new learnings that come up from the implementation. As a material developer, this project helps me to determine the influence of content in an English class and know how to shape and organize the material to help students develop their performance when learning English.

1.2.2 Rationale for the strategy selected to address the problem of the study

Metacognitive reading strategies have been selected to address the problem of understanding why people learn in different ways, opening perspectives onto what strategies people use to check and develop knowledge and analyze the processes people use in class while learning. Authors such as Urquhart and Frazee (2012) and Perry (2013) have studied the effects of these strategies in educational contexts and have discovered that focused instruction has improved students' reading comprehension and language level. They explain that one of the keys is the use of vocabulary and reading strategies together, working on reading with the number of reading strategies so they can be effective readers.

In this current study, the strategies that were chosen to help students read more effectively were: *Predicting, Story maps, and Scanning*. Predicting is defined as the capacity to make predictions about meaning according to what pupils interpret from the text (Texas Educational Agency, 2002). About predicting, Urquhart and Frazee (2012) say that the use of vocabulary as a tool to select information and understand the parts of the text is essential. Now, Story mapping is a strategy to organize and categorize information. Adler (2004) talks about this as a tool to show students the elements of a text and learn the organization of it. In this regard, the website Story Maps | Classroom Strategy, (2017) says that story maps help students to understand texts better, the structure of organization, and how to determine the importance of the information. The third strategy, scanning, helps students to go fast through the text to find necessary information (Spratt, Pulverness & Williams, 2005). Besides, Beale (2013) states that, for scanning, it is important to know the structure of texts and the organization of information. The three strategies aimed at helping students discover what and how they learn.

Finally, the basis of my rationale is the idea of giving students tools to organize the knowledge they have already acquired, and help them handle and strive in different situations. The idea of reading as a process to understand a certain text is also the opportunity of analyzing a text beyond words and seeing the contrasting meanings that those can have. The benefits of reading with metacognitive strategies in students' language process come in terms of understanding and "comprehension performance", letting them retain important information as much as possible and use it effectively in unalike reading situations (Othman, Mahamud, & Jaidi, 2014).

1.3 Research question(s) and objective(s)

After the considerations of the project, the research questions are: *How does metacognitive strategy training assist A2 high school students when dealing with texts using predicting, story maps and scanning?* And, *What does strategy training to high school EFL learners tell us about the way they face reading tasks?*

The project's main objective is assessing *how strategy training assists in A2 high school students' reading comprehension level when reading texts in English*. This aim is a way to explore and understand the characteristics of the reading comprehension process in a specific group. It has the specific objective *of training students on a set of reading strategies through explicit instruction and practice (predicting, story maps and scanning) that will enable them to be more competent readers*.

1.4 Conclusion

This project aims to generate awareness about what it means to be a good reader, the processes that involve being a good reader, and the benefits of having a good reading comprehension model. That is why it is necessary to train students on a set of metacognitive strategies. This project will impact the EFL community shedding understanding on the perceptions of reading and reading comprehension in a specific context that has not been analyzed before, bringing a possible innovation to the context, in the changes, there may be in the teaching of reading. This chapter focused on establishing the idea of learning strategies (metacognitive strategies) to help students improve their reading comprehension in academic tasks. In chapter 2, there will be an explanation about key constructs based on different authors, analyzing the information that demonstrates the importance and validity of this project.

Chapter 2: Literature Review

2.1 Introduction

This study aims at exploring the effect of specific metacognitive strategies on students' reading comprehension level based on two main ideas: firstly, the reflection on the use of metacognitive strategies, and secondly, the understanding of how these are related to encourage and improve students' language learning process. The main constructs of the theoretical framework are reading, reading comprehension, reading instruction, and metacognitive strategies. The analysis of these constructs will give the basis of the methodological design and coming intervention of the project. Then, an analysis of the current national and international research on the topic will be done in the state of the art.

2.2 Theoretical framework

2.2.1 Reading

After analyzing different authors that discuss this concept, three proposals of definitions arose:

1. "Reading is the process of deriving meaning from text. For the majority of readers, this process involves decoding written text" (Cline, Johnstone, & King, 2006, p. 2).
2. Reading is also understood as a "process" and "product" (Purpura, 2004; Liao, 2008; Kim, 2011) of words as "…the different types of meanings obtained from the text" (Mi Soon, & Hyun Jung, 2014, p. 79).
3. Fischer (2004) says that reading is related to "the ability to make sense of written or printed symbols. The reader uses the symbols to guide the recovery of information

> from his or her memory and subsequently uses this information to construct a plausible interpretation of the writer's message" (pp. 11-12).

In this sense, and with these three definitions, the researcher defines reading as the process in which a person comprehends a code to give meaning and the code is understood as the text. In the reading process, factors such as perceptions, speed of interpretation, and thought processes will influence the type of understanding the reader will have of any text, being the comprehension of any text different for each person.

Understanding reading requires seeing the difference between the mental process that you do when it is your first language and your second /foreign one. Although both types of reading imply decoding, when reading in the second/foreign language, students tend to use the first language as a base to start understanding. Thus, students use the first language strategies as a cornerstone to explore any other language, and according to Montes, Botero, and Pechthalt (2009), the strategies that students must understand in one or another language can be transferable, and the more you can prepare and train students in the use of different strategies, the more beneficial for their learning process it will be.

Throughout the years, reading has been researched according to the needs of the times, and the requirements of certain institutions or policies. Pearson, Kamil, Mosenthal, and Barr (2016); Fountas and Pinnell (1996); and Dieker and Little (2005) have researched and reflected about reading in scientific studies, showing the influence of the different approaches to this topic, from the study of the mere retention of information, variables of time in reading, physical factors involved in the reading process, and the way students interpret information, to how there should be more research focused on the cognitive aspects that involve reading, and the influence of school factors in the performance of readers. For this project, reading takes the perspective of

the transference of strategies, and the aim of studying the cognitive aspects involved in learning a skill with all the processes that are involved. Finally, the definition of reading is influenced by the context of students, who need to gain as many strategies as possible to decode a text, being the metacognitive reading strategies, the tools needed to make sense of a piece of information. This is related to comprehension: a topic that will be analyzed in the next section.

2.2.2 Reading comprehension

Defining reading comprehension is transcendental to underline the characteristics of students' reading process, what features of their reading comprehension process are to be improved, and how. The conceptions of Randi, Grigorenko, and Sternberg (2005) are important to highlight how reading comprehension should be social and personal when you explore a written text. They explore the ideas of Pearson and Fielding (1991) on reading comprehension as the understanding of an idea by means of prior knowledge that can help the reader to "... make sense of text…" (p. 21). A second definition is Grellet's (1981) who expresses that reading comprehension means that a reader should take as much information as possible from a text to use it in different tasks.

Reading comprehension involves the capacities a person has to understand not only a set of paragraphs but the interconnection among them and their sentences. When a reader understands the connections between sentences, there is good comprehension, otherwise, like Cain (2005) mentions, there are lexical and syntactic mistakes. To improve reading comprehension and monitoring of learning, the use of metacognitive strategies with think-aloud activities can be beneficial for students because they may be a tool to understand, analyze, and propose alternatives to their difficulties regarding the cohesive devices that texts offer (Allen, Jacovina, & McNamara, 2016). For this project, the concept of reading comprehension is the

capacity students have to make interpretations out of a text, as well as monitor the way they are learning from it.

Another idea about reading comprehension is in words of Gough, Hoover, and Peterson (1996), who explain it as the way to identify certain common characteristics of skilled readers. They specifically mention that decoding and comprehending are two essential aspects of the reader's process. Similarly, Gough, Hoover, and Peterson (1996) express that when a student has a fair comprehension of the text, decoding a message within it is easier. Nevertheless, they also mention that when students fail at either one of the two features, there is no good reading comprehension process. For this project, the aims for the reader are the ones mentioned by Gough, Hoover, and Peterson (1996) regarding understanding and deciphering a text, considering the context and limitations of the students.

2.2.3 Reading instruction

For a productive reading comprehension in the classroom, students need to have the teacher's guidance, who gives them recommendations to explore reading and make it more explicit in terms of understanding the meaning in a text. Teaching reading-related production has focused on how to make reading comprehension teaching easier and more accessible for students (Alderson, 2000; Hinkel (Ed.), 2005; Hudson, 2007; Nation, 2008; Santoso, 2015, Kung, 2019). In this sense, the teaching of reading must have the teacher's assistance to make this aspect of language learning the best one possible within the capacities that the context offers.

Reading instruction is based, in the words of the National Institute of Child Health and Human Development [NICHD] (2000), and Shanahan (2005), on phonemic knowledge, word recognition, "fluency", the set of words that make sense in a text (vocabulary), and

comprehension. Regarding the last characteristic, Learning Point Associates (2004) highlight that the objective of comprehension instruction is to promote in students the following aspects:

> • Their use of a range of comprehension strategies to deepen and enrich their understanding of what they are reading (Pressley, El-Dinary, & Brown, 1992).
> • Their awareness of their own thinking processes and their conscious decisions to use different comprehension strategies as they read
> • Their successful comprehension due to effort more than ability… (p.30)

Therefore, and in terms of this project, reading instruction is characterized as a process, where the use of strategies can help students gain more knowledge about what they read and reflect on what they know and how they know it. In this regard, the type of reading instruction can be defined as the teaching of metacognition applied to the improvement of reading comprehension. The importance of teaching metacognition has come as the opportunity to benefit and have an improvement in students' reading process. Hence, strategies become a complement for students' academic life (Baker, 2008). In this project, the understanding of teaching metacognition comes in the way students can acquire new tools to improve their reading process regardless of their difficulties.

2.2.4 Metacognitive strategies

Reading comprehension involves using different mental tools to interpret, decode, and establish meanings according to what the person reads; these are called metacognitive strategies; to think about people's own learning to understand better (Karpicke, Butler, & Roediger III, 2009). Bidabadi and Yamat (2013) define strategy as "…a learner's comprehensive approach to a

task; it includes how a learner thinks and performs when planning and evaluating his/her study behavior" (p.82). In this sense, they also say that students utilize metacognitive strategies to organize and categorize the best strategies they can use in a language situation. To complement the vision given before, McCormick (2002) defines metacognitive strategies as "activities for monitoring cognitive processes" (p. 81). One last definition is related to the activities we do when we organize our learning (Chick, n.d.). Therefore, metacognitive strategies contribute to students' understanding of what they know, how they know it.

In the case of metacognitive strategies, studies (Elosúa, García-Madruga, Vila, Gómez-Veiga, & Gil, 2013; Garcia, García, Berbén, Pichardo, & Justicia, 2014) show the benefits of the instruction in metacognitive strategies, the impact on how student's reading comprehension improved, and the steps followed by researchers. In real life, there tends to be more emphasis on grammar learning and writing skill rather than any of the other skills. The authors suggest that it is necessary to start working on speaking, listening, and especially reading because this will give students more opportunities to explore language and culture in their classes.

Metacognitive strategies are defined by Baker and Beall (2009) as the thinking about what, how, and why we learn by considering the ideas of planning, monitoring, and evaluation. For this project, the three cornerstones of Baker and Beall will be the base of the intervention since students need to learn about the stages of learning, and how they can become more autonomous from their own learning process. In addition, the ideas of Bidabadi and Yamat about organization and categorization are part of the project because students need to know that there are more tools to organize the knowledge they already have or are in the process of learning. To finish, and connecting the different concepts with the four parts of this section, it is vital to mention the role of code in the understanding of a certain reading. Authors such as Cline,

Johnstone, and King (2006, p. 2) Pearson and Fielding (1991), the National Institute of Child Health and Human Development [NICHD] (2000), and Bidabadi and Yamat (2013) mention the need to promote the investigative perspective in the reader, going from only reading and decoding to interpreting, deciphering, and creating their own sense of a text.

2.3 State of the art

Although numerous studies have looked at approaches to teaching reading skills and the use of metacognitive strategies as tools to aid the reading process (Fitrisia, Tan, & Yusuf, 2015; Taj, Ali, Sipra, & Ahmad, 2017; Tavakoli, 2014), little specific work has been done on the analysis of the influence of metacognitive strategies on a male high school context. In this section, the first part will be *on teaching reading and strategies in the EFL classroom*, then the second part will be about *metacognitive instruction.* Following this, the national *experiences will show* different studies in Colombia about reading comprehension and metacognitive strategies. Finally, the *international experiences* section shows different studies around the world about reading comprehension as well as metacognitive strategies.

2.3.1 On teaching reading, and strategies in the EFL classroom

To start, the concept of reading has been widely analyzed with the ideas of Gilakjani and Ahmadi (2016), who talk about the influence of doing research on reading, reading strategies, and the implications in the classroom. Using theoretical conceptions, these authors state that the importance of teaching, promoting, and using reading strategies in the classroom comes in the way to ease learning for students and promote independent learning and motivation towards reading. The more strategies students use in their reading process in an organized and structured way, the more meaningful learning will be for students. Theoretical work on reading, reading

comprehension, and reading instruction has shown the importance of using authentic texts as the chance to show students the correct use of strategies in different situations. Another study that analyzed the implications of teaching language using reading strategies is Elosúa, García-Madruga, Vila, Gómez-Veiga,and Gil (2013), in which by studying the use and teaching of reading strategies in children as well as prompting the working memory, the authors analyzed the improvement of students' reading comprehension after training. The results were positive highlighting how the working memory and executive functions, classification, and organization of information, are essential for a good reading process, and showing that it is important for teachers to work on these processes in order for improvement in comprehension to take place, they mention:

> "The role of the working memory system in reading comprehension has been highlighted from classical text comprehension models. Reading comprehension is often a complex process that is achieved within working memory and requires a great deal of cognitive resources, including storage and processing efficacy. Reading comprehension is hence a task in which the executive processes are highly implicated" (p. 1434).

Another study that complements the idea of teaching reading strategies was written by Ghavamnia, Ketabi, and Tavakoli (2013). They made a project about the use of reading strategies to establish the ones students mainly used when they analyze a text. Their results showed that students use strategies while reading; however, they always aimed at understanding every single word of the text and they did not know how to explore texts. It is necessary to work on reading and pre-reading strategies for students to have a better reading comprehension level. Additionally, the authors recommend having direct instruction on strategies because this will

offer students a bigger set of strategies to face reading tasks even though they also say that it is important to let students discover strategies with experience.

After deciding to work on pre-reading and reading strategies, it was necessary to know about the pedagogical and learning implications of exploring and teaching strategies for reading and pre-reading stages. Sixiang, Peerasak, and Andrew Peter (2014) showed the influence of different reading strategies and the improvement of abilities in reading. They discovered that metacognitive strategies are less commonly used during students' reading process while the cognitive strategies are employed more. To support the idea that metacognitive strategies should be used more in the classroom, Lijuan and Kaur (2014), using a "survey of reading strategies" (SORS) and the "English Reading comprehension test", demonstrated that students' use of strategies such as re-reading, regaining concentration, and guessing the content of a text contributes to students' good results on tests. Therefore, metacognitive strategies offer more opportunities to become a faster and more efficient reader, who does not just explore texts as such, but that applies strategies to make learning easier.

Moreover, and complementing the idea from before, Bolukbas (2013) explored the reading strategies that students use and help them to have a better understanding of a text, showing students how to use the reading and pre-reading strategies more than the -post-reading strategies. These results help to understand the role of preparation in reading as a way to motivate and help students have a better reading comprehension process. The use of metacognition as a tool to improve reading awareness has been studied as the use of more than linguistic tools to understand information. In this regard, the research carried out by Zipke (2007) shows the influence of metacognitive knowledge in reading comprehension. Using sixth and seventh-grade students from one school as research subjects, and with exercises (excerpts of

different readings) to test their comprehension of those, the researcher found a positive relationship between the activation and use of mental cognition strategies and reading comprehension, which is beneficial for students at that age.

Another study that complements the concept of reading strategies in the EFL classroom is the one by Izquierdo Castillo and Jiménez Bonilla (2014). In their study, they analyzed the implementation and perceptions of the use of three reading strategies (scanning, skimming, and making predictions) in the English language classroom (ninth grade students). They discovered that the use of reading strategies promoted motivation and autonomy in students as they analyzed their own learning. Scanning was chosen to be used in this project because of the information collected through a needs analysis. Students demonstrated that they needed to be trained in strategies that make reading more practical. Also, another author that complements this idea is Akkakoson (2013), who studied the influence of using metacognitive strategies in class. Teaching reading strategies gave positive results in tests. Another study that supports the positive perception of teaching metacognitive strategies in the class is done by Jafarigohar and Khanjani (2014). They say that using strategies such as planning, summarizing, translating, and having background knowledge [related to predicting] helped to have successful reading comprehension. Consequently, the analysis of these studies confirmed the hypothesis that using metacognitive strategies with students in the classroom has a positive effect on their reading comprehension.

2.3.2 Metacognitive instruction

In regards to the teaching of strategies to improve reading comprehension in the classroom, authors that have shown the positive influence of using mental devices as tools to generate and manage more knowledge, for example, Chevalier, Parrila, Ritchie, and Deacon (2017), studied the use of metacognitive strategies in university students, and the influence it has

on their academic performance. Using surveys, self-assessment tests, and correlational variables, these authors discovered a positive relationship between the use of metacognitive strategies and students' academic performance. The participants also expressed that they felt more confidence with an academic task using metacognitive strategies as a tool to develop deeper knowledge.

Another study that contributes with a positive perspective about the topic was developed by (Guthrie, Wigfield, Barbosa, Perencevich, Taboada, Davis, & Tonks, 2004). They analyzed in groups of third-grade students of four schools, the implementation of a model of reading comprehension to measure the participants' comprehension, use of strategies during reading, and motivation. The results demonstrated that students, who had instruction on reading comprehension and used more strategies to read, had more positive results in tests and reading tasks. Furthermore, the researchers recommend that strategy instruction should come along with motivation because reading and motivation may have a positive correlation. It is also important to highlight that the strategies that students used the most are related to the recognition and interpretation of information. In other words, this study shows that it is essential to influence students' reading comprehension process by showing them practical ways to explore tests.

More examples linked to the positive influence of metacognitive instruction, in this case, related to young students, are in the words of Teng (2019). In his study, the author studied the implementation and analysis of metacognitive instruction in a fifth-grade class with 20 students. The research showed that teaching with metacognitive tools activates more cognitive devices in students that allow them to have more independence when they read and feel that they can accomplish more in different reading tasks. More research to highlight the influence of metacognitive instruction is the work by Manoli, Papadopoulou, and Metallidou (2016), in which they analyzed the effects of strategy instruction in a group of 135 sixth graders over a three-

month period. Using a quasi-experimental approach with direct strategy instruction, the results showed that metacognitive strategies have a positive effect in the classroom, helping students to be better at comprehension and interpretation of texts.

After analyzing studies on teaching metacognition in the classroom, it is relevant to say that the instruction of them helps students in a better comprehension of different texts, taking into account that this process (teaching strategies) should be a process that happens from the very first stages of their lives and it also gives students the confidence to continue in their academic path to succeed.

2.3.3 National Experiences

After exploring research related to the topic to decide the most suitable strategies to make this research useful; some of those studies to highlight are Rativa Velandia, Pedreros Torres and Nuñez Ali (2012). They used web tools to improve reading comprehension in tenth-grade students and self-evaluation tools when reading. The researchers discovered that the promotion of reading strategies is essential for a better learning process and students and teachers benefit from the reading improvement process in learning and methodology aspects.

Complementing the idea of using reading strategies in the EFL classroom, Gómez Torres, and Ávila Constain (2009) also studied in a Colombian context the implementation of two strategies by students and the influence it may have on exams such as PET, MICHIGAN, and more. Through explicit instruction, teachers analyzed, from a positive perspective, the use of strategies in class since they helped students to read faster and with more efficiency. The authors also reflect on the fact of having meaningful readings as a source for learning related to texts of their likes and engaging them in more committed learning processes. More authors such as Blanco Sarmiento (2014), and Calderón, Carvajal, and Guerrero López, (2007) highlight the

importance of metacognitive strategies as a tool to organize learning and guide students to better cognitive processes. Besides, the studies show that students improve their reading skills systematically, and that training is required to show better reading habits.

There have been studies in Colombia related to the use of reading strategies in school contexts, underlining the importance of teaching and promoting them. The research implemented by Montes, Botero, and Pechthalt (2009) demonstrates the influence of reading skills in L1 and L2 in a good reading comprehension process. In a girls' school, 29 sixth grade students were trained in reading strategies considering the assumption that they are transferable. They also used the participants' grades, a reading comprehension test, and a protocol of observation of their reading behaviors to discover that the L1 strategies are related to the L2 strategies and that there is a positive improvement in reading comprehension since they offer a more metacognitive advantage in terms of learning and interpreting readings. Montes, Botero, and Pechthalt (2009) claim that metacognitive strategies such as inferencing, predicting, and activating prior knowledge are useful tools in students' reading comprehension processes. Likewise, another research project implemented by Gamboa (2017) offers a similar view regarding reading comprehension processes. In this study, by working with sixth-grade students and using questionnaires, journals from students, their products, and teachers' journals, the results demonstrated that using reading strategies helped students to activate the mental schemata necessary to perform correctly in reading.

More studies in the country that have researched upon reading strategies as a tool to enhance reading comprehension are, for example, the one done by Díaz and Laguado (2013), in which they exemplified the use and influence of strategies such as scanning and skimming in seventh-grade students in a public school. Using interviews and observations, they could see that

effective reading is permeated by correct and good teaching of reading strategies that help students ease their reading process as well as see how their perceptions towards reading affected the development in the act. Finally, Mendieta, Múnera, Olmos, Onatra, Pérez, and Rojas (2015) developed a study in different schools about reading comprehension at the high school level and the influence of a collaborative reading approach in autonomy. The results illustrated that the use of strategies that help to enhance students' reading comprehension level will lead readers to observe, evaluate, and improve their own reading process.

2.3.4 International Experiences

Complementing the national studies that have shown the positive influence of reading strategies to improve reading comprehension, it is also important to mention projects from other parts of the world about the topic to generate a reflection on this study. The first ideas to highlight are the ones done by Little, McCoach, and Reis (2014). Their study about reading comprehension was carried out with middle school students, in different environments and with a reflective approach towards reading. There is a need for teachers and students to explore reading in different ways, which means that improving reading cannot be only with academic texts, but also with materials related to students' lives. In addition, the fact that students need to have their own reading learning spaces helps them understand how to read better and know their own reader profile. To complement this idea, Guastello, Beasley, and Sinatra (2000) studied two groups, in which one was taught one reading strategy, and the other one had mere direct instruction of the teacher. By using readings about science, the results showed that the low-achiever students improved their comprehension by means of cognitive organization of information using graphic organizers, and in reading tests, results improved significantly .

To continue, another experience in schools that have proved the effect of reading comprehension instruction on students' improvement is the study developed by Gayo, Deaño, Conde, Ribeiro, Cadime, and Alfonso (2014). Analyzing two groups (one with the intervention through reading workshops and a comparison group without intervention), the study indicated that the reading comprehension level increases and results in tasks improve with time. Moreover, the importance of teaching reading comes in the way it helps students to manage their knowledge and develop it. The use of think-aloud protocols in reading comprehension activities can be beneficial as Yen-Hui (2016) shows. Through the use of these protocols, reading comprehension exercises, and test results, the author discovered that successful readers used strategies in the exercises and tests and had better results in tests, but it is necessary to train and monitor their knowledge.

2.4 Conclusion

Research on reading strategies has shown that students improve not only their comprehension of texts but also their ideas and perceptions on language learning. Similarly, reading strategy instruction helps students increase their range of vocabulary to understand texts. It also contributes to keep track of what they learn while reading. When students understand a text, they feel more motivated to learn. In this study, I will show both incidences of the project, how their reading skills improve in different academic situations, like quizzes, evaluations, and others as well as their thoughts about reading such as perceptions, motivations, and ideas.

Chapter 3: Research Design

3.1 Introduction

Research on reading strategies has demonstrated that it is important to revise, assess, and create better conditions to teach reading comprehension, with metacognitive strategies being an alternative to this. The purpose of the study was to analyze the influence of strategy training through the implementation of workshops on reading improvement and the explicit teaching of three metacognitive reading strategies (i.e. predicting, story maps, and scanning). Hence, a pre- and a post-test, semi-structured interviews, think alouds, and reflective journals were used to gain knowledge of what students' performance was in terms of reading. The instruments were tested and validated before the implementation.

3.2 Context

This study was carried out at a private Catholic boys school in Bogotá, Cundinamarca, Colombia. This institution offers formal instruction from pre-school to high-school. The institution's purpose is to educate students through Catholic virtues and values, where there is freedom for students to be happy, and serve from the catholic point of view of life.

The school offers six hours a week of language instruction. Plenty of students have been in school since the beginning of their academic life. The school's language curriculum is constructed based on the Common European Framework of Reference (CEFR) (Council of Europe, 2001), the Ministry of Education, and the IB (International Baccalaureate) program for the Diploma programme. The institution has already determined the topics to study according to the contents of the textbook and the teacher must follow those as a guide in the learning process. Every teacher can choose their favorite strategy from the communicative approach to language

teaching provided it is communicative. The school is in the north of the city, in a zone with people from a high socioeconomic status. Students mostly come from a high socio-economic background, with access to all necessary learning resources and with involved families.

3.2.1 Type of study

This research study was action research that used a mixed-method for data collection. Interviews and tests were combined collecting qualitative and quantitative data to produce complementary results to support the qualitative nature of the research project. The study observed an action research methodology, which in words of Ferrance (2000), Greenwood, and Levin (2007) and Edwards and Willis (2014), is defined as a social intervention on a determined context, in which the aim is to help identify and change a problematic situation. In the case of educational settings, this type of research helps in specific classroom situations, to analyze and improve them (Stringer, 2008). This project was conducted on a specific group that demonstrated limited reading comprehension skills from a needs analysis previously mentioned. The researcher decided that metacognitive strategies were the tool to help them perform better at this skill. It was also important because it helped the school and the researcher to find new and innovative ways to improve the teaching of metacognitive reading strategies.

3.2.2 Participants

In this study, eleven seventh-grade male students participated. The participants' ages ranged between eleven and thirteen years old. They evidenced a B1 level of English proficiency according to the CEFR (Council of Europe, 2001). They belong to a high socio-economic background. Students' motivations are related to advancing in their process passing to the next academic year. They also want to learn as much as possible in different subjects and academic life. In terms of affective needs, students have a privileged lifestyle with parents that have

continuous presence in their lives as the school politics suggests constant communication between the families and the school, considering the aim of being parents, and school engaged to help to consolidate students learning process. Students' needs also come as they want to excel in their academic and sports life, with plenty of them expecting to develop a career in different sports. Students also want to be involved in romantic relationships, and enjoy their lives with their friends.

Now, in terms of academic needs, students are self-motivated towards academic reading because they acknowledge its importance for their success. However, they mentioned they needed more practical tools such as tips to approach reading effectively. Students express that they sometimes feel frustrated when they read because they cannot understand the text completely; they take a lot of time understanding the whole text.

The cognitive need of the group was related to having more tools to make their reading process faster. Students needed further explicit instruction on how to improve their reading skills. As mentioned in the theoretical framework, many researchers (Llamazares Prieto, Ríos, & Buisán, 2013; Cisneros-Estupiñán, Rojas-García, & Olave-Arias, 2012; Elosúa, García-Madruga, Vila, Gómez-Veiga, & Gil, (2013); Campos, 2012) have found that explicit strategy training is an effective way to assist students in understanding the reading process better and succeeding in it. Thus, this study aims at solving the cognitive need evidenced by the participants through explicit instruction on three reading strategies, namely, predicting, story maps, and scanning. Regarding their reading abilities, they can understand texts; however, according to the needs analysis, most of the students do not evidence the purposeful use of reading strategies. They have knowledge of the language, but they need to learn strategies to use in a better way.

3.2.3 Researcher's role

In this study, the researcher performed three primary roles; he was a facilitator, observer, and reporter (O'Brien, 2001; Burns, 2009). The facilitator role considers a teacher's involvement in a learning situation to show the best ways to approach knowledge. The observing role focuses on noting the changes in students that are essential to understand the effect of the project; this means knowing, understanding, and adapting the results expected according to the conditions of the project. The role of a reporter shows to what extent the project was feasible and identifies further work to be done. In addition, as a reporter, the researcher was evaluating the circumstances that could have affected the process.

3.2.4 Ethical considerations

For this project, to guarantee security, information management, and responsibility in all its steps, three aspects were considered. In the first place, security comes from confidentiality; there was a meeting with the principal of the school to explain all the aspects of the project and to ask for permission. After permission was granted, considering the ethical considerations of the project, students received information about the objectives, procedures, and results that were expected, as well as the benefits and security of the information. According to Sheridan and Nickoson (2012), two aspects to highlight about the ethics in a research project are to "consult with multiple audiences on the important ethical questions in your study" and to "immerse yourself in the specifics of the research context, seeking to understand the expectations and community norms of the online venues from which you seek to collect data" (p. 256). These two principles show that it is important for the researcher to talk to other colleagues and understand the context to know the implications of the project. The researcher spoke with colleagues of the institution before the implementation to know if there had been any research applied to the

context or students before, and what the reaction of the participants would be. The response to this initial query was that students had not participated in research projects before, and the school asked to keep identities of the students private. The school did not authorize the use of consent forms because they wanted to maintain the implementation as a class exercise for students so that their answers were in a certain sense more spontaneous. Nevertheless, students had the liberty to drop out of the project and still do the class exercises since they had the academic requirement to obtain good grades in the development of the project.

3.3 Data collection instruments

To collect data, this study drew on surveys, tests, interviews, think-aloud protocols, and journals. These instruments brought information from the initial, middle, and final stages, about the level of reading awareness students had.

3.3.1 Description of instruments

3.3.1.1 Surveys

A survey is a tool to gather data and perceptions on a topic (in this case language) in oral or written form (Brown, 2001). A survey can offer qualitative and quantitative data depending on their design. Surveys were applied to all the students that participated. The decision to use this instrument was because it is a tool that can give information, such as "variables and constructs of interest" (Ponto, 2015), of students about reading and the influence it may have on their lives. In the pre-implementation stage, students received a survey about their reading habits and perceptions. They received the material in Spanish because the researcher wanted to have more information and the instrument allowed students to express their ideas without any limitation or restriction. This also helped to establish distance between the researcher and the participants for

answers to be as clear and not to have many restrictions. This instrument (survey) provided answers to the questions of the project because it showed perspectives on reading, reading in another language, what participants read, and what to do while people read. One survey was used before the pedagogical implementation (Appendix A).

3.3.1.2 Standardized tests

Standardized tests work to determine the level of awareness of a determined topic according to a set of questions or challenges to be achieved (Knoester, & Au, 2017). In this project, the use of diagnostic tests, which in the words of Brown (2001) help to know a specific set of information on a skill or structured knowledge, showed the strengths and aspects to improve in the knowledge of the participants. In the test, there was a text about a specific topic and five multiple-answer questions that made students use, in a certain measure, the strategies that were part of the project. In terms of the project, students took one pre-test as part of the pre-implementation stage, and one post-test as a part of the ending of the intervention. The tests were taken from international exams because they offer a solid base of the current reading awareness level of the students. The mock tests are part of the Preliminary English Test (PET), which is designed for students at a B1 level (B1 Preliminary | Cambridge English, n.d). In the case of the project, mock tests were used because they offered a factual view of students' reading comprehension level according to the current students' reading comprehension level (Appendixes B and C). In the two tests, the type of reading tasks students had to perform were related to comprehending and interpreting.

3.3.1.3 Interviews

To obtain a deeper insight into students' attitudes, perceptions, and understandings of the project, the interview is a tool that offers the opportunity to comprehend a phenomenon from a

social point of view and analyze it to understand patterns of behavior (Alshenqeeti, 2014). Interviews can be open, structured, or semi-structured depending on the occasion. In this type of research, a semi-structured interview is more appropriate to use, because as shown by King and Horrocks (2010), this type of interview helps to shape a profile of any person, it is open in its core, and it demonstrates the way people have coped with any phenomena under study. In this study, a pre-and a post-implementation interview was administered because the researcher needed to have a profile of the participants as readers, their motivation, abilities, what they desired to learn during the project, and what they learned after the implementation. Interviews could also provide a more detailed perspective into students' insights of language knowledge, and how those changed over time (Appendixes D and E).

3.3.1.4 Think-aloud protocols

In order to have a more complete understanding of students' mental processes, and in this case, the way they understand and interpret the information they receive from the strategies, and the purposely new reading thinking processes they are acquiring, it was necessary to obtain the information in a way that they could express how they felt and thought the project was helping them. Consequently, the think-aloud protocols were the chosen tool because they "…give the researcher insight into the processes of working memory" (Charters, 2003). This tool has the aim of having a way to process and have a closer look into a person's mind when they develop different activities, the working memory. In the think-aloud protocols, the person intends to show what he/she is thinking and tries to understand the feelings and sensations they may have while performing a task.

Think-aloud protocols are related to the working memory because, in this research, the focus was to understand the influence of the teaching of strategies on students' metacognitive

reading processes, doing it in a monitored way. For the project, the teacher instructed students in the use of this tool; they made a mock practice, after that, during the implementation, they developed the strategy while working with reading tasks. One example of the think-aloud protocol is in (Appendix F) in which students needed to fill out information about their processes before, during, and after reading, having space for them to express their opinions about the activities developed.

3.3.1.5 Teacher Journal

The aims of the project are to implement and reflect about metacognitive strategies and the influence they have on a certain group of students, and in order to understand the perspectives in the classroom, a journal is a tool that contributes to having an insight of the pedagogical process. A reflective journal gathers information about a specific phenomenon given in a context and analyzes it considering the perspective of one person. A reflective journal is defined by Ortlipp (2008) as the way the teacher collects information about what happens in a determined situation, in a scientific way, with a purpose, and in an organized and structured way. In addition, according to the author, the use of this instrument allows the researcher to understand the roles that a person might have in a research project. In this project, there was a format (Appendix G) and there were ideas for before, during, and after the implementation phase.

3.3.2 Validation and piloting

For this project, research data was collected and analyzed in three moments: before, during, and after the pedagogical intervention, All the processes in the stages are explained below.

3.3.2.1 Pre-implementation stage

The first instrument to be piloted was the pre-implementation survey; it was done with students of the same age and grade but from a different group. From the piloting stage, the researcher learned that some of the questions were not written clearly, and some of the options to give answers could be expanded to generate a more careful thinking process. After changes were made, the implementation was successful according to the objectives of the research. The analysis of the results of the survey enabled the researcher to know the next step, and it was the application of a test to know what was necessary to work according to the diagnosis of their reading skills. The researcher used the mock PET exam to analyze how students performed in academic contexts regarding reading comprehension tasks.

3.3.2.2 During the implementation stage

After the initial instruments were applied, one activity of each module was piloted with a different class. There were changes in the instructions of the activities, and in the organization to start the implementation because students seemed confused when the strategies were not taught at the pre, while, and after stages as such. The order of the strategies was defined as follows: predicting, scanning, and story maps. Then, the class journals were designed with the thesis advisor's help and piloted in a different class. The researcher discovered that the design of the instrument should have been simpler. After changes were applied, the instrument was ready to be used in the population. Also, with the reading instruments, there was a survey among students in which they expressed their most popular topics to read about, and according to those, the texts were chosen and used in the project.

3.3.2.3 The after stage

In this stage, the researcher applied the -post-interview, survey, and post-test. The first instrument was piloted with sixteen students chosen at random. There were modifications in the questions to make them clear and more concrete. The survey was piloted with one student in the class. There was no need for changes, and the test was taken from a similar source than the test used in the pre-implementation stage since it had the same structure.

The instruments used in every stage of the project are in the table below:

Table 1: *Instruments used in every stage of the project*

Stage /instrument	
Pre-implementation	Interview Survey Mock Test
During implementation	Teacher's journal Students' work Think-aloud protocols
After implementation	Interview Mock Test

3.4 Conclusion

In this chapter, the reasons for choosing the data instruments and the stages to apply those were explained. The surveys, interviews, reading the material, and tests were the tools to gather

the information in this project because they offered qualitative and quantitative data in terms of reading abilities, motivation, and possible improvement during the stages of the project. The aim of those was to, define the level of reading awareness students had before, during, and after the implementation. In chapter 4, the pedagogical intervention in terms of time, types of activities, and the processes during the intervention will be presented.

Chapter 4: Pedagogical Intervention and Implementation

4.1 Introduction

The development of this project comes as the result of a pre-implementation analysis, where a problem in reading was discovered. Students participated in a survey diagnostic exercise, and they answered questions in an interview. The results showed that students did not know the concept of reading strategies, and they struggled with the understanding of different texts. Learners had difficulties reading accurately, sometimes they did not understand vocabulary, and parts of the text were not clear for them.

Taking as a base the analysis previously described, the following intervention was planned and developed to work towards their difficulties in reading. The intervention of the project lasted four weeks. After that, students were tested and interviewed to discuss the effects of the implementation of the project on their academic lives.

Considering the research design and the needs analysis, in this chapter, the visions of language, learning, and curriculum, the instructional design and the implementation are presented.

4.2 Visions of language, learning, and curriculum

4.2.1 Vision of language

The vision of language for the project is the same one held at the school, the last one based on the ideas of language in the communicative functional approach. Lantolf, Thorne, and Poehner (2015) assert that internalization is a key aspect of language learning. This method follows cognitive processes such as planning, categorization, and interpretation in order to take

learning beyond students' academic process. Thus, the strategies to be taught were: predicting to plan reading, scanning to categorize information, and story maps to interpret information.

For the institution, it is essential to keep a balance between language and the use students give to it. This suits the idea of reflective teaching, where Farrell (2015) says that teachers need to take learning beyond the classroom. It means showing students and to him/herself that learning is more than just the mere theoretical aspect, and it is not only students who are part of the process, it is also the teacher. In the implementation, there was an emphasis on language and the importance of cognitive reading strategies as tools to use in different life situations.

In the vision of language applied for the project, the relevance of the concept of metacognitive strategies promotes critical thinking skills in students. Similarly, metacognitive strategies invite students to reflect on their own learning process and start promoting an autonomous culture of learning as well as better performance in different language tasks. The importance of metacognitive skills has been analyzed in different studies (Hall, 2012; Serran, 2002; Iwai, 2011). They show the relevance of the strategies as a way to reach learning objectives and propose new ones that have more difficulties, and that can be considered positive challenges for students.

The strategies a student needs to control their own learning, and in this case, the knowledge the person obtains from reading, are related to the idea of "learning to learn". It means the way people control and administer their cognitive skills to obtain new knowledge. In this regard, authors such as Brown, Campione, and Day, (1981); Cornford, (2002); Lamb, (2001); Thrun and Pratt (2012) have reflected about the characteristics of this phenomenon, considering that students need to know how to best take advantage of their strengths and weaknesses according to their profile as learners and people.

4.2.2 Vision of learning

The vision of learning for this project is the one in which students can find a relation between what they are learning during the process, how the strategies are helping them with their lives as students, and how they can use this new knowledge in their forthcoming future academic endeavors. The school encourages the promotion of these conceptions in order for students to be able to reflect on what they learn. Therefore, the language teaching aims at being real life-language related, so students can understand both the linguistic and social aspects of language. This vision is related to the ideas of constructivism. Fosnot (2005) talks about constructivism in the classroom as a way for teachers and students to explore and think about knowledge. In this project, students were encouraged to explore reading, how they read, why they read, what type of strategies can be better for them and, in terms of thinking, the way cognitive strategies can help them to be more effective readers to improve their academic performance.

Regarding constructivism in the classroom, Matthews (1998) reflects on the importance of the social perception of knowledge in education. This is related to the idea of the use of knowledge for life, and not only for certain situations, constructing comprehension for life. During the implementation of the project, one of the emphases was bringing students' previous knowledge to help to construct new knowledge, in this case, in terms of reading. Using authentic materials balances reading for pleasure and reading for obligation; pushing the student to use their reading awareness, and the new features they learn to make the most out of the implementation process. In the case of this project, it is essential to promote life-long learning since students will be facing academic challenges further down in their academic life.

4.2.3 Vision of curriculum

In the school, the emphasis of the curriculum is communication-based on the idea of oral, or written expression, according to the students' own ideas and perceptions of the world. Students have 17 hours of English language instruction a week distributed in the different subjects. Teachers evaluate students every term in the four skills. The project was aligned with the school curriculum so that it did not cause interference. The school promotes the cognitive model of learning. This is based on Harasim's words (2012), which is a way to promote and assimilate knowledge, a tool to organize the mind to construct mental structures that help learners face different tasks in their lives. In cognitivism, the mind is understood as a "computer" that has the tools to create knowledge, but it needs help, and tools creating an organized and cohesive response (knowledge). The aim of school with this vision of learning is to allow students to think, imagine, and conceptualize information to be used in different areas, having concrete and measurable influence in their lives. The influence cognitivism has in the school comes in the way Bates (2015) and Bates (2016) explain. This notion of learning considers ideas such as motivation, the use of mistakes as a tool to learn, thinking about what you do and think, doing something with it, and feeling the importance of it.

When working in the vision of the curriculum applied to the teaching of reading, it is important to know the objectives to reach the academic and personal point of view. In the case of reading, the objectives might be considered according to the stage of the process students are in: pre-, while and post-reading. The words of Richards (2010) show the need of having an English language curriculum that in the case of reading, motivates and helps students to improve their comprehension level as time goes by, and handle the challenges that every type of reading

has. The vision of curriculum is influenced by the idea of promoting as many of the three stages of reading (Pre- while-post) as possible during the development of the project.

4.3 Instructional design

4.3.1 Lesson planning

According to the needs analysis, and the theoretical framework, the following scheme was decided to be used during the planning of the intervention session. There were three lesson plans, distributed in 25 hours of practical work in 22 sessions of class (See Appendix H for an example of a lesson plan). The lesson plans varied in the first and fourth lesson plan because there were two moments, the introduction for the project, and the final data gathering:

1. In the first session, the researcher explained the characteristics of some of the activities to students, and the development of the implementation in a general way.
2. At the beginning of the first session, there was a reading activity in which students reflected and thought about their motivations for reading, and the researcher took them into account when the implementation ended.
3. The organization of the class sessions is in the following table:

Table 2: *Organization of the stages of the class during the implementation*

Stage - Activity (Own Creation)

Introduction	Ice breaker considering activities that are proper of the strategy to learn during the session
Conceptualization	The teacher explained the strategy using a presentation about the characteristics of the strategy, and how to use it.
Practice	Using exercises from the textbook, and also, the extra material that the researcher uses in the project, students practice the use of strategies in different contexts.
Assessing	Using activities such as mock exams, material creation (done by students) and analyzing different types of texts, they showed their further understanding of the strategy. Also, students developed think-aloud protocols to reflect on their own learning process.

4. At the end of the last session of implementation, students took another mock test of the PET exam and reflected again on the purposes for reading.

The lesson planning considered that students could work individually and in groups in order to promote collaborative learning. The textbook used at school was a complement because it was required to keep the text as a core. After the contents of the book were chosen in terms of the type of readings to use, and the topics to discuss, it was decided the ones in which students

could use most of the strategies to be taught in the sessions. The lessons were divided into three parts. First, the introduction into the strategy, where students would discover the features, either by themselves or guided by the instructor; then, students practiced the exercises on different types of readings, and thirdly there was an assessment moment of each strategy. At the end of the intervention, the teacher administered a test similar to the pre-implementation test, where students could see the effect of the project in their lives.

During the classes, students had instruction in the context of the readings, the use of the vocabulary of the reading, and the use of the strategies decided for the project; all of this provides a framework for students to perform and improve their comprehension and use of different types of reading. One author that mentions the importance and the promotion teachers should do of metacognitive strategies is Iwai (2011), who mentions that the teaching of metacognitive strategies in the classroom helps to better understand both procedural and conditional knowledge. Thus, in the case of ESL learners, they can be more independent in their learning.

4.3.2 Implementation

The implementation occurred in the months of August, September, and October of 2017. In the table below, the dates for the processes of the project, and the times involved in those are explained:

Table 3: *Dates and activities of the project*

Date	Activity	Time

August 21st- August 25th	Application of the pre-implementation interviews, pretest and survey	3 hours
August 28th- September 1st	Application of the pre-implementation test	45 minutes
September 4th- September 13th	Work in the first strategy (Predicting)	8 hours and 30 minutes
September 14th- September 21st	Work in the second strategy (Scanning)	8 hours
September 22nd- September 29th	Work in the third strategy (Story maps)	8 hours and 30 minutes
October 2nd- October 6th	Application of the post-implementation interviews, and post-test	3 hours

4.4 Conclusion

Upon analyzing all the factors that influence and have implications in the project, (language, curriculum, learning and classroom), a set of three lessons (25 hours of practical work in 22 sessions of class), and six hours and 45 minutes of data-gathering instruments were applied, where students could learn cognitive reading strategies, the use and the influence those may have. In chapter 5, there will be further analysis of the consequences of the implementation.

Chapter 5: Results and Data Analysis

5.1 Introduction

In this chapter, the analysis of the information gathered in the pre-, during, and post-implementation stages of the project is presented to generate definite findings of the project. This analysis is done through the Grounded Theory as proposed by Strauss and Corbin (2015), which is rigorous and systematic. The aim of using this method is in words of Creswell (2012a), to explain in a big manner a natural phenomenon that occurs in a context; some other methods might be short in that regard. This method offers a huge view of the context because it allows the researcher to use all the information available to analyze and generate a hypothesis of the research context. Likewise, grounded theory's data is not forced to fit into any category as it is an inductive method; thus, it generates a new theory about a specific problematic situation that may or may not be tested (Cohen, Manion, & Morrison, 2007). This project also considers the words of Glaser and Holton (2004), where the extent of Grounded theory is mentioned:

> GT [Grounded Theory] is not findings, not accurate facts and not description. It is just straightforward conceptualization integrated into theory—a set of plausible, grounded hypotheses. It is just that—no more—and it is readily modifiable as new data come from whatever source—literature, new data, collegial comments, etc. (p. 10).

Even though qualitative and quantitative data were collected for the project, they were analyzed from the qualitative perspective because since this is a social research, focused on a specific educational population, it was necessary to produce and give results that showed the impact of the implementation on the people and their way of living in certain environments.

5.2 Data management procedures

The instruments used to collect all the information were: two interviews, two tests (one of each in the pre and post-implementation stage), one survey (in the pre-implementation stage), one teacher's journal (during the three stages of the project), and the artifacts students created. The interviews were managed manually. They were transcribed virtually and stored in a digital folder. The tests were different samples of the PET test, in which the questions were closely related to the strategies that students were going to be exposed to. The surveys were administered in a paper-based format to students, and the answers provided were digitized and stored in digital folders. Lastly, the teachers' journal was a virtual document in which the researcher submitted the impressions, perceptions, and challenges in the three stages of the project.

In the project, following the principles of Corbin and Strauss (2008), there were three types of coding used; open, axial, and selective. Open coding refers to the way in which information is organized with predetermined categories that are the result of the emphasis on the gathering and management of information. In axial coding, all the information is correlated with each other. Selective coding is defined as a way to organize and assign information to a certain category considering the pre-conceptions that the research may bring. The three types of coding were used to give more control and validity to the data. (See Appendix I for the coding in this project).

5.2.1 Validation

Data were validated through triangulation using all the sources for data collection as an integration of information. By using comparison, contrasting, and uniting commonalities in the information found, the results and conclusions emerged. Now, all the information was treated

with the same level of rigor. It is important to consider validity because in the words of Creswell (2012b), balancing information should be the aim at all moments of analysis. Validity was developed from simplicity stand as a way to analyze data, not making every data simple, but considering that the complexities of the project had importance and helped to shape the categories as well as organize all the data that appeared throughout the project in a concrete way.

5.2.2 Data analysis methodology

To organize the information, the different instruments were transcribed in one Microsoft Excel file, in which data could be manageable. When open coding, all the information was organized according to the frequency in which codes appeared in the products, and the ones with the most counts were decided to be the main categories because they were the patterns that would guide the results. After that, the concepts that were not established as the main ones were organized according to the relationship they had with every construct of the project. With the main categories defined and the ideas organized according to the constructs, the reduction was the next process in order to ensure that specific categories come up. The main categories were converted into four main concepts and the other categories were organized according to the relationship they had with the four main categories (Axial Coding). Later, reduction was in the categories associated with the constructs in order to form more concrete ideas and categories of thought. In the final step, selective coding, the development of the theory, the categories that arose from the main constructs and the ones that came from the list of constructs were reduced and arranged in order to build the final categories of analysis that will be explained further in this paper.

Information that was not essential, or was repeated in the instruments were either removed completely or condensed into only one category. Finally, the data were confronted with

the objectives of the study in order to produce the findings and conclusions of the project; creating with this process, a closure stage to the implementation and analysis (Glaser & Holton, 2004). Data gathered was treated with anonymity, and students' answers had an identification code created randomly (S1, S2, S3…).

5.3 Categories

In this study, the main purpose was to assess how strategy training assisted A2 high school students' reading comprehension level when reading texts in English. Now, after the analysis of the instruments with the use of Grounded Theory, all the categories were summarized in one final category map. Data were analyzed and reduced again to produce shorter and more concrete categories in the analysis; the resulting categories were *Intentional use of strategies, Use of self-evaluation, and Reading strategies as support to academic reading*. Then, during the axial coding stage, the codes of every instrument were related to each other according to the constructs of the project; then the main category was determined.

5.3.1 Overall category mapping

In the coding stage, the researcher started to identify the similarities in the data and colors were assigned to identify and classify the information and the trends found (color coding technique) (Saldaña, 2009; Basit, 2003). All this process is shown in the final map below in Figure 1.

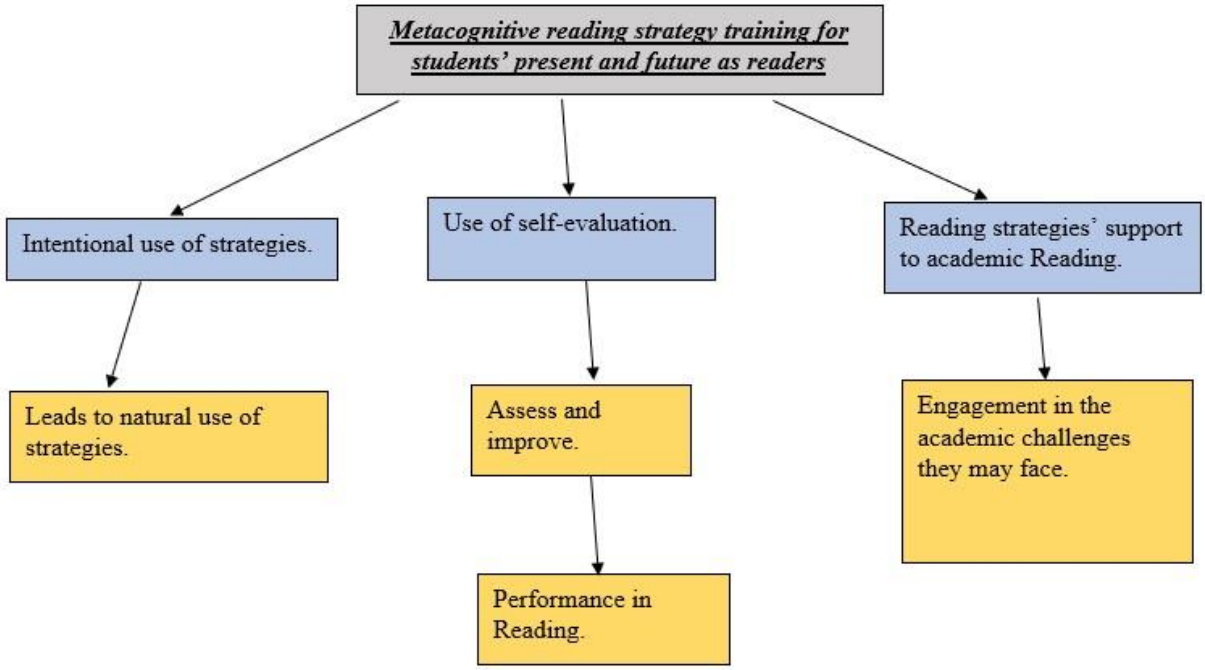

Figure 1. Final map of results

5.3.2 Discussion of categories

The main category is ***Metacognitive reading strategy training for students' present and future as readers.*** The analysis started from the natural use of strategies, assessing and improving students' performance in reading, and the engagement students may have in academic challenges. After that, the intentional use of strategies demonstrates that the practice of strategies contributes to the internalization of strategies. To continue, the use of self-evaluation comes as a category that summarizes the processes that help students reflect on their own learning process, and the support reading strategies give them academic reading to improve their academic performance. Finally, after analyzing the three categories, the main category was defined.

5.3.2.1 Leads to the natural use of strategies

The teaching and further practice of metacognitive strategies in the classroom is a starting point to their natural use, and it propels reflection about what to do, and how to perform better in different moments of the reading process. Students affirm that the more they practice the strategy, the more natural progression there is in their minds as they see the use of the strategies in a natural, and controlled reading process. Comparing the results of the project in this category, with the ones of Montes, Botero, and Pechthalt (2009), in which students see the learning of the strategies as a positive tool to continue learning, and consolidating their language learning process, there is a positive correlation between results to consider strategies a feasible tool to enhance knowledge.

5.3.2.2 Self-evaluation as a way to assess and improve their performance in reading

The use of think-aloud protocols was a contribution in students' reading comprehension process during the project because it offered students the chance to see themselves not only as good or bad readers, but they could also analyze their own behaviors while reading, taking as a base, that they are the people evaluating their own process, and not in a judgmental perspective. Students usually think of self-evaluation as only mentioning how good someone is, but there is also a component of understanding the capacities a person has, and how to improve them (Wang, 2016). The use of think-aloud protocols contributes to expanding the students' learning strategies inventory, being an exercise that with practice, students will interiorize and help them improve their reading process.

5.3.2.3 Engagement in the academic challenges they may face

Related to the previous category, it is essential to introduce and reinforce the concept of metacognitive strategies in learning; in a helpful, and fruitful learning experience. In the

development of the project, students expressed positive perspectives towards learning and assimilated the strategies by studying and using real-life reading experiences as a source of understanding, and knowledge that will be lasting in their lives.

The effective influence of the intervention can be seen in the results of the pre-implementation and post-implementation tests that demonstrated students' improvement in their reading academic tasks performance such as reading tests as shown in Figure 1.

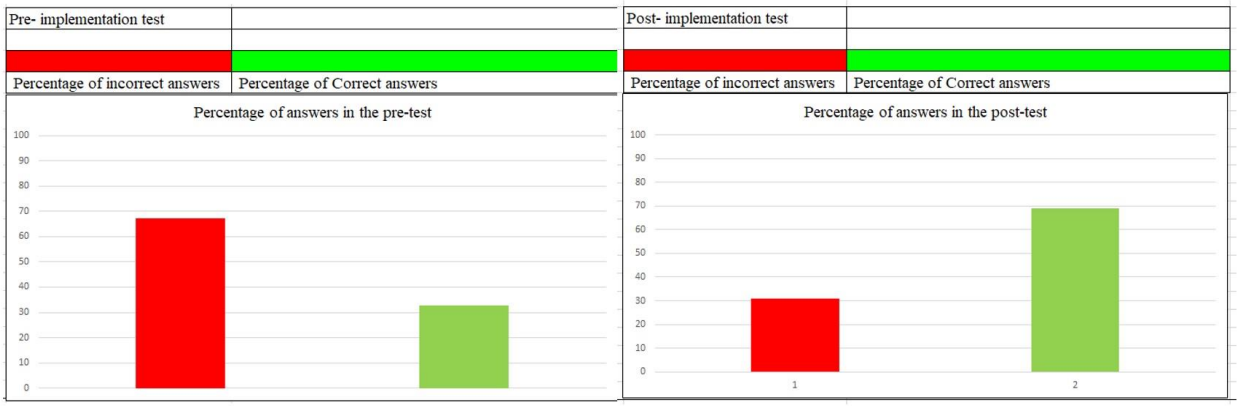

Figure 2. Results in the pre and post test

5.3.2.4 Intentional use of strategies

In this category, from the overall analysis of all the data, students expressed that the analysis that they did of their own reading helped them to understand what they did correctly while they read, and what did not help them read with more accuracy. At the beginning of the project, it was expected that students could learn the strategies as a tool, but in the interviews, students expressed that using strategies in a more concrete and organized way had become a natural process. Some of the words of the students are:

Excerpt 1. Participant S6, Appendix A, Survey 1.

Yes, they explain different strategies to improve the level in this types of texts

Excerpt 2. Participant S6, Appendix C, Interview 2.

in a part, you have to be fast to read good, and I want to be one with the strategies

Excerpt 3. Participant S2, Appendix D, Interview 1.

a good reader reads with calm, and uses the mind to organize the text

Excerpt 4. Participant S2, Appendix E, Interview 2.

I used to stay in only one part, but now, I read everything, and if I am in an exam, I can go to parts to know the meaning, I can do a map and I don't have to return to the text

From the excerpts, the use of strategies for reading must be a tool to promote students' spontaneous process of analyzing a text in different perspectives rather than the mere decoding of messages. With the teaching and internalization of strategies, students will be able to explore a text with more security and confidence. Students highlighted the fact that there needs to be speed and a careful analysis of what someone reads, so there is a good comprehension process, and if there is a good organization of information, sometimes it is not necessary to return to the text. To complement, from these findings, it is important to mention that they answer the research question in terms of giving a positive influence to the idea of providing students with constant

opportunities to practice, and making them aware of their own reading process in a conscious and realistic manner.

5.3.2.5 Use of self-evaluation

In the second category, the use of self-evaluation is a way to promote in students the idea of looking at themselves in the way of reading and improving what they do. Students analyzed the role of self-evaluation in the understanding and improvement of their reading performance:

Excerpt 5. Participant S1, Appendix E, Interview 2.

Yes, it is important to read good because it will give me better grades, and I will be better in the Ib

Excerpt 6. Participant S8, Appendix E, Interview 2.

I read faster and better , before I only looked somethings and no more.

Excerpt 7. Participant S6, Appendix E, Interview 2.

in a part, you have to be fast to read good, and I want to be it with the strategies

Students' opinions show that self-evaluation involves being aware that reading needs to be a thoughtful process, focused on comprehension and organizing time, with the motivation to improve constantly. A complement to the excerpts, in the teacher's journal, the researcher highlighted the fact that some students felt motivated after the implementation as they saw in it the opportunity to read more efficiently:

Excerpt 8. Appendix G, Teacher journal.

> *Students expressed that the project is useful for them , and for upcoming groups because it is going to help them have a better basis for their academic lives, and know how to read easier and faster. They consider they acquired better the strategy related to story maps, but the one they consider they need to work more on is predicting"*

From the motivation that the teacher can give to students in the class, and the approach the teacher gives to the language class and skill, there will be a significant improvement in the learning and motivation of each person. Self-evaluation was observed from the instruments, objectives, and questions of the project as a tool to promote self-confidence in students' academic process. Therefore, when students feel their academic achievements can be boosted with simple processes such as thinking and rethinking, it will be more beneficial for a student, in his/her learning process to enhance learning and life skills.

5.3.2.6 Complement in students learning process

During the pedagogical implementation, and after that, students expressed their perception of the project as a companion to their language learning process. They mentioned that strategies helped them save time in their assignments and see their own process as something more than mere good or bad actions. This complement needs to come from activities that promote amusement and learning; without this just being an academic activity, students claim they can use these strategies in different situations.

Excerpt 9. Participant S3, Appendix E, Interview 2.

I used parts of the strategies you taught us, but now I have more activities that I can use to read faster, and for example, last week I had a spanish quiz, and with the map I finished fast, I even got a 7

Excerpt 10. Participant S1, Appendix E, Interview 2.

Before I read the text and try to use the context, but now, I create maps, very practical, and they help me

Excerpt 11. Participant S8, Appendix E, Interview 2.

The strategies are important because in the exams that I have, I can use them to have good grades

5.3.2.7 Reading strategies' support for academic reading

Talking about reading strategies' support for academic reading, students see strategies learning as a complement to their academic lives. Similarly, they see the role of reading strategies as a path to have better results in future academic activities. Students consider academic reading involves the ability to understand and interpret several texts in different types of knowledge acquiring and interpretation situations. Besides, the results in the pre and post-implementation tests show the positive influence of the strategies with a positive change. The learning of reading strategies comes in students' opinions as a help to improve their results in academic exams.

Excerpt 12. Participant S9, Appendix E, Interview 2.

In the IB I need to read a lot, and I have big tests, the strategies help me to have speed and know about what I read

Excerpt 13. Participant S2, Appendix E, Interview 2.

It is good because it helps me to pass exams and read faster

Excerpt 14. Participant S8, Appendix E, Interview 2.

The strategies are important because in the exams that I have, I can use them to have good grades

From the excerpts, it is essential to mention that students give relevance to strategies in terms of exams and the speed they have. In the teacher's journal, the researcher experienced after the implementation, that students solved the post-test faster and students obtained good grades. That is why the academic reading influence of the strategies helps students feel more motivated to continue learning, developing their potential as learners and having more confidence in academic activities.

5.3.3 Core category

In the map, the core category is ***Metacognitive reading strategy training for students' present and future as readers***. One example of this concept comes from Participant S3 who says in Excerpt 15: "Yes, they are important because I organize my reading, and I can pay attention to the reading" (Appendix E, Interview 2). Thus, having metacognitive strategies as tools contributes to improving students' academic endeavors. Students see the new set of strategies introduced to them as a way of acquiring new perspectives on academic improvement. They

show the use of strategies and the perception they have about them as an important element in their lives as students.

The training of reading strategies has a positive influence on students' reading awareness because it contributes to generating more knowledge and practice about the metacognitive reading strategies that students may or may not possess. In addition, it becomes a tool for students to use cognitively in reading moments in which they need to analyze a text beyond the understanding perspective. Training in metacognitive reading strategies is beneficial for students since it shows them different ways to explore a text, makes students reflect on their own reading skills, and promotes in them a sense of self-evaluation and continuous improvement. Similarly, students' inventory of metacognitive strategies helps to improve their academic performance. Consequently, strategies are a tool that contributes to organizing and categorizing information, and the importance they may have in students' academic process is given by the relevance they give to what they would need in their future. That is why when there is reading instruction that emphasizes on the use of strategies, students can see how easy and practical they are in real-life reading situations:

Excerpt 16. Participant S4, Appendix E, Interview 2.

It is good because we have the Ib, and if we don't read good, we don't pass the classes or the exams

Excerpt 17. Participant S11, Appendix E, Interview 2.

Yes, they are important because in the IB I need to have good results, I cannot lose the grades

The present and future of reading in students being influenced by the utility that they see in what they learn, and with the strategies, they consider those have great academic influence on their learning process since the strategies make their reading faster and more accurate.

5.4 Conclusion

The results of the project and the analysis of the information showed that the strategies chosen for the project had a positive influence on students' reading comprehension levels. All of them were a complement in their learning process in order for students to feel engaged in the coming academic challenges, giving practicality to the activities that they do analyze a text or a test. The data also showed that the strategy students enjoyed the most was predicting because they could use their imagination, and the strategy they assimilated the most was scanning because they had the best results in the -post-test in the questions that required the use of it.

Chapter 6: Conclusions and Pedagogical Implications

6.1 Introduction

This study implemented three metacognitive reading strategies with sixth-grade students to improve and analyze their reading awareness. Students worked with different types of readings and reflected on the way they were reading as well as the importance strategy use could have in their reading process. There were limitations considering the level of reading awareness and comprehension from students, but they could use the activities developed in the implementation as a cornerstone to reflect and use the strategies more in their lives as readers. Some of the conclusions of the project in regard to being a good reader come from the questions that were displayed in chapter 1. After analyzing theory and a real-life intervention in a context, the answers are: reading comprehension involves the capacity of interpreting and creating meaning from a text, and it is a constant need for students around their learning process. The use of metacognitive strategies promotes learning and constant improvement. Furthermore, the role of motivation is essential to learn and internalize these strategies. Being a good reader is determined by the goals of the reader at the moment of approaching a text, for pleasure, or for an academic need.

To answer the research question about *how metacognitive reading strategy training assists A2 high school students when dealing with texts using predicting, story maps, and scanning, and what strategy training to high school EFL learners shows,* informs the high-value didactics has in teaching reading strategies for facing reading tasks. First, metacognitive reading training is a tool to develop thinking strategies before, during, and after reading; metacognition becomes a complement for students in their academic process. Students face reading tasks with

the perception of understanding the most important features of a text and creating meaning from different parts.

6.2 Comparison of results with previous studies' results

In this study, there was an emphasis on the study and analysis of the assimilation of metacognitive reading strategies in a specific population with a need of improving their reading comprehension level, and performing better in different academic tasks. The results of this study, along with the analysis of the information gathered showed a positive influence in terms of motivation and language acquisition that strategies have on students' language learning process.

Comparing this study results with Montes, Botero, and Pechthalt's results (2009) in an all-girls school, there is a beneficial correlation between the learning and improvement in the English language class with the use of reading strategies, taking into account that reading strategies can be used in the mother and second language. Another study that is related to the results of the project is Wijekumar, Meyer, and Lei's (2017). In this study, by using strategic memory as a tool to improve reading comprehension, there were efficacious results in students' understanding and management of information in a text. In this research, the results showed a constructive trend of analysis of texts, and the promotion of these in the classroom should be a topic of further discussion.

6.3 Significance of the results

By implementing a set of metacognitive reading strategy workshops based on the acquisition, and practice of three metacognitive reading strategies (namely, predicting, scanning and story maps), students were provided with guidelines to continue applying the strategies by themselves. In this way, they could be more competent readers and develop their capacity for

self-evaluation. Consequently, with the data analysis, there is concrete evidence of the positive effect of the training in metacognitive strategies in students' motivation, attitude, and development of different academic tasks, improving results in an academic reading test.

Through the data triangulation and the categories that emerged from the implementation, this process reveals that learning metacognitive reading strategies helped students assimilate knowledge that is going to help them to read faster, with a further range of understanding of varied texts, and build their own understanding of different kinds of text as well as the way they read. Additionally, students demonstrated that the more signifying learning they obtained about language, they do it with material and activities that are closer to their likes. Nevertheless, this does not mean that academic learning has no relevance for students as time goes by.

6.4 Pedagogical challenges and recommendations

The pedagogical challenges of the project were the following. First of all, some students did not show a lot of motivation to participate in the study or to develop the workshops. In some cases, the cause was personal reasons or negative perceptions towards metacognitive reading instruction. This factor allowed the researcher to give students the chance to bring readings students wanted to analyze. Additionally, in those cases, it was necessary to use motivational strategies such as extra points in their grades, or good notes to their parents to increase students' motivation. As a complement, time was another challenge; in some activities, students took a little bit longer developing the exercises, and that could affect the development of the project.

More challenges came up with the idea of getting students used to developing think-aloud processes since it was the first time they had developed that activity. For students, it was difficult to have a constant pace of analysis and they needed some time to understand and develop the

activity correctly. Lastly, instructions and activities that were developed thinking of the idea of motivating students did not have the expected results; some of them were not considered very interesting by students, and it was necessary to rethink the approach to developing them. Using metacognitive strategies was a challenge to the researcher and the participants because they are not usually studied in the class. Thus, the idea of how to approach them in the classroom was a new topic to find information about.

Recommendations for the project are in terms of time to develop the project. A more extensive schedule for the project could allow a deeper analysis of the influence that metacognitive reading strategies have on students' academic performance. Finally, it is recommended to study the effects of the same study on a female population similar to the one of this study in order to assess the similarities and differences of the responses, if any, and possibly generate patterns of understanding and improvement in reading comprehension.

6.5 Research limitations on the present study

During the project, limitations emerged. For example, in terms of developing all the stages of the intervention, there were activities in the school that sometimes interrupted the development of the project. Thus, the researcher had to extend the time schedule of the implementation to develop the intervention as expected. Another limitation was related to the development of the project; some students did not bring the material required for the activities, and some of them were restricted for several students. They also did not use the class book or work with another person. In addition, students' production decreased because of time constraints; the researcher was able to check, but not to give extensive feedback on their tasks. Lastly, there was a limitation in the analysis of students' products because the researcher could

not process the information completely due to their loss in an unfortunate personal situation (theft). Consequently, those had to be taken out the analysis.

6.6 Further research

Considering the characteristics of the project, its population, and the development of the reading skill by means of metacognitive reading strategies, this project illustrated the influence of teaching and reflecting upon students' own learning process. Nevertheless, it is necessary to continue studying the influence of more strategies in this type of population since, in the project, there were only three. By developing a more robust bank of strategies, students will have more tools to use in the different tasks that they may face.

Moreover, further research on students' autonomy in their reading process can be developed considering the use of strategies such as protocols, self-evaluation formats, and peer evaluation as tools to understand and promote better assessment processes in students. It is also a topic of further research the way to create specific material for this population and enrich their reading comprehension knowledge, exploring the acceptance of such material.

6.7 Conclusion

To end, the implementation and the results that were found were a tool to see the effects of a systematic and organized intervention upon a population that required improvement in one aspect of their academic lives (reading comprehension). The development of this project helped to raise awareness about what it means to be a good reader: a person that explores a text going beyond mere understanding. From the project, the findings emerged in terms of the processes that involve being a good reader. Those are linked to categorizing information according to a need that the reader has, using a text to understand bigger phenomena, exploring the connections that the text can have with others, and making networks of information that will eventually turn

into lifelong learning. Similarly, the benefits of having a good reading comprehension model are observed in students' language learning, and in other different academic activities, where they can increase their vocabulary, grammar, and cultural knowledge, and perform better in varied academic activities by having more speed and comprehension. Finally, it is necessary to train students in metacognitive strategies that can help them to improve and succeed in their lives as students because this endeavor will give them more tools to face academic tasks, their motivation will be more positive towards reading, and their use of language in different situations will be better. Consequently, teaching and reflecting on metacognitive strategies through language learning plays an important role in students' motivation and self-regulation.

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Appendix A: Pre-implementation survey

Universidad de La Sabana

Masters in ELT teaching- autonomous learning environments

Dear student: You will find 6 questions related to your habits in reading. The aim with the questions is to know what you do and how you read any text. Thanks for the answers. You can choose several options as answers. This questionnaire is not going to be taken as part of any evaluation. I will keep the confidentiality of the answers. Thank you for the collaboration

1. **Do you find difficulty when reading texts in English? Yes / No / Sometimes**
    - **If yes or sometimes, what are those difficulties? Complete options D, E, F, and G if you consider there are more.**
    - **If no, go to question 2**

        A. Understand vocabulary

        B. Not understanding the questions

        C. You tend to get confused

        D. _____

        E. _____

        F. _____

        G. _____

2. **How do you think learning strategies could help you to improve your English language performance?**

3. **In your own words: What is a reading strategy?**

4. **Can you give some examples of reading strategies?**

5. **Has a teacher told you something about reading strategies? Yes- No Please explain**

6. **To which percentage you consider you need to be trained on reading strategies? 0 being the lowest and 100 % is the highest _____**

7. **When you have a Reading exercise you: (you can choose more than one answer)**

   A Just read the text without looking at the title or images or questions

   B You read the questions and the answers before reading the text

   C You read some sentences of the text, but not the complete text

   D You only read the first and last paragraph

   E You cannot remember what you do

   F You get the main idea of the text

   G You get specific details

   H You infer meaning from the context

   I You try to understand the structure of the text

   J You read the text and read it again

   K You make predictions about the text

   L You use graphic organizers

   M You remember something related to the topic of the reading to have a better understanding

Appendix B: Pre- implementation mock test

Reading • Part 4

Questions 21 – 25

Read the text and questions below.
For each question, mark the correct letter **A**, **B**, **C** or **D** on your answer sheet.

Water-skiing barefoot

by Dan Thomas

Have you ever been barefoot water-skiing? It's just like normal water-skiing, being pulled along behind a boat at 40 mph – but without any skis! It sounds scary but it's amazing! My cousin used to take me water-skiing, and that's where I first learnt to stand up and balance. But I moved on to barefooting when I did it for a laugh with some mates. And I loved it!

Barefoot water-skiing is one of the most popular watersports there is – to watch, anyway! When someone jumps really high and then lands, it's awesome. And you don't need expensive stuff like boards, although a wetsuit's a good idea. But catching your toes on things in the lake can hurt. I guess you can't help getting water up your nose when you start learning, too, as you have to lie almost flat in the water before you pull yourself up – but it's OK.

Now I'm experienced, I've learnt not to attempt new moves in rough water as it never goes well. Instead, I make sure I limit myself to skiing directly behind the boat, where the water's calmer. I ask the boat drivers to warn me about big waves coming, although they can't always see them.

Finding time to practise regularly is hard as I'm still at school – but then it's not as if I'm into winning prizes and stuff. But if I want to learn a new move, I need to repeat it over and over, and that's not easy in winter when it's cold. Lots of skiers say they'll continue during cold weather, but not many do. So I'm often the only one out on the lake!

21 What is Dan trying to do in this text about barefoot water-skiing?

- **A** explain why he's determined to become a champion
- **B** convince people that his sport is both safe and easy
- **C** suggest the best ways to begin learning his sport
- **D** describe what he does to get better at his sport

22 Dan started barefoot water-skiing when

- **A** he tried it out just for fun.
- **B** he realised how easy it was to do.
- **C** he was taught how to do it by his cousin.
- **D** he was persuaded by friends to have a go.

23 What does Dan think are the disadvantages of barefoot water-skiing ?

A Although not much equipment is needed, it isn't cheap.
B If your feet hit something in the water, it's painful.
C If you start in the wrong position, you breathe in water.
D Although you jump higher without skis, it's harder to land.

24 How does Dan feel about skiing in rough water?

A confident that his boat drivers will keep him safe
B annoyed about having to ski inside a limited area
C unwilling to try anything he hasn't practised before
D certain of his ability to handle difficult conditions

25 What might Dan write to a friend about his barefoot water-skiing?

A I'm one of the few people who avoids going once the weather gets a bit colder!

B The boat travels along in the water at quite a speed, but it's not as frightening as you'd think!

C It's a fantastic water sport to watch – it's just a shame more people don't enjoy going to see it.

D If I can fit enough practice of the sport in with my studies, I'm hoping to win a prize.

Appendix C: Post- implementation mock test

Reading • Part 4

Questions 21–25

Read the text and questions below.
For each question, mark the correct letter **A**, **B**, **C** or **D** on your answer sheet.

JAZZ

By Katie Atkins, aged 14

I play the trumpet in my school jazz band. Last month we held a jazz competition with bands from local high schools – and our band won!

Each band had their own costumes, ranging from black school uniforms like my band wore, to brightly-coloured T-shirts. We didn't look much like adult professional bands, but all of us were used to performing in competitions, so the quality of playing was amazing, especially considering everyone was so young. Players from each band even created new tunes right there on stage. It was exciting to watch – but even better when my band played on stage!

We have a great jazz band at my school, but not everyone who wants to play in it gets accepted – only about half, in fact. But anyone who's keen to play goes to jazz practice before school, and we often spend time together after school, listening to jazz and learning its language. There are also trips to jazz summer camps across the country – I've been to a couple and learnt a lot.

Adults are often surprised that young people are getting interested in jazz. My music teacher thinks it's because pop music isn't challenging enough for people like me who are serious about music. But I find it exciting because it's both new and old at the same time – you can create your own music, but you also feel you're part of its history, as you're playing on stage in the same way as great jazz performers before you.

My school's really lucky because we have great teachers, and parents who've supported us all the way. Without them, we'd never get anywhere with our music!

21 What is Katie trying to do in the text?

A encourage young people to try to listen to more jazz
B explain how jazz is becoming popular with young people
C advertise young people's jazz events in her area
D give advice on how to create great jazz music

22 Katie says the bands in her school's jazz competition

A played music they'd written themselves before they came.
B had little experience of playing in public.
C played at a high level despite their age.
D were dressed to look like professional jazz bands.

23 Most people at Katie's school who are interested in jazz

A attend early jazz sessions at school.
B join the school jazz band.
C learn about jazz in after-school classes.
D go to jazz summer camps at the school.

24 Why does Katie enjoy playing jazz so much?

A She finds it easier to learn than other forms of music.
B She thinks it is more serious than pop music.
C She likes the chance to perform with others on stage.
D She feels in touch with jazz players of the past.

25 Which of the following would Katie write to a friend?

A The competition was great, but I think I preferred being in the audience to playing – I was nervous!

B My mum and dad always do all they can to help with my trumpet playing – I couldn't do this successfully without their help.

C One band wore really colourful clothes, but we chose dark costumes. Maybe that's one reason why they won instead of us.

D One music teacher left a while ago and no one's replaced him yet. We just haven't got anyone good to help us now.

Appendix D: Pre implementation- interview

This in an interview to know your perceptions about your reading process, feel free to give your answers.

1. Do you like to read? yes no

2. What do you read? What are you currently reading?

3. Why do you read? For homework? For pleasure?

4. When you read a text in Spanish, what do you do to understand it better?

5. When you read a text in English, do you put into practice some of the actions you use to read texts in Spanish?

6. Listen to the following list of actions, mention the ones you consider help people to be successful readers.

A Look at the images of the readings

B Remember familiar vocabulary and ideas from the reading

C Make summary sentences with each paragraph of the reading

D Make a cartoon with the reading

7. Tell three more that you think successful readers have.

Appendix E: Post implementation interview

This in an interview to know your perceptions about the implementation of the project and what you consider necessary to mention. Feel free to give your answers

1. What did you do to understand a text before, and what do you do now?

2. Do you consider that the way you read changed after learning these reading strategies? Why?

3. Tell me what you know now about:

- Story maps

- Scanning

- Predicting

4. Which strategy do you consider is the easiest?

5. Which strategy do you consider is the most difficult?

6. What do you think was the best part of the activities we did? Why? What do you think was not the best part of the activities we did?

1.

7. Would you consider these strategies are important for your life as student? Why?

Appendix F: Example of a think aloud protocol

Think aloud protocol

Name:

Class:

Date:

When I read I…	Yes	No	Comment
Think about the characters of the text			
Think about what could happen in the story			
Use the clues of the text to create different ideas about it (related to the text)			

Extra comments you want to give

Appendix G: Format for the teacher journal

Teacher's name: Date: Class: Objective Topic:				
POSITIVE ASPECTS OF THE LESSON		**ASPECTS TO IMPROVE IN THE LESSON**		**CHANGES FOR THE COMING LESSONS**

Appendix H: Example of a lesson plan

Lesson plan # 01

Date: September 4th - September 13th – 2017

Teacher: Nelson Camilo Rojas Suancha

Class duration: 45 minutes each session

Objective: Students will be able to use the strategy Predicting in different situations when they read.

Stage	**Aim**	**Procedure** **Teacher and student activity**	**Time and interaction**
Ice breaker	To introduce the purposes of the project, assign roles during the implementation, and introduce the importance and relevance of the project	-The teacher will talk about the purposes of every session, how the classes will be divided, the conception of reading strategy, and the conception of reading strategies. -Students will see the video entitled Benefits of reading in the link https://www.youtube.com/watch?v=xqMozc4K4pg. (Modified for pedagogical purposes)The teacher will give every student an envelope with a piece of paper. Students will answer 5 questions that will be answered again at the end of the intervention: 1. Write 5 words about the benefits of Reading 2. Does reading involve only words? 3. How can reading influence your life? 4. Do you consider reading can transform you as a person? Why? 5. Mention two benefits different from the video about reading.	30 minutes Teacher-Students

		The answers will be compared at the end of the intervention with the ones that came upon at the beginning. -Students will do the pre-implementation test.	
Introduction	To introduce the strategy "Predicting"	Students will receive the text "Strange predictions for the future from 1930" http://www.bbc.com/news/magazine-30379986. The text will not be complete. The aim is for students to complete predicting what the options that are missing to be completed. Then, students will receive the original material to compare to what extent they had correct answers. (Appendix) The type of information removed from the text was the complement of the section, giving students a clue of the part, but allowing them to continue creating the story. The teacher gives feedback on the activity , and the group with the most correct answers is the winner.	40 minutes Teacher-Students Students-Students
Conceptualization	To make students aware of the strategy, how and why to use it	The teacher will use a presentation to explain the strategy as such. The teacher will explain the theoretical aspects of the strategy, the different uses, and the importance of it. (Appendix) Students will see the video National Geographic Investigates the Future of Food in the link: https://www.youtube.com/watch?v=HPBRel5YmhI.	2 Hours Teacher -Students

		This is a series of documentaries that talk about the perceptions of food from different fields. Students are to write 5 predictions on what the topics could be about (See appendix ___) After students make the predictions, the teacher will show the parts of the series of documentaries to check if they did it correctly. The teacher will show the parts and the titles, to assess the topics students wrote Using the video: https://www.youtube.com/watch?v=nsLD33rczFA Reading Strategy: Prediction, The teacher will work with students in the ways to predict, the theories about it, and students will complete a chart about the different steps to predict, the importance, and the most essential characteristics. Students will complete a chart with information about the conception of prediction (attached file)	Students-Students
Practice	To practice the strategy with different texts and situations.	Students will use the reading of the book: "The truth about great whites" from the book Reading explorer. Students will use the same format as in the activity of predicting the text (See appendix ___) and they will create a prediction about the way to complement the text, taking into account	4 hours Teacher-Students

		that there can be different ways to control sharks in the oceans without harming them. The teacher will share the predictions to understand the strategy. After that, students will make one paragraph of predictions about what could be the ending of the reading. (Appendix ___) Students will receive texts where they will make predictions, and will write conclusions about what the text can lead into. Students will read the text : http://www.bbc.com/future/story/20130102-tomorrows-world. It is a text about predictions for the next 150 years. They will choose a topic to make a text similar to the guide, and they will share it with other groups. They will write the text Students will be working in groups of 4 students. They will bring a text to class. They will create a brochure where thy can hide and show the parts of the text, and the brochures can be shared among the class. Students will do a gallery walk activity practicing the predictions.	Students-Students
Assessing	To assess the strategy with an activity that	Using one of the examples of the predictions done in the different exercises, students will create a text to consolidate and keep practicing the strategy. The text will have 3 paragraphs. After all the texts are created, students	1 hour 20 minutes

	challenges students to complete the text.	will work in groups of two or three students and will play a guessing game to know what happens at the end of the text, considering that using the strategy means giving sense to the text. Students complete the first think aloud format	

COMPLETE TEXT

Strange predictions for the future from 1930

By Justin Parkinson BBC News Magazine

Shortly before he died in 1930, former cabinet minister and leading lawyer FE Smith, a friend of Winston Churchill and one of the more outspoken British politicians of his age, wrote a book containing predictions of how the world would look in 100 years' time. They covered science, lifestyles, politics and war. So what did he say?

Health/lifespan

Smith, a former Lord Chancellor who became the Earl of Birkenhead in 1922, was writing in a period when tuberculosis was a major killer in the UK and around the world. He was optimistic enough to suggest the eradication of this and other epidemic diseases was "fairly certain" by 2030, as was "the discovery of cures for such scourges as cancer".

Death from old age could also be delayed, Smith thought. Scientists would create injections containing an unspecified substance bringing "rejuvenations", which would be used to prolong the average lifespan to as much as 150 years.

Smith acknowledged this would present "grave problems" from an "immense increase in population".

Work and leisure

Mechanisation would mean a "gradual contraction" of hours worked, Smith believed. By 2030 it was likely the "average week of the factory hand will consist of 16 or perhaps 24 hours", which no worker could possibly "grudge". But, with factories largely automated, work would provide little scope for self-fulfilment, becoming "supremely easy and supremely dull", consisting largely of supervising machines. It didn't occur to Smith, in an age before widespread use of computers, that the machines might become self-monitoring

Smith believed that, despite the shortening of hours, everyone would earn enough by 2030 to afford to play football, cricket or tennis in their spare time. But one of the big winners in this more leisure-rich world would be fox-hunting, one of his own hobbies. "As wealth increases, we shall all be able to ride to hounds," he said.

Men would free up even more time with changes to sartorial rules. By 2030 they would be expected to own only two outfits, one for leisure and the other for more formal occasions.

Air travel

Smith, who had grown up before cars were invented, predicted they would be largely obsolete for all but the shortest journeys by 2030, with aeroplane ownership common. The creation of engines weighing only one ounce (28g) per unit of horsepower would allow lightweight, vertical take-off craft, capable of speeds of up to 400mph.

"Thus... the man of 2030 will set off for the weekend, after his work, in a small, swift aeroplane, as reliable and cheap as the motor-car on which we depend today," he wrote. The idea of a weekend would be different in a world where people only worked two hours a day or two full-time days, and transport would enable more adventurous time off. "Ski-ing parties in Greenland will be made up in London clubs on Saturday mornings," wrote Smith, "and translated into action before the same evening."

Smith thought that by 2030 the first preparations for a manned mission to Mars would be under way, but that the first "half a dozen" attempts could miss the planet entirely, leaving astronauts to die onboard as they drifted further from Earth.

Energy

Smith predicted the increased use of cheap, clean energy from utilising the Earth's water supply. "By utilising some 50,000 tons of water, the amount displaced by a large liner, it would be possible to remove Ireland to the deeper portion of the Atlantic Ocean," Smith said.

The heat obtainable from same quantity of water could be used keep polar regions "at the temperature of the Sahara for a thousand years", he added, something most scientists would not want to happen today.

Food and drugs

Synthetic food, produced in laboratories, would overtake conventional agriculture "in civilised lands" to feed the expanding population with ease, Smith said. "From one 'parent' steak of choice tenderness, it will be possible to grow as large and juicy a steak as can be desired." The prediction has echoes of the work currently being done on synthetic meat.

But farming the land would survive as a "rich man's hobby". Someone born in the 21st Century may, "in his wealthy rejuvenation, boast that the bread he eats is made from wheat which grows in his own fields".

TEXT FOR STUDENTS

Strange predictions for the future from 1930

By Justin Parkinson BBC News Magazine

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Food and drugs

Synthetic food, produced in laboratories, [ ]

But farming the land would survive as a "rich man's hobby". Someone born in the 21st Century may, "in his wealthy rejuvenation, boast that the bread he eats is made from wheat which grows in his own fields".

PARTS REMOVED FROM THE TEXT

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Name: Class: Name of the reading:
Prediction 1
Prediction 2
Prediction 3
Prediction 4
Prediction 5

Think aloud protocol

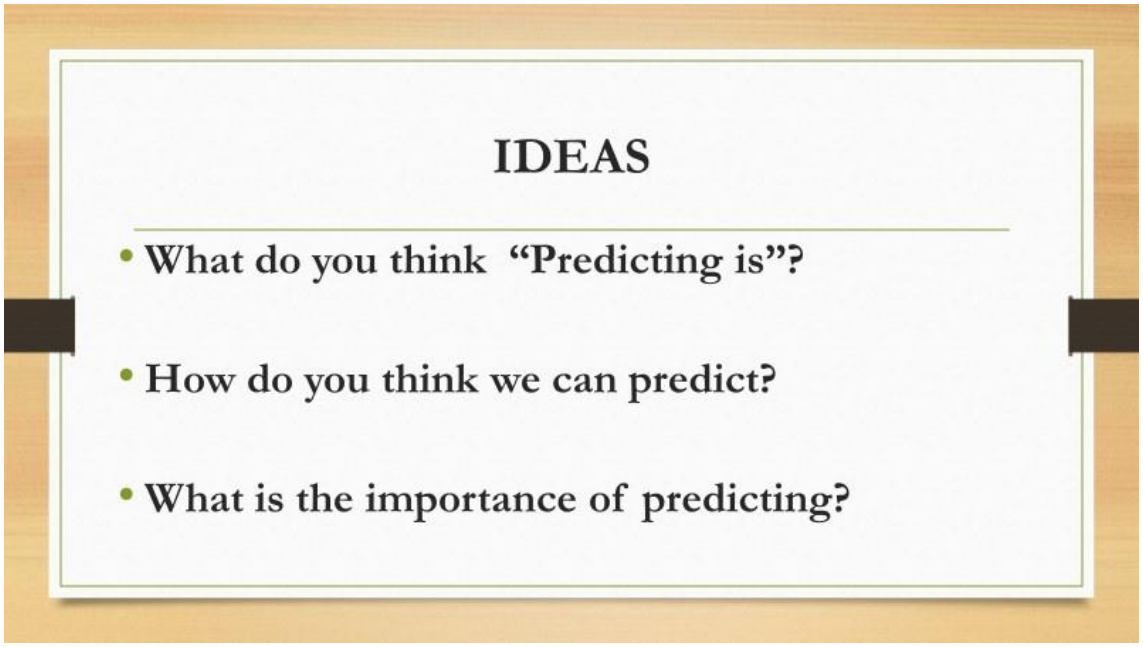
Name:

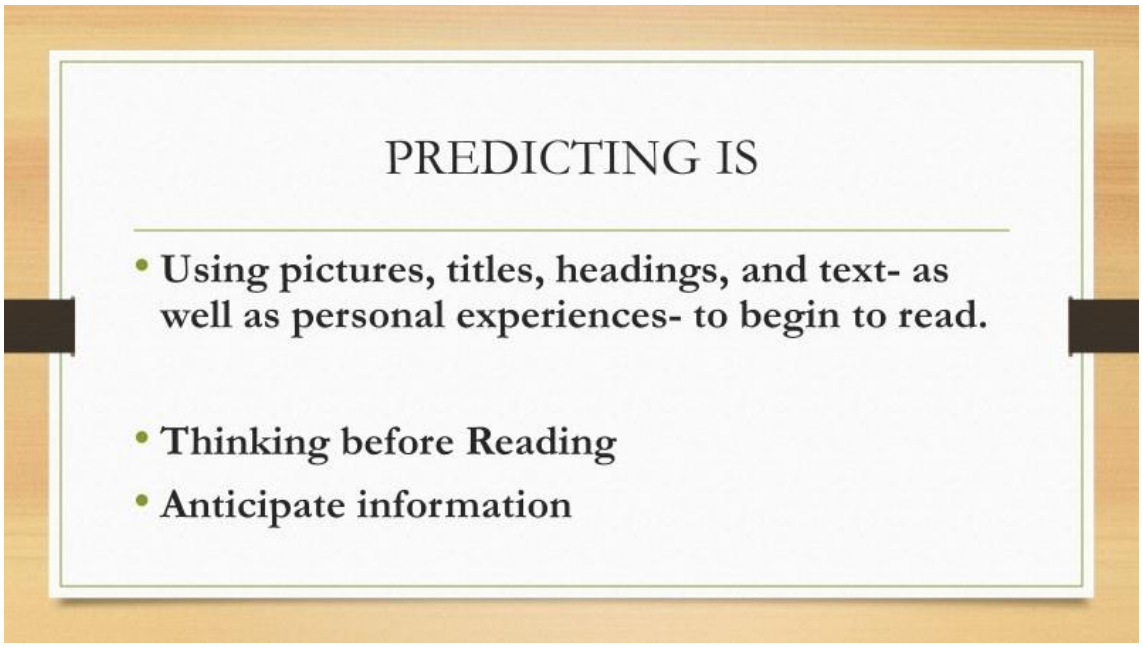
Class:

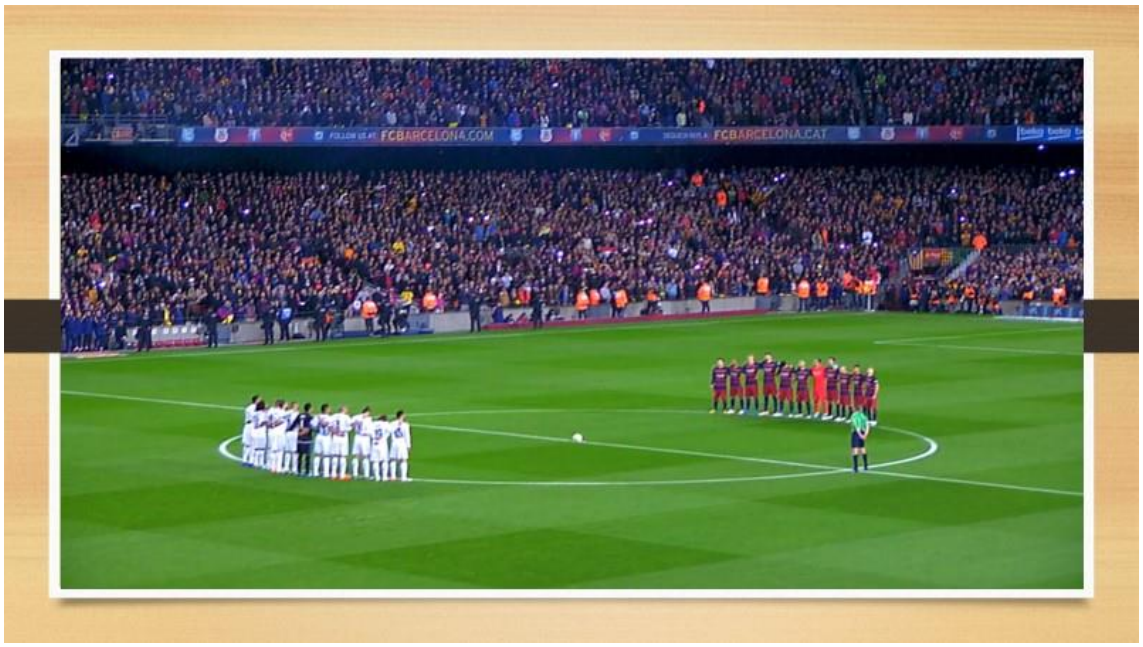
Date:

When I read I…	Yes	No	Comment
Think about the characters of the text			
Think about what could happen in the story			
Use the clues of the text to create different ideas about it (related to the text)			

Class Presentation


IDEAS
• What do you think "Predicting is"?
• How do you think we can predict?
• What is the importance of predicting?


PREDICTING IS
• Using pictures, titles, headings, and text- as well as personal experiences- to begin to read.
• Thinking before Reading
• Anticipate information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Vocabulary Practice

A. Definitions. Read the information below. Then match each word in **red** with its definition.

Not all coral is found in warm, **shallow** water. Some coral polyps can survive, even **thrive**, in the cold water at the bottom of the ocean. But even there, they're not safe from threats. Fishing boats—called bottom trawlers—pull heavy nets across the ocean floor. The nets have a very **negative** effect on deep sea coral and the **remarkable** sea life around them. Because the **conservation** of these corals is important for future **generations** of sea life, the U.S. has a law that prevents bottom-trawling in over a million square kilometers of ocean off its Pacific coast.

1. harmful or bad _____
2. the opposite of *deep* _____
3. special and amazing _____
4. live and grow successfully _____
5. taking care of the environment _____
6. groups of living things of a similar age _____

In bottom-trawling, heavy nets are held open by metal "trawl doors." Each door weighs over 5,500 kilograms, and damages sea life as it is dragged across the sea floor.

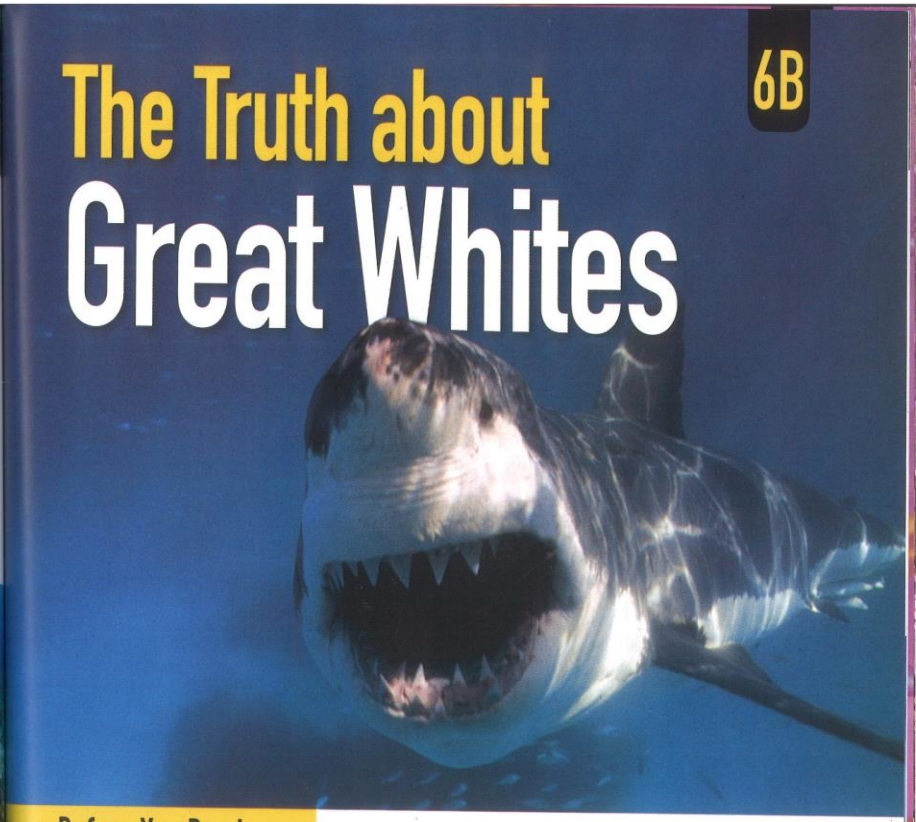
B. Words in Context. Complete each sentence with the correct answer.

1. You and your parents are members of _____ **generation(s)**.
   a. the same b. different
2. If you **consume** a fish, you _____ it.
   a. eat b. cook
3. An example of something **countless** would be _____.
   a. balloons at a party b. the sand on a beach
4. If water is **polluted**, it is probably _____ to drink.
   a. safe b. unsafe
5. A color that is described as **brilliant** is probably _____.
   a. bright and vivid b. very dark

Word Partnership
Use ***negative*** with:
(*n.*) negative **effect**, negative **experience**, negative **image**, negative **attitude**, negative **thoughts**, negative **comment**, negative **response**.

The Truth about Great Whites

6B



Before You Read

Great white sharks are actually mostly gray. The word *white* refers to the shark's bottom-side.

A. Completion. Complete the information with the words from the box.

fish	length	nets	teeth	whales

Great White Shark Facts

Type: Like all sharks, great whites are a type of **1.** _____.
Size: They are 4.6 to 6 meters in **2.** _____. (They can be longer than a bus!)
Weight: They can weigh up to 3,000 kilograms or more.
Jaws: They have up to 300 **3.** _____ in several rows.
Food: Their diet includes fish, seals, sea lions, and small **4.** _____.
Threats: They are threatened by overfishing and accidental catching in **5.** _____.
Situation: Endangered.

B. Predict. What do you think is meant by the title "The Truth About Great Whites"? Discuss with a partner. Then, read the passage on pages 92–93 to check your ideas.

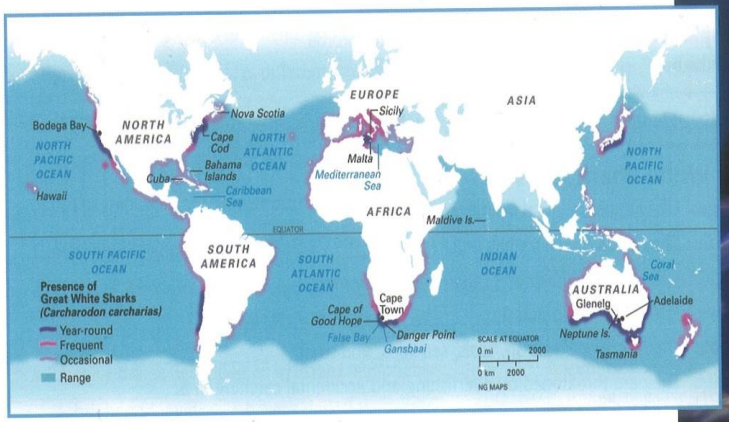
Shark Attack

In sunny California, Craig Rogers was sitting on his surfboard,[1] scanning the distance for his next wave, when his board suddenly stopped moving. He looked down and was terrified to see a great white shark **biting** the front of his board. "I could have touched its eye with my elbow," says Craig. The shark had surfaced so quietly, he didn't hear a thing. In his **horror** and **confusion**, he waved his arms and accidentally cut two of his fingers on the shark's teeth. He got off the opposite side of his surfboard, into the water. Then, with Craig in the water, blood flowing from his fingers, the five-meter-long shark simply swam away.

Over a hundred shark attacks happen each year. Of these, one third are said to be great white attacks. As a result, great whites are often **categorized** as "man-eaters" and thought to hunt and kill humans. However, this is factually **inaccurate**, since great whites rarely kill their human **victims**. In fact, a person has a greater chance of being killed by lightning[2] than by a great white. With frightening jaws that hold around 300 teeth **arranged** in several rows, a great white could very easily kill a person. Yet, surprisingly, most great white victims live to tell the tale. Shark researchers are trying to comprehend the reasons great whites attack people, and why most of those people manage to escape a horrible death.

1 A **surfboard** is a long, narrow board used for surfing.

2 **Lightning** is the bright flashes of light and electricity in the sky that happen during rainstorms.

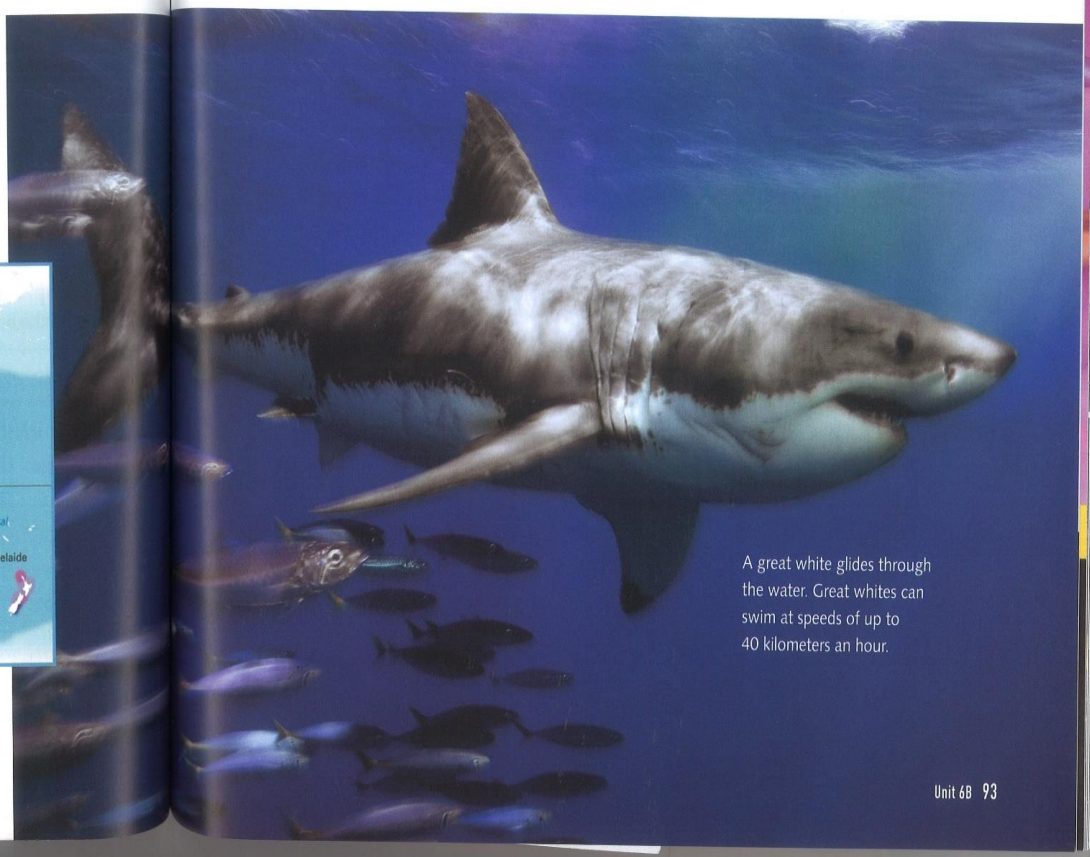


Great whites can be found in seas all over the world. In some places, like off Australia and the southern coast of Africa, they are protected.

One of the most common explanations for great white attacks is that great whites don't see well. It is thought that they often mistake a person for a seal or a sea lion—a very **tempting** snack to a great white. But there is reason to doubt this. Some research now shows that great whites can actually see, and identify seals, very well. When attacking seals, great whites shoot up to the surface and bite with great force. However, when they approach humans, they often move in slowly and bite less hard. "They take a bite, feel them over, then move on," says Peter Klimley, author of *The Secret Lives of Sharks*.

Shark experts like Klimley **hypothesize** that great whites "attack" because they are actually curious animals that like to investigate things. They believe that it's possible that great whites use their bite not just to kill and eat, but also to **gather** information. According to this idea, once a great white identifies what it is biting, it simply lets go.

Even though such experiences are unlucky for people like Craig Rogers, perhaps when sharks bite surfboards, other objects, or even people, they are likely just trying to learn what they are.



A great white glides through the water. Great whites can swim at speeds of up to 40 kilometers an hour.

Appendix I: Coding following Grounded Theory

The analysis of the data following the open, axial, and selective coding are:

Open Coding

MAIN CATEGORIES
Constructive self-evaluation
During reading
Pre reading
Vocabulary
Understanding
Structure
Tools
Intensive reading
purpose to read
Mandatory routine reading
Extensive reading
Intensive reading
Context
Re read
Learning through context
Analitical learning
Inclusion of strategies
Change of perception
Self-evaluation
New learning
Read fast
Amusement
Ib
Pass exams
Development
Challenges
Positive opinion
Unexpected challenges
Scaffolding

Analitical Reading as an strategy to analize context , and develop abilities for extensive and intensive types of reading
The teaching and learning of reading involves having tools to face different types of texts, from challenges that promote the development of constructive abilities of self-evaluation in their
In the teaching of reading, the inclusion of strategies come as a way to change perceptions about how to view language, and vocabulary learning, giving students challenges to learn, and generate positive opinions from amusement
Students see the influence of learning reading strategies as an academic complement, and a way to obtain better results in exams and soon in their academic lives in the IB (international Baccalaureate)

Axial Coding

Construct 1	Construct 2	Construct 3	Construct 4	Categories included in the four constructs
Reading	Reading comprehension	Reading strategies	Reading instruction	
vocabulary	Imagery	first read text before answers	incentive of reading	Apathy towards reading
order	purposes	during reading	purposes	context
motivation	different situations	use of context	leisure activities	personal purposes
bank of vocabulary	motivation	pre-reading	motivation	tools and improvement
purpose to read	activities	lack of awareness	highlight	use of strategies in both languages
Purposes	commitment	motivation	practicity	Change of perception
No specific purposes	No consideration to improve	use of dictionary	constant practice	selective learning
No clear conceptions	focus	use of strategies in both languages	integration	organize learning
Good level when reading	highlight	use of dictionary	different situations	No building of background knowledge
Mandatory reading	comprehension	highlight	organization	context learning experience
Structure	understanding	purposes	order	organization
Commitment	constructive self evaluation	re read	Lack of awareness	fast reading
ability	organization of information	strategies	activities	future
dislike of reading	think what will happen	structure	constructive self-evaluation	short text
different situations	read parts	structure reading	change of perception	create ideas
activities	organize texts	use of imagery	structure of knowledge	find something specific
Amusement	Read faster	order	Good outcomes	usefulness
level of reading	Good grades	imagery	complement	relevance
lack of self evaluation when reading	grades	read questions beforehand	influence	saving time
styles	organization	mind map	Simple things	organization
constant practice	organization of information	different situations	find easy information	Topics of interest
mandatory routine reading	create ideas	clear conceptions	Amusement	needs
Comprehension		constant practice	Read faster	organize reading
Leisure activities		read all text	consequence	give more attention [to detail]
reading		activities	simple things	Good outcomes
		good level when reading	create ideas	complement
		lack of self-evaluation when reading		influence
		Big bank of strategies		organization
		logical intelligence		maps with words
		spatial intelligence		future
		structure of knowledge		reading
		context learning strategy		grades
		organization of information		think what will happen
		make predictions		Amusement
		maps with words		usefulness
		Predict		relevance
		Maps with short information		saving time
		find easy information		organization
		predicting		Topics of interest
		Doing predictions		needs
		do maps in tests		grading
		think what will happen		Good grades
		do short versions		
		read parts		
		organize texts		
		make predictions		
		read some parts		
		strange		
		Read faster		
		Fast reading		
		organization		
		organization of information		
		fast reading		
		make predictions		
		use of maps		
		Predict		
		Maps with short information		
		find easy information		
		predicting		
		Doing predictions		
		short text		
		do maps in texts		
		do short versions		
		do short versions		
		read parts		
		organize texts		
		find something specific		
		make predictions		
		read some parts		
		strange		

Analytical Reading as an strategy to analize content , and develop abilities for extensive and intensive types of reading			Analysis from the stage of the research				
The teaching and learning of reading involves having tools to face different types of texts, from challenges that promote the development of constructive abilities of self-evaluation in their learning processes from scaffolding as a tool to improve their own learning			Pre implementation stage	Students have a mandatory academic reading need in their lives , it determines their approach to a text	Students do not see the need to improve since they have not had reflection about how or why they use reading strategies	Students consider that the use of strategies in both English and Spanish is possible since both languages are similar	The aim of a research in terms of reading , and reading strategies is to promote the improvement of the reading capacities, helping students being better readers, and giving motivation to change the perception in regards of reading as a process
In the teaching of reading, the inclusion of strategies come as a way to change perceptions about how to view language, and vocabulary learning, giving students challenges to learn, and generate positive opinions from amusement			While implementation stage	Students have found in the academic mandatory reading a motivation to improve their reading performance, not seeing academic mandatory reading as the only way of reading, but the most immediate one	Students start seeing strategies as a way to organize their minds and habits when they are in different reading situations	Students' speed when reading increases, and they start seeing improvement by having constant practice, and different reading situations in which they can apply the strategies they learn	The study of strategies to handle different kinds of texts shows that students organize their own learning according to mental conceptions and organization of learning that they do about what they learn.
Students see the influence of learning reading strategies as an academic complement, and a way to obtain better results in exams and soon in their academic lives in the IB (international Baccalaureate)			Post implementation stage	Students develop their own bank of vocabulary in order to face readings, and use strategies as a complement to their reading awareness process	Students organize their own learning process from the practicity (how fast or slow it helps them to understand any kind of text) and the way to use what they know to learn something new	The teaching of reading strategies needs to take into account the context where the student is involvef, attempting to change perceptions of learning , and promoting self evaluation as a tool to structure knowlede	Students expect immediate benefit of a new type of learning in their immediate needs, in this case academic, and making it a complement for the coming IB programme they will have

Selective

After organizing information in the open coding, and reducing it, the following scheme comes as a result of the selective coding: