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<b>TITULO</b>	Promoting three reading strategies (scanning, skimming and making predictions) to foster autonomy		
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<b>RESUMEN DEL CONTENIDO</b> (Mínimo 80 máximo 120 palabras)	<p>En este artículo se reportan los resultados de un proyecto de investigación-acción llevado a cabo en un colegio público rural en Gachetá, Cundinamarca, Colombia, con estudiantes de noveno grado. El propósito de este estudio fue determinar el impacto de tres estrategias de lectura en inglés (scanning, skimming and making predictions) para promover la autonomía y la comprensión lectora. La primera estrategia se refiere a saber hallar información específica en un texto, la segunda hace referencia a identificar la idea principal de un texto, y la tercera a la capacidad de predecir el posible contenido de un texto. La recolección de datos incluyó el uso de una lista de verificación inicial para el estudiante, un cuestionario para cada estrategia vista, un reporte de auto evaluación para el docente, y una lista de verificación al finalizar el proyecto para los estudiantes, con el objetivo de analizar si los estudiantes mejoraron su autonomía y comprensión lectora. Adicionalmente, se administró un test a los estudiantes con el fin de constatar si hubo avances en la comprensión de lectura. Los resultados evidenciaron que los estudiantes adquirieron algunos rasgos de autonomía tales como tomar decisiones para aprender y hacer sus tareas asignadas, ser más conscientes de su proceso de lectura, y estar más motivados para el aprendizaje. Asimismo, la capacitación referente a las estrategias de lectura les permitió a los estudiantes mejorar su comprensión lectora. Se puede concluir que estas estrategias de lectura son herramientas que le sirven al estudiante para su formación en autonomía.</p>		

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Promoting three reading strategies (scanning, skimming and making predictions) to  
foster autonomy

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Research Report submitted  
in partial fulfillment of the requirements for the degree of  
Master in English Language Teaching –Autonomous Learning Environments

Directed by: Sonia Jimenez

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### **Abstract**

This article reports on an action research project conducted with ninth grade students in a rural public school in Gachetá, Cundinamarca, Colombia. The purpose of the study was to determine how the implementation of three reading strategies (skimming, scanning and making predictions) when reading topics selected by learners promotes autonomy. Data collection techniques included a students' pre-implementation checklist, three questionnaires (one for scanning, one for skimming and one for making predictions), a students' post-implementation checklist, a post-lesson self- evaluation for teacher's reflection and an achievement test. The results showed that these learners acquired some autonomous features such as making decisions for learning and doing assigned tasks, increasing reading awareness and promotion of motivation. Additionally, the training on reading strategies allowed them to succeed in their reading comprehension. I conclude that these reading strategies are tools that take learners into the path of autonomy.

**Key words:** Reading, Reading strategies, autonomy, motivation.

### **Resumen**

En este artículo se reportan los resultados de un proyecto de investigación-acción llevado a cabo en un colegio público rural en Gachetá, Cundinamarca, Colombia,

con estudiantes de noveno grado. El propósito de este estudio fue determinar el impacto de tres estrategias de lectura en inglés (scanning, skimming and making predictions) para promover la autonomía y la comprensión lectora. La primera estrategia se refiere a saber hallar información específica en un texto, la segunda hace referencia a identificar la idea principal de un texto, y la tercera a la capacidad de predecir el posible contenido de un texto. La recolección de datos incluyó el uso de una lista de verificación inicial para el estudiante, un cuestionario para cada estrategia vista, un reporte de auto evaluación para el docente, y una lista de verificación al finalizar el proyecto para los estudiantes, con el objetivo de analizar si los estudiantes mejoraron su autonomía y comprensión lectora.

Adicionalmente, se administró un test a los estudiantes con el fin de constatar si hubo avances en la comprensión de lectura. Los resultados evidenciaron que los estudiantes adquirieron algunos rasgos de autonomía tales como tomar decisiones para aprender y hacer sus tareas asignadas, ser más conscientes de su proceso de lectura, y estar más motivados para el aprendizaje. Asimismo, la capacitación referente a las estrategias de lectura les permitió a los estudiantes mejorar su comprensión lectora. Se puede concluir que estas estrategias de lectura son herramientas que le sirven al estudiante para su formación en autonomía.

**Palabras clave:** Lectura, Estrategias de lectura en inglés, autonomía, motivación.

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## **CHAPTER 1: Introduction**

### ***1.1. Rationale for the Study***

Reading is one of the most vital skills that any person should acquire in his life because it is an interactive process which allows the reader to access information about the latest achievements of science and technology. Reading in English will facilitate the learner to be updated and in contact with knowledge in many issues such as agriculture, culture, economics, politics, tourism, and telecommunications. Moreover, reading in English is essential because people depend on the Internet for information. Therefore, if they want to understand it, they must be able to read English.

An important aspect to take into account when dealing with English in Colombia is that students in state schools must take the Saber PRO exam in eleventh grade in order to have access to higher education and the English component of this exam is mainly based on reading comprehension. However, the researcher noticed in his context, which is a rural institution that learners faced a variety of difficulties while reading in English. Even though they were expected to understand the main idea and identify specific information in a text, they could not

do it. This was mainly due to the fact that they did not apply any strategy while reading in English. Additionally, they lacked motivation to carry out their assigned tasks. As a result, their reading skills were elementary. Consequently, he considered it useful to implement three reading strategies (scanning, skimming and making predictions) to promote autonomy when learners read topics selected by them. The main purpose was to help them become effective and efficient readers as well as autonomous learners in terms of making decisions for learning and doing assigned tasks and promotion of motivation. With well-developed reading skills, learners would make greater progress and accomplish better results in all academic areas.

Consequently, students will be able to learn by themselves particularly by checking information about their work in the countryside. For instance, they can find new ways of managing and operating the farms for effective rising of cattle, how to process and grow agricultural products like coffee, bananas, sugar cane, blackberries, and pineapples. Thus, applying these reading strategies might contribute to improve their quality of life, for example to become better farmers, housewives, and merchants in the future because they will be able to read, and keep updated about their environment and their living conditions.

These strategies were taken into consideration because most students in this remote context do not have the opportunity to access formal education after high school. For this reason, training this group of learners to use reading strategies will enable them to be in charge of their learning process by enhancing learner autonomy, independence and self-direction (Oxford and Nyikos 1989). In addition, reading strategies might make them feel more comfortable when reading topics related to their interests and needs, which may motivate them to read and improve their reading skills.

Chapter 1 introduces and establishes the topic focus, and what the researcher took into consideration to implement the three reading strategies to improve reading skills and autonomy. It also outlines the objectives, and discusses the significance of this study. Chapter 2 provides the reader with the theory that supports this research project, by reviewing some of the existing literature related to the constructs: reading, cognitive strategies in L2 reading, motivation and autonomy that emerged in this study with the research problem. Additionally, the researcher presents the state of the art, which includes other national and international research studies in the area of ELF reading. Chapter 3 presents the design of the research study, the type of study conducted, the research objectives, and the context which includes the mission and vision of the institution, the participants, the researcher's role and the instruments used to gather the data as

well as the validation and triangulation processes. Chapter 4 explains the pedagogical intervention consisting of the steps and processes followed to carry out the project. Chapter 5 is dedicated to data collection and the analysis of categories and subcategories through a careful open, axial and selective coding process. Finally, the researcher presents in chapter six the conclusions, pedagogical implementation, limitations, as well as some possible areas for future research.

## **1.2. Statement of the problem**

The importance of the reading skills in English has reached new heights in the present context of the globalized world for those who want to be acquainted with knowledge and learn on their own. However, as the researcher described previously, the learners had serious difficulties identifying main ideas and finding specific information in an English text; learners attempted to translate everything when they read. In other words, students' proficiency in reading was very poor. Also, students were very dependent on the teacher to carry out their tasks and they lacked responsibility to do their tasks as well.

Another aspect the researcher detected in this group was that learners were unmotivated to fulfill their tasks. Consequently, the researcher decided to implement three reading strategies (skimming, scanning and making predictions) to

empower learners to be effective readers, be committed to their tasks, and be less dependent on the teacher. By doing this, learners will be able to use most resources to acquire knowledge and information, and they could improve their level of autonomy by making decisions for learning and taking responsibility for their own learning, which would give them the possibility of modifying and transforming their lives according to their needs.

### **1.3. Research Question**

This research Project is aimed at investigating the impact of implementing cognitive reading strategies (skimming, scanning and making predictions) in students' reading skills as well as to their autonomy in ninth grade at a public rural school in Gachetá, Cundinamarca, Colombia. This action research project examined this by answering the following research question:

- To what extent does the implementation of three reading strategies (scanning, skimming and making predictions) when reading topics selected by learners promote autonomy?

By answering the research question, the researcher attempted to accomplish the objectives described below.

### **1.4. Research objectives:**

**General objective**

- To determine how the implementation of three reading strategies (skimming, scanning and making predictions) when reading topics selected by learners promotes autonomy.

**Specific objectives:**

- To analyze the effects of the three reading strategies (skimming, scanning and making predictions) on students' reading skills when reading topics selected by learners.

## **CHAPTER 2: Literature Review**

### **Introduction**

This research was aimed at determining how the implementation of three reading strategies (skimming, scanning and making predictions), when reading topics selected by learners, contributed to the development of students' reading skills as well as to their autonomy. In this chapter the researcher provides the background of this study by reviewing some of the existing literature related to it.

The first section provides some relevant definitions of reading and what it implies. The second part focuses on motivation in reading while the third focuses on autonomy in L2 reading and cognitive strategies in L2 reading. Then, the benefits and importance of teaching reading strategies are explained in detail. After that, the definition of the strategies dealt with in this study (scanning, skimming and making predictions) is conceptualized. Then, as part of the state of the art, some studies regarding reading strategies and autonomy conducted internationally and locally are described in detail.



## **2.1 Theoretical Framework**

This study is based on the following theoretical constructs: reading, cognitive strategies in L2 reading, motivation in L2 reading and autonomy in L2 reading.

### **2.1.1. What is reading?**

Many authors have defined and analyzed reading in different ways, which are briefly explained here. One of them, Alderson (2000), defines reading as a “process of interaction between a reader and the text” (p. 3). I agree with this thought about reading because I believe that reading is a purposeful activity where the reader interacts dynamically with the text while he/she attempts to elicit the meaning of the text. For this reason, there must be a deep contact between the reader and the text for a better understanding of each detail there.

Likewise, Alderson (2000) highlights that during the reading process the reader is conscious that many things happen. While reading, the reader is presumably ‘thinking’ about what he is reading: what it means to him, how it relates to other things he has read, to things he knows, to what he expects to come next in the text by making predictions. He also states that the reader is presumably thinking about how useful, entertaining, boring, crazy, the text is. According to this author, this process is likely to be dynamic, varied, and different for the same reader on the same text at a different time or with a different purpose in reading.

(Alderson, 2000 p. 174). Therefore, whenever we read, the interaction between the reader and the text must be a powerful tool to grasp exactly what the essence of the text and message is.

Nuttall (1996: 4) states that reading is the process of “getting out of the text as nearly as possible the message the writer put into it”. Likewise, she states that effective reading involves ‘word attack’ skills, ‘sentence attack’ skills and ‘text attack’ skills. To her, reading involves not only looking at sentences and words and going through them at random but also recognizing and understanding them intellectually. It helps students pick up new words, syntax and style of writing.

Jimenez (2000: 10) defines reading as “the learners’ ability to interpret or work out the meaning of a written text and react towards it as a result”. It means that reading is seen as an interactive process where the reader interacts with the author and the text.

Similarly, Nunan (1999) states that reading is an interactive process that involves the exploitation of linguistic knowledge (sound, symbol correspondences, grammatical knowledge), and real-world (content) knowledge. He outlines that skilled readers have a range of strategies at their disposal, and select those strategies that match the purposes for which they are reading.

Rios and Valcárcel (2005) state that reading is an individual process which develops self-study habits. Also, they think that reading is a good resource to

make students become conscious of their own learning processes particularly using reading strategies such as making predictions, skimming, scanning, extensive reading, and intensive reading. Moreover, they outline that reading comprehension is extracting efficiently what is essential in a written text and reading must have a specific intention or purpose. It is a way to open our minds to other cultures and fields of knowledge.

Carrell (1998, p.2) explains that reading as a cognitive process must be related to other processes such as “thinking, reasoning, studying, or motivational strategies”. According to this author, reading is a process that involves many actions that the reader performs to have a better comprehension of the text. Good readers use different types of strategies to access a text. Not only should readers know how reading strategies work but, also, they should understand how to synchronize the strategies in order to use them more effectively and efficiently.

Another important aspect to highlight when dealing with reading is its social and cultural dimension because reading operates in a social context. For this reason, the researcher allowed learners the opportunity to read topics selected by them in order for them to activate their previous knowledge and experiences. Thus, students could experience reading as a tool to talk about their background

and see that what they were learning was related to their world. This way they were able to interact and communicate their ideas, thoughts, and feelings effectively while reading. Additionally, this social and cultural dimension of reading helped them to strengthen their language development and foster their autonomy.

### **2.1.2. Motivation in Reading**

The researcher of this study viewed motivation as a key factor when undertaking the reading process, especially with the target group as it was particularly unmotivated to read and perform their assigned tasks. As Komiyama (2009) observes, research on reading points to the importance of the use of successful methods and techniques in the classroom, such as choosing reading topics that appeal to students, assigning material and tasks at the right level, organizing collaborative work, and offering positive feedback and other incentives for students' efforts.

The researcher therefore believed that the implementation of the three reading strategies as well as giving learners the option of selecting reading topics by themselves would provide the motivation they needed to carry out their reading process in a meaningful way. Reading challenges can be overcome more easily if students are highly motivated to read. As Guilloteaux and Dörnyei (2008) note:

Motivation provides the primary impetus to initiate second or foreign language learning and later the driving force to sustain the long and often tedious learning process. Without sufficient motivation, individuals with the most remarkable abilities cannot accomplish long term goals. Similarly, appropriate curricula and good teaching are not enough on their own to ensure student achievement. (p. 55-56)

Guthrie, Wigfield, Metsala and Cox carried out two studies to explore the relationship between reading and motivation. Study 1 included 3<sup>rd</sup> and 5<sup>th</sup> graders, while study two included 8<sup>th</sup> and 10<sup>th</sup> graders. They found that motivation had a major impact on reading comprehension, providing the best single explanation for reading performance. Motivation was also the strongest single factor predicting the amount of reading done by students. Guthrie et al, (1999, p. 250)

Takase (2007) carried out a study with 219 female Japanese high school students in order to examine how reading extensively English related to L2 reading and motivation. The results of this study showed students' intrinsic and extrinsic motivation to read as the most influential factors. Intrinsic motivation corresponds to what Mori (1999; 2002) labeled as the positive intrinsic value of reading (e.g., I

like reading English novels); indicating a love of reading. This study showed that motivation was useful for learners to improve their performance towards reading. Regarding extrinsic motivation, the authors stated that the participants were expecting to take university entrance examinations in a year.

Concerning L2 reading, Day and Bamford (1998) have attempted to explain motivation to read in an L2 through their expectancy value model (Day & Bamford, 1998, p. 28). According to Day and Bamford, L2 reading motivation has two equal components: expectations and value. The expectancy value model is made up of four major variables that are hypothesized to influence the decision to read in an L2: (a) materials, (b) reading ability in the L2, (c) attitudes toward reading in the L2, and (d) sociocultural environment, including the influences of family and friends. Materials and reading ability are related to the expectation component of successful L2 reading, and attitudes and sociocultural environment are related to value component. Regarding the weight of the components, Day and Bramford stated that motivation to read in an L2 is strongly influenced by extensive reading materials and attitudes and less by reading ability and the sociocultural environment.

### **2.1.3. Autonomy in Second Language Reading**

Autonomy is a relevant issue nowadays because we live in a society which is in constant change day by day; therefore, education must deal with those challenges it brings, which means that educators must provide learners with the appropriate strategies to be proactive. Autonomy has currently become a key issue in today's world, particularly because it offers learners the possibility of modifying and transforming their lives according to their needs. Therefore, it is mandatory for learners to be aware of those new challenges that society presents and to be able to make decisions for learning, they must have the tools and skills to become responsible for their own duties by taking control of the process and finding the motivation to succeed.

The aforementioned features will empower them to integrate themselves successfully in any context. Little (1991) supports this idea when reflecting on the importance of autonomy, defining it as the capacity to reflect critically, to make decisions and to act independently. Autonomy refers to the way the learner transfers what he/she has learned to different contexts. Furthermore, Holec (1981) states that individuals must develop the abilities that society demands, as those abilities enable them to take more responsibility in solving the new challenges of the society they live in. Reflecting on the same issue, Dickinson (1995) highlights

that autonomy is an attitude toward learning in which students are equipped to take responsibility for their own learning. Dickinson (1995) argues that:

There is a link between autonomy and motivation due to the fact that learning success and enhanced motivation is conditional upon learners taking responsibility for their own learning, being able to control their own learning and perceiving that their learning successes or failures are to be attributed to their own efforts and strategies rather than to factors outside their control. Consequently, he outlines that motivation is a condition for learners to become autonomous learners. (p. 173-174)

Boud (1988) also points out that “the main characteristic of autonomy as an approach to learning is that students take some significant responsibility for their own learning”. This author also outlines that “autonomous learners might take responsibility by setting their own goals, planning practice opportunities, or assessing their progress”. (Boud, 1988, p. 23).

Cortés and Sanchez (2005) state that autonomy in foreign languages is considered an important component for creative development in communication, moving away from conventional and restrictive contexts and moving towards self-



direction and self-regulation where the individuals reorganize, restructure and evaluate their learning experience. The introduction of these new contexts encourages them “to become authors of their own worlds” (Benson & Voller 1997, p. 53). Furthermore, Cortés and Sanchez (2005) outline that the concept of autonomy in the field of language learning has been understood from the outset as self-learning and, in the classroom, as the gradual transfer of the learning process from the teacher to the students. Self-learning centers attention on the individual and on independence.

Nevertheless, developed independence through autonomy is conditioned to interdependence; this being one of the characteristics of social beings. Consequently, they emphasize that autonomy, therefore, may be understood as freedom of control, not only of the teacher, but also of the curriculum; the preconceived ideas of learning a new language and the students’ weaknesses. Then, the process of transfer presupposes the development of an active relationship among the learner, the process and the content of learning in the way in which he/she transfers this learning to contexts outside the classroom (Little, 1991), thus, “empowering” the learner to be confident in new surroundings.

Interpretations of autonomy are presented by different authors and researchers such as Leguthke & Thomas (1991), Little(1991), Dickinson (1992), Nunan (1997) Benson & Voller (1997), Pennycook (1997), Cotterall & Crabbe (1999), Zimmerman (2000), Benson (2001), cited in Luna & Sánchez (2005: 134). The authors consider that the existence of tendencies, procedures and behaviors evidence a series of characteristics that help us to identify autonomous individuals. For this reason, an autonomous learner might show one of the following features or behaviors:

- Regularly participates in the definition of the objectives, understands the purpose of the task and influences the content and structure of the program.
- Shows responsibility and initiative in the development of pre-planned actions.
- Collaborates in the orientation of work and with those who form a collective with learning preferences.
- Systematically reviews the agenda, reflects on what has already been learnt, evaluate effect, develops and uses self-evaluative criteria.
- Self-regulates his/her interaction with other participants and the proper employment of resources.

- Maintains a positive attitude and behavior despite possible learning difficulties and manages to generate high levels of motivation.
- Successfully transfers what has been learnt to new contexts.
- Has a positive image of himself/herself, is creative and disciplined.
- Enjoys activities that favor social interaction.

Matsubara and Lehtinen (2007) point out that “in order to promote autonomy in a reading course, an instructor must first define autonomy within the context of a reading classroom” (Matsubara and Lehtinen 2007, p. 2). Also, these authors mention that “in a reading classroom autonomy would refer to the students controlling in what way they would read, such as setting their own reading pace or deciding what comprehension tasks to complete” (Matsubara and Lehtinen 2007, p. 2).

To Aguirre and Ramos (2009), after conducting five workshops concerning reading strategies, including skimming, scanning, and predicting in a semi-distance learning program, it was evident that the use of reading strategies did contribute to the reading process. The students’ attitude and motivation changed towards

English. Through the guidance in terms of how to use reading strategies, students were able to develop meta-cognitive skills and, as a result, they were able to build confidence and motivation to work by themselves on the assigned tasks.

The outcomes of this research also indicate that English courses in Semi-Distance Learning Programs can incorporate different reading strategies practices in their lessons as a way to provide the opportunity for students to select or combine them when reading a passage. When students know how to use a reading strategy, they build confidence and motivation among themselves. Thus, building confidence and motivation among students is a big step towards autonomy. Knowing different reading strategies does not give learners an automatic ticket to autonomy, but it initiates them into a broad path of learning since they are equipped with strategies for reading.

Xiaoxia (2005) points out that EFL learners can become autonomous readers and effective readers by providing them explicit reading strategies. These reading strategies give learners the intrinsic motivation to learn, and their intrinsic motivation is closely related to the perception of being able to make decisions for learning and of being somehow in control of their own learning. Furthermore, he cites Mikulecky (1990) who suggests that in classroom instructions the teacher

should introduce reading strategies such as skimming, scanning, making predictions among others and explain them explicitly their functions in reading comprehension.

#### **2.1.4. Cognitive Strategies in L2 Reading**

One research study done by Ozek and Civelek (2006) at Dicle University in order to find out which reading strategies are generally employed by ELT students while reading a text, and which reading strategies are needed to be developed to understand the text better. The population of this study was composed of the 1<sup>st</sup> and 4<sup>th</sup> year students. Two different methods were used to collect data. In the first part, a self-report questionnaire consisting of 25 items was administered to 185 students. In the second part, Think-Aloud Protocol was conducted with 23 subjects. Reading strategies were evaluated under three headings: *pre-reading*, *while-reading*, and *post-reading* in both parts. The results of TAPs analysis revealed that the students used only one strategy namely, “*relating the title to the text content*” in the pre-reading phase. As for the while-reading phase, the most effectively employed strategies were: *using the dictionary parsimoniously*, *guessing the meaning of a word from the context*, *skipping some unknown words*, *thinking-aloud during reading*, and *assimilating the text with the background knowledge*.

However, none of the post-reading strategies were found to be used by the participants. The data collected from the questionnaire was analyzed statistically.

The results of the analysis indicated that there were some significant differences on the effective use of cognitive reading strategies with regard to students' gender, age, and proficiency in reading, school source, and duration in learning English. This study suggests the importance of employing reading strategies effectively which would help learners to cope with the demands of their academic studies.

Reading strategies are essential to learn a language since they are varied and unified by a common function: manipulation and transformation of the target language. Oxford (1990: 43)

This implies that students could search for main ideas that they want to get across and locate specific information in a text to improve their reading comprehension for effective reading.

Kerr (2009) suggests that:

Well - designed skimming and scanning for a low level student can and should provide a very positive sense of achievement. Readers interact with a text to decode and construct meanings. Well designed skimming and scanning tasks can help in this process, and such tasks might be seen as part of a communicative methodology for language acquisition. Additionally these strategies are useful to perform well in examinations. (e.g. the Cambridge First Certificate). (p. 28)

The use of the reading strategies makes learners comfortable of their reading process since they allow them to read easier, faster and in a more enjoyable way. Therefore, learners will see they are making progress and thus are willing to work harder to achieve their goals.

According to Hedge (2003) points out that:

Training cognitive strategies are a group of learner training activities which can be introduced progressively by the teacher into a programme are those which aim to increase students' knowledge of useful ways to learn and develop the strategies they need. Some of these will be cognitive strategies and will replace the techniques which learners previously expected to come from teachers. For example, instead of expecting the teacher to explain the

meaning of new words, students can be trained to go through a series of techniques such as using clues in the text to guess meaning, locate specific information, searching for main ideas, using knowledge of affixation, and checking in a dictionary to establish a word's meaning by themselves. (p. 90)

#### **2.1.5. The Benefits and Importance of Teaching Reading Strategies**

Reading strategies are defined as readers' "conscious use" (Nuttall, 1996, p 40) of techniques, operations or steps a learner takes to "conceive a task, what textual cues they attend to, how they make sense of what they read, and what they do when they do not understand" (Block, 1986, p 465). Doing so, readers should be aware of the strategies used and how to control them when they read (Paris et al., 1986, pp 92- 108, cited in Ghuma 2011: 14).

Oxford (1990: 201) points out that:

Learners need to learn how to learn, and teachers need to learn how to facilitate the process. Although learning is certainly part of the human condition, conscious skill in self-directed learning and in strategy use must be sharpened through training. Strategy training is especially necessary in the



area of second and foreign languages. Language learning requires active self-direction on the part of learners; they cannot be spoon-fed if they desire and expect to reach an acceptable level of communicative competence. Many language teachers advocate explicit training of language learners in the “how to” of language study. The general goals of such training are to help make language learning more meaningful, to encourage a collaborative spirit between learner and teacher, to learn about options for language learning, and to learn and practice strategies that facilitate self-reliance. Strategy training should not be abstract and theoretical but should be highly practical and useful for students. (p. 201)

It has been observed that students, especially EFL learners, confront a variety of difficulties while reading, particularly they do not know how to use reading strategies. Going back to the situation lived with my group of learners of ninth grade I can state that they did not understand what they were asked to read at this level. They were expected to understand the main idea and identify specific information in a text; however, they did not apply any reading strategy while reading in English such as scanning, skimming and making predictions. Therefore, their reading skills were elementary. Greenwood (1998) highlights that It is likely that for many of them, reading was seen as “a passive, boring activity, performed

constantly in isolation and perhaps associated with skills which they feel they do not possess” (Greenwood, 1998, p. 5).

This study is therefore concerned with the cognitive reading strategies identified by Oxford (1990), Williams (1996), Nuttall (1982), Nuttall (1996), Grellet (1996), Greenall and Swan (1998). The types of cognitive reading strategies and their definitions are described as follows.

- **Scanning** has to do with looking for specific information, for example, the relevant times on a timetable, items in a directory, or key points in an academic text. Williams (1996) states that scanning is “reading for particular points of information.” It is a selective reading, and its purpose is to achieve very specific ‘reading goals’. ( Williams, 1996, p. 107)

According to Nuttall (1996) scanning is “glancing rapidly through a text either to search for a specific piece of information (e.g. a name, a date) or to get an initial impression of whether the text is suitable for a given purpose.” (Nuttall, 1996, p. 49)

- **Skimming** deals with getting main ideas of the text without reading every single word. An example could be previewing a newspaper by reading rapidly, skipping large chunks of information, and focusing on headings and first lines of paragraphs.

Nuttall (1996) has defined skimming as:

Glancing rapidly through a text to determine its gist, for example in order to decide whether a research paper is relevant to our own work ...or to keep ourselves superficially informed about matter that are not of great importance to us; much newspaper reading is skimming (p. 49)

- **Making predictions** has to do with making assumptions regarding what the text will be about by giving them images, pictures, charts. Training learners in the use of this skill will ensure their active involvement and make reading easier to practice; Nuttall (1982: 120). This strategy implies confirmation of expectations. Predicting is 'the faculty of guessing what is to come next, making use of grammatical, lexical and cultural clue' (Grellet, 1996: 17). According to Greenall and Swan (1986: 3) prediction is to know what information is new to the reader and what information s/he already knows about as s/he goes to read the text.

From the researchers' point of view, it is important to consider the usefulness of teaching reading strategies such as scanning, skimming and making predictions to give learners the appropriate tools to foster their autonomy and consolidate the reading process in a more effective way.

## **2.2. Research on reading strategies as related to autonomy (Conducted internationally and locally)**

A large number of studies have been carried out internationally and locally. They show the importance of the three reading strategies (scanning, skimming and making predictions) as a mechanism to promote learners' autonomy.

One study carried out by Lück (2008) describes how reading strategies such as skimming and scanning increase productive outcomes and enhance student participation and motivation. Forty-six students enrolled in two German 3 classes at the high school level were selected. The participants read texts about German culture and politics. Qualitative and quantitative findings indicated that the students in the treatment group (Group A) increased their skimming and scanning performance significantly when compared to the students in the control group (Group B). Furthermore, the students in Group A were able to foster their reading skills in such a way that they were able to use it with linear materials as well.

Besides skimming and scanning, the students also increased their participation and motivation. Although the participants in Group B made some progress in the following research period, their achievement remained significantly lower than that of the participants in the treatment group.

A study conducted by Sau (n.d) in Hong Kong in relation to reading strategies (skimming, scanning, and making predictions) found that the appropriate teaching of these strategies in class can facilitate their reading comprehension. Moreover, he emphasizes that teachers should improve their teaching skills, so that students can enjoy the reading process and become independent learners through the use of the reading strategies.

Another study done by Zhang (2001) in Japan found that low –level second language readers used few strategies when reading. The study was conducted with a group of ten Chinese L1 students from two academies proficient levels. They participated in interviews in which they were asked about knowledge of themselves as readers, their knowledge of reading tasks, and of strategic reading. The results indicated that low level readers were not as knowledgeable of themselves as readers, reading tasks, and strategic reading as their more proficient counterparts. In fact, more proficient readers

reported frequently engaging in skimming, predicting text meaning, and comprehension monitoring. Low-level readers, in contrast, used more bottom-up strategies such as using the dictionary, and analyzing sentence-level grammar, which are time-consuming strategies that frequently do not contribute to understanding the overall meaning of a text.

Research in reading has found that effective readers are aware of the strategies they use and that they use strategies flexibly and efficiently (Garner, 1987; Presley, Beard El, Dinary & Brown, 1992). Researchers believed that these strategies could be taught to ineffective language learners so that they can become more successful in language learning. As Oxford (1990:1) states, language learning strategies "... are especially important for language learning because they are tools for active, self-directed movement, which is essential for developing communicative competence." As a result, the researcher sees the necessity to train learners in the use of the three reading strategies to promote autonomy as well as improve reading skills on ninth graders.

One study conducted by Aguirre and Ramos (2009) found that the use of reading strategies, such as skimming, scanning, and predicting, is a first step towards autonomous learning. The project was conducted at a Colombian

university with two groups of business administration students who belonged to a semi distance education program. Informal talks with students, questionnaires, interviews and a teacher's diary were used to collect the information in this action research study. Findings revealed that by knowing about these reading strategies the students could reflect upon their learning; meta-cognition processes were enhanced and confidence for students to work by themselves was built up.

Perdomo (2001) also conducted a research study at Universidad Nacional de Colombia about autonomous readers and the importance of developing thinking skills among students. The purpose of this research was to identify the need to make students autonomous readers. The author states that a good reader in his/her mother tongue has skills previously acquired which can be transferred when learning a new language. The research revealed that reading topics should not always be imposed by the teacher, but be chosen by the students based on what matters to them. The researcher concluded that it is important to take advantage of students' interest, skills and motivation as a way of assuring that they will become autonomous learners. Though, this study was not focused on the same age range, the researcher found it useful for his research study.

Correales, Mendivelso and Santacruz (2000) conducted a research study in the Diana Turbay state school in Colombia with students of one eighth grade class with a low English level. The purpose of this study was to determine if students could improve their reading comprehension in English by applying specific reading strategies such as skimming, scanning, and making predictions. Results showed that students from state schools can achieve good comprehension of English texts through adequate training despite the fact that they start their English learning very late.

Gaona, Suarez & Gonzalez (2001) conducted a research study about becoming an efficient reader with beginners (pre-school), intermediate (primary) and advanced (high school) in a private female high school in Bogotá, Colombia. The study mentions that reading efficiently not only involves fluency and understanding but also the application of students' knowledge in order to promote critical thinking. It also talks about the importance of acquiring reading skills and stimulating students towards becoming efficient readers, which means developing students' abilities to understand and comprehend a text. This research project is connected to the present study since it is important to allow learners to make decisions for learning. The researcher believes that by giving learners the



opportunity to select reading topics by themselves help them to activate their schemata, which not only empowers them to be effective readers but also critical thinkers due to the fact that learners develop some understanding on how to make decisions for learning and setting up goals based on the application of the reading strategies.

The research studies presented above show the necessity to know first who our students are. This is to say, what their interest and needs are. Besides, they emphasize that reading strategies are helpful tools to empower learners to be effective readers as well as to foster some features of autonomy such as making decisions for learning, promoting motivation, taking responsibility of one's own tasks, and working independently. Therefore, these studies support my research project in that it aims at implementing three reading strategies (skimming, scanning, and making predictions) to promote autonomy and comprehension. Through this research project, the academic community might have a wider picture of the usefulness of reading strategies to empower learners as effective readers who are less dependent on the teacher.

### **Chapter 3: Research Design**

This chapter presents the design of the research study, the type of study conducted, the research objectives, and the context which includes the mission and vision of the institution, the participants, the researcher's role and the instruments used to gather the data as well as the validation and triangulation processes.

As the researcher mentioned in Chapter 1, reading is one of the most important tools we have to access knowledge. Every time we read we deepen our knowledge or gain new insights about the issue we read about. So, promoting reading strategies for our learners was a way to open their minds to other cultures and fields of knowledge making them aware of their own learning processes. Therefore, reading strategies such as scanning, skimming and making predictions could become tools to empower learners to be effective readers and guide them to be less dependent on the teacher. They might be able to learn how to make decisions for learning and work on their own after taking part in training on the three reading strategies.

### **3.1. Type of Study**

The type of study the teacher researcher followed was qualitative action research because he carried out a pedagogical intervention to solve a problematic situation which he identified through observation of his teaching experience. Likewise, in this study the researcher had to analyze the context to see what was happening concerning the situation he identified in class (Nunan, 1992). Also, the researcher had to collect data on his everyday practice and analyze it in order to identify the problem and make decisions to improve his future teaching practices (Wallace, 2002). (See description on how this was done in Chapter 4)

Nunan (1992) claims that action research is conducted in natural occurring settings, using methods common to quality research. So, this is the case of this study which was developed in a high school, where the researcher was working as a teacher. In this context he needed to observe, analyze, reflect, and give alternatives to specific problems as they happen in action research. In addition, as stated by Arhar, Holly and Kasten (2001), "Action research is a process of theorizing and testing our own, as well as other people's ideas and theories in practice. It is grounded in ideas about how knowledge is generated" (p. 91). In the researcher's personal case, he was interested in describing and theorizing about his students' reading strategies particularly developing scanning, skimming and

making predictions as a manner to promote autonomy and reading skills.

Therefore, learners were expected to take some significant responsibility for their own learning, responding to instructions and, particularly, they were expected to make decisions for learning.

This action research project was set to answer the following research question:

*To what extent does the implementation of three reading strategies (scanning, skimming and making predictions) when reading topics selected by learners promote autonomy?*

By answering the research question the researcher aimed to accomplish the objectives described below.

### **Research objectives:**

#### **General objective**

- To determine how the implementation of three reading strategies (scanning, skimming and making predictions) when reading topics selected by learners promotes autonomy.

**Specific objective:**

- To analyze the effects of the three reading strategies (scanning, skimming, and making predictions) on students' reading skills when reading topics selected by learners.

**3.2. Context (Mission- Vision)**

This study was carried out at a rural agricultural public high school. This school is located in Vereda Tasajeras, thirteen kilometers from Gachetá, Cundinamarca. Gachetá is located exactly in la Provincia Del Guavio. It has a population of 9000 inhabitants, it has a small public library, and there are 8 cyber cafes. It is 2 hours and 30 minutes from Bogotá.

The school is 1 hour from Gachetá by car and, since there is not regular transportation available to get there, people usually walk for about 2 hours and a half to get from the school to Gacheta and vice versa.

The school has a few outdated computers but there is not access to the Internet. Most of the time, there is not electricity either. There is not a library at the school where learners could go and read when they are free or have the need to. The students attend only two hours of English class per week where they need to work with eighth grade the two hours because of school policies.

As mentioned before, this is an agricultural school; for this reason, it pays a lot of attention to agricultural issues more than other subjects like English. However, the school tries to integrate agricultural content into the English lessons to activate schemata knowledge from learners. The mission of the school is to educate technical farming-competent learners who will be able to apply their knowledge and strengths in their social environment.

The vision is that this institution becomes a pioneer in the year 2013 as an enterprising and innovative institution of human beings with ethical and moral values who will be able to implement their knowledge, strengths and abilities in their region. Furthermore, the school has the aim to integrate all the subjects around the emphasis of the school in the year 2015. So, English will be one of the subjects that will play an important role to improve the academic processes of the school. Moreover, the PEI (Educational Institutional Project) focused on developing students' holistic education. This educational project is based on the Constructivist approach and how students use their knowledge to build up new knowledge. Therefore, the learners select and transform information, construct hypotheses and make decisions, relying on a cognitive structure to do so. This cognitive structure provides significance and organization to experiences and allows the learner to go beyond the given information. The teacher and students engage in an active dialogue in which the instructor translates information to be

learned into a format that is suitable to the learner's current stage of understanding. The curriculum must be organized in a spiral manner so that the students continually build upon what they have already learned, (Bruner, 1973). Likewise, the English area follows the communicative approach and works under the Common European Framework standards.

### **3.3. Participants**

The criteria for selecting the participants for this study came from the needs analysis of a group of 6 students in ninth grade aged between 14 and 15 years old. There were 3 girls and 3 boys. The researcher must highlight that the number of students in rural schools is scarce as the one the teacher researcher is describing here. There are about 1120 rural schools in Cundinamarca where learners have the same conditions as the ones stated in this section. Therefore, this study has significant relevance to help learners to become effective readers and at the same time to empower them through the use of the reading strategies to make decisions for learning and taking responsibility of their own learning which are features of autonomy.

These students belong to a low socioeconomic level. All the learners come from farming families; the learners' parents never had the opportunity to go to

school, thus they do not know how to read and write. Students' parents have the conception that the farming chores are more important than studying, so learners must help their parents with the farming duties particularly milking cows, feeding the hens, cows, horses, cooking the food, cutting grass and timber. In addition, none of the learners had a computer at home to make academic investigations or any other resources such books or dictionaries. Moreover, they had to make a big effort to go to school by walking long distances.

Their English level was very elementary because they only had the opportunity to learn English at school. They had just two hours of English per week. They were particularly strong at writing. However, they had serious difficulties with reading comprehension. The class was a mixture of visual and interpersonal learners according to the needs analysis. So, they felt confident doing teamwork, principally interacting with others, playing games, guessing games, using flashcards, maps, videos.

The researcher selected this group because they were interested in improving their reading skills and he could find evidence of the need to improve reading skills particularly reading for main ideas and finding specific information in a text. Furthermore, this target group was very dependent on the teacher to carry out their tasks and was unable to make decisions for learning and taking



responsibility of their own learning. For this reason, the researcher had the insight that they needed to be involved in this investigation and was willing to work on the present study regarding promoting reading strategies to foster autonomy when reading topics selected by them. By applying the three reading strategies, they would be expected to gain independence to work on their own and become less dependent on the teacher.

#### **3.4. Researcher's role**

Qualitative research assumes that the researcher is an integral part of the research process, an instrument that interacts and collaborates with the participants, and also gathers data himself/herself. According to Loughran (2002), a teacher researcher can be characterized as a practitioner who attempts to better understand his/her practice, and its impact on his/her students, by researching the relationship between teaching and learning in his/her professional development.

For this study, the researcher was a teacher, an observer and a researcher who provided a reading environment to students in which they had the opportunity to use reading strategies such as scanning, skimming and making predictions for fostering autonomy as well as providing them with the tools to improve students' reading skills when reading topics selected by learners. Furthermore, the

researcher took into account the three stages considered by Williams (1996) for implementing reading. They were pre-reading, while-reading and post-reading.

Cotterall (1995) outlines that the researcher must first establish a good communication with the learners, and set up and clarify objectives. Secondly, the researcher must assess and discuss the learners' progress, and provide constructive advice and feedback.

The teacher as a researcher carried out the following tasks during the reading process. These were:

- Assess students' reading needs.
- Define meaningful instructional goals and objectives.
- Design (and redesign) readings.
- Plan purposeful reading lessons.
- Adopt, adapt and develop instructional materials and assessment instruments.
- Provide feedback to students on various aspects of reading.
- Adjust daily lessons in response to students' immediate needs, responses and attitudes.
- Redefine and adjust curricular priorities to meet students' evolving needs.

### **3.5. Ethical Considerations**

Participants in this study were volunteers. The main objectives and the activities were explained to them; to their parents and the school principal through the corresponding consent letters (See appendices A, B and C). The letters were in Spanish in order to avoid misunderstanding and the parents, the group of learners and the school principal understood each detail of the research project. Informed consent is one of three applications of the principle of respect for persons in the planning and execution of research projects (Nolen & Vander, 2007). The participants were told about the implications, benefits and impact that the research project could have in their academic development. However, the researcher was prepared if any of the participants decided to withdraw at any stage of the research.

During the process, it is pertinent to take into account that all the decisions made about the research project and likely outcomes are collective and that the researcher must accept responsibility for maintaining confidentiality (O'Brien, 1998) since there is a mutual agreement established. Consequently, all participants were offered the opportunity to remain anonymous; all information was treated with the confidentiality and the researcher respected all the decisions made during the process. Also, the instruments were piloted during class sections to get feedback from my peers and professor.

### **3.6. Instruments**

The researcher used the following data collection instruments: A students' pre-implementation checklist, three questionnaires (one for scanning, one for skimming and one for making predictions, a students' post-implementation checklist, a post-lesson self-evaluation report, and a post-test. The instruments are described as follows.

#### **A students' pre- implementation checklist**

This instrument aimed to analyze if students had some features of autonomy or not and if they were acquainted with the use of the three reading strategies (skimming, scanning, and making predictions) before the implementation of the action plan for this project. This checklist was useful for learners to see their strengths and weaknesses they have regarding autonomy and reading skills when reading in English. This instrument was used before and after the implementation of the research project to compare if learners had or not fostered their autonomy and to analyze the effects of the three reading strategies on students' reading skills. (See appendix D.) This comparison process is presented in the data analysis section.

## **Questionnaire**

This instrument provides a systematic way of collecting information on the strategies students use (Barnhardt, Chamot, El-Dinary & Robbins, 1999, p. 71). Burns (1999) states that “questionnaires are easier and less time consuming to administer but the researcher has to be careful using the appropriate questions and piloting it first to identify ambiguities” (Burns, 1999, p. 129).

This instrument was employed every third session. So, the researcher applied one questionnaire for scanning, one questionnaire for skimming, and one questionnaire for making predictions. (See appendices E, F and G).

The questionnaire was addressed regarding the following research objectives:

1. To determine how the implementation of three reading strategies (scanning, skimming and making predictions) when reading topics selected by learners promotes autonomy.
2. To analyze the effects of the three reading strategies (scanning, skimming, and making predictions) on students' reading skills.

The results of the questionnaire have been presented in the appendices and its results have been discussed in the data analysis. (See appendices E, F, and G)

### **A students' post-implementation checklist**

This instrument aimed to check if learners thought they have become more autonomous in their reading process and also to see if the three strategies helped them to improve or not their reading skills when reading topics selected by them. This post-checklist was applied at the end of the implementation of research project to triangulate all the information. (See Appendix D). This instrument addressed the first and the second research objectives shown above.

### **Post-lesson self-evaluation report**

This post-lesson self-evaluation report instrument was adapted from the ICALT certificate from University of Cambridge. This instrument was useful to reflect upon the implementation process in relation to reading skills and autonomy. In particular; about what went well, what did not go so well, what the lessons objectives were, if autonomy was reflected on the lesson, what the researcher would do differently, if he was to teach this lesson again, and if there was necessary to set up an action plan to improve the research project implementation. This instrument was applied after each strategy was implemented by the researcher. (See appendix H). This post-lesson self-evaluation addressed the first and second research objectives.

### **Achievement test**

This achievement test was necessary to know if learners had improved or not their performance concerning the use of the three reading strategies, particularly if learners were able to find main ideas, specific information in a text, and make predictions for effective reading. In achievements tests researchers have at their disposal a powerful method of data collection, an impressive array of tests for gathering data of a numerical rather than verbal kind. The achievement test was applied to learners at the end of the study. (See Appendix K). This achievement test addressed the second research objective.

### **3.7. Validation process**

All the instruments were piloted in the Action Research seminar class, in order to receive feedback from the teacher and colleagues. They gave important insights about the way the researcher had to develop the instruments, analyzing the possible constraints that might be faced during the implementation. The instruments were chosen considering a triangulation process to have reliable results. According to Burns (2010) Validity is testing what we are supposed to test, and not something else. Consequently, instruments were piloted, the researcher analyzed carefully the types of questions in order for the results to be accurately applied and interpreted. For this reason, the researcher went along this research

project through a number of “checkpoints” to make the research project valid. The checklist included the following questions:

1. Is the research focus the right one?
2. Is the activity or strategy I am using to change the situation pedagogically sound? Is it of benefit to my students?
3. Do I need to go back and review my research questions? Do I need new questions?
4. Am I getting as rounded a picture as possible? Or am I relying on just one source of information that could be biasing what I find?
5. Am I being objective? Am I seeing things in the data as they really are, rather than how I want to see them?
6. Are there other people I can collaborate with or consult, who might shed new light on my data analysis?
7. Am I giving enough time to examining the data? Am I too hasty in drawing conclusions without seeing the deeper meanings of the data?



8. Am I coming to conclusions on the basis of too little evidence? Am I finding enough support in my data for the claims I am making? Burns (2010, p. 130-131.)

Furthermore, all the instruments were analyzed by other teachers and my research tutor who read carefully all the questions of the instruments and suggested changes in the form of some questions which were not clear initially. Moreover, the researcher found that some questions needed to be worded more clearly. In sum, the design and validation process was carried out by taking into account the piloting modification, and application of the research instruments. They were analyzed for verifiability and reliability during the entire research process. Additionally, there was a triangulation process using more than three instruments to validate his research. Therefore, the researcher used five instruments mentioned above to analyze the research question and data from different sources.

This chapter presented the research design of the research project which includes the type of study, the research objectives, and the context, a brief description of the participants, the researcher's role, and ethical considerations. It also describes the type of instruments, and the validation process.

## **CHAPTER 4: Instructional Design**

### **Introduction**

This chapter describes in detail the steps and processes that were followed in order to carry out the implementation of the project, its importance, strategies and activities that were used in order to develop the study successfully and find appropriate answers to the research questions and the objectives, as well as one sample of a reading text and the stages proposed by Williams (1996) for effective reading such as pre-reading, while-reading and post-reading. Also, this implementation followed the ICELT lesson plan and likewise presents the research timeline to carry out the pedagogical intervention of the project.

In general instructional design describes a set of procedures that guides authors in the systematic process of designing instructional interventions based on principles of learning and instruction (Smith & Ragan, 1993). The goal of the whole process is to analyze what is to be taught and /or learned, to conduct tryouts and revisions as well as to assess whether learners did learn (Gustafson, 1996, p.27). The main objectives for this process were:

- Learners learn how to use reading strategies such as scanning, skimming and making predictions to foster autonomy when reading topics selected by them.
- Learners learn how to improve reading through the use of scanning, skimming and making predictions when reading topics selected by them.

The researcher aimed to examine and describe the challenges and insights encountered by participants when using three reading strategies (scanning, skimming and making predictions) to foster autonomy when learners read topics selected by them. The instructional design played an important role on its development. Thus, a plan was designed, and it was necessary to adapt instruction based on my six learners' needs, context and content requirements. Therefore, in order to achieve these objectives, 11 sessions of two hours were developed with the learners from February to May.

#### **4.1. Design**

The researcher adopted Williams' phases of reading (1996). This author has suggested that for effective teaching of reading in the classroom, the lesson should be divided into three consecutive phases. They are pre-reading, while-

reading and post-reading. All the reading strategies (skimming, scanning, and making predictions) were developed using these reading phases. Thus, in this section the researcher describes each stage in a general way and then in the application phase the researcher describes and explains in detail the activities that were carried out in each of the stages. This pedagogical intervention was carried out in 11 sessions of two hours, each session took into consideration to apply the phases suggested by Williams (1996) stated above.

### **The Pre-reading stage**

The pre-reading stage is important because it can 'whet' the students' appetites to read. Greenwood (1998) states that it can provide a "need to read to complete an activity or confirm an idea; and it can persuade the students that as far as perception or hypothesis is concerned, there are no right or wrong answers, only different ones." (Greenwood, 1998, p. 15)

In the pre-reading stage, the teacher should carefully design the activities that prepare the students mentally to accept what he/she is going to teach in the next stage. Urquhart and Weir (1998: 184) have suggested some pre-reading activities such as:

- ✓ Thinking about the title.
- ✓ Discussing about the title.

Aims of this phase, according to Williams (op. cit.), are to introduce and raise interest in the topic, to motivate learners by giving a reason for reading and to provide some language preparation for the text. Therefore, in this phase I provided learners with the opportunity to explore ideas, knowledge and personal experiences regarding the readings and texts.

This stage is important to activate schemata knowledge and to prepare students for the reading. The researcher in this section used some pre-reading activities. They were:

- Analyzing the title.
- Discussing the title.
- Writing ideas about the possible topic.

(See table 1)

### **The while-reading stage**

In the while-reading phase, “Students must be taught how to read and respond to different types of readings.” (Greenwood 1998: 59) During this phase students should be involved in activities which enable them to respond cognitively, emotionally and imaginatively to imaginative writing. The teacher should conduct some useful activities in this phase for the better output from the students in the next stage. The activities in this stage should be designed according to the level and standard of the students. The while-reading phase is significant. It is the most active stage among the three, because, proper activities in this phase, according to Williams (1996) states that while-reading activities “enable the students to understand the writer’s purpose, to understand the text structure and to clarify text content”. (Williams, 1996, p. 38)

The researcher used some types of while-reading activities. They were extracting specific information in a text, finding main ideas in a text, completing mind maps, and matching texts with pictures. In this stage, the learners took notes about the setting of the text or reading, wrote about the characters, and discussed meaning of words. Depending on the purpose of the lesson they would have more emphasis on either skimming or scanning.

### **The post-reading stage**

The post-reading stage was designed to evaluate what the teacher has taught in the while-reading stage. In the post reading stage the teacher may ask the students to know their reaction to the text, for example, the students may answer whether they have liked and enjoyed it, or found it useful or not. If the text is found useful, its meaning and content may be extended to the students' known social phenomena, personal interests and knowledge or experience. Williams (1996) points out that "activities at this stage do not refer directly to the text, but grows out of it. (Williams, 1996, p. 39)

This stage is also important since it is supposed to evaluate and examine the output and feedback from the students. In addition to that, post-reading phase enables the students, according to Williams (1996: 39), to consolidate or reflect upon what has been read and to relate the text to the learners' own knowledge, interest, experience or views. The researcher in this stage made learners relate the reading with their own knowledge, points of view, interest and experiences. By doing this, learners were able to experience the social and cultural dimension of reading to communicate and interact meaningfully.

## Implementation

The researcher developed 9 reading lessons with the learners, three lessons practicing making predictions, three about scanning and three focusing on skimming. The topics had been selected by the learners and the lessons followed the stages of pre-reading, while-reading and post-reading for effective reading. The way each lesson was designed and developed with the students in class empowered learners to be able to make decisions for learning, to take responsibility for their own learning, and to promote learners' motivation, which constitute features of autonomy. The following table is a sample of how the phases of reading were developed.

Table 1: Phases of reading

<b>A Sample of the instructional design.</b>		
<b>A Visit to the Zoo</b>		
The reading is a about a group of students and a teacher from Agropecuario Piloto high school who go to the zoo. They are so happy to visit the zoo because they want to see all the animals and learn about them. (See <b>Appendix J</b> ) for a sample of a reading.		
<b>Pre-reading</b>	<b>While-reading</b>	<b>Post-reading</b>



Running head: PROMOTING THREE READING STRATEGIES (SCANNING, SKIMMING  
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<p>In groups of three students had to carry out the following activities:</p> <ul style="list-style-type: none"> <li>• To describe the environment of a zoo with the support of a zoo picture given by the teacher.</li> <li>• To list some beautiful animals and some dangerous ones found in a zoo.</li> <li>• To talk about the foods those animals usually eat.</li> </ul> <p>This pre-reading stage let learners to activate their schemata knowledge in order to foster reading for main ideas and find specific information in a text through the use of skimming, scanning, and making predictions.</p> <p>When learners finished these activities, they had to present their ideas to the class.</p>	<p>The reading was developed in the following way.</p> <p>First of all, learners needed to read the text and match the story with its appropriate picture.</p> <p>Then, they needed to share how they organized the story with the whole class.</p> <p>Next, they had to complete a reading map which had the following information: Title of the reading, setting, characters, main animals, foods that animals were eating. They had to do this activity individually and then we had to socialize it in the whole class.</p>	<p>After the while-reading stage, learners worked in groups of three to talk about what they liked about the reading, the importance of the reading in the real life as a way to protect the animals in danger of extinction and how we as citizens should take care of those animals when we visit a zoo. Part of this post-reading task was done in Spanish because of the level of the learners.</p> <p>Learners used “should” and “shouldn’t” to give advice to people how to take care of animals when they go to a zoo.</p>
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The whole pedagogical intervention and implementation took 11 sessions, two hours each. From these 22 hours, the researcher used three sessions of two hours for introducing and practicing each reading strategy. The first two hours were taken by the researcher to introduce the project to the class and the last two hours to close the implementation. The following research timeline describes carefully the procedure that the researcher used for the whole implementation as well as the activities and objectives of each one of them.

Table 2: Research Timeline

Date	Activities and objective	Name of readings
February 14 -16th 1 <sup>st</sup> Session Introducing the Research Project.	<p><i>Introducing the project to the class.</i> Explaining the benefits of the project. The purpose of this session was to persuade learners about the usefulness of the three reading strategies to improve reading comprehension and develop some features of autonomy such as making decisions for learning, taking responsibility for their own learning, increasing reading awareness, and promotion of motivation.</p> <p>I explained the students that they were going to take three sessions of two hours with each one of the three reading strategies (scanning, skimming and making predictions). Likewise, they followed the three phases of reading: pre-reading, while reading and post-reading.</p> <p>I gave them some guidance regarding the use of the three reading strategies and how to apply them. I taught the strategies explicitly, particularly using teacher modeling in order for learners to get used to the strategies and put them into practice.</p>	Some samples of readings using <i>scanning, skimming and making predictions</i> were done to make learners conscious of how to use the three reading strategies and the importance of these reading strategies to guide them into the path of autonomy.
February 21 <sup>st</sup> -22 <sup>nd</sup>	<p><i>Reading about everyday activities.</i></p> <p>Learners found specific information in a passage after they got some language preparation for the text following the phases of reading (pre-reading, while-reading, and post-reading.)</p>	My hobbies

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<p>2<sup>nd</sup> session (1<sup>st</sup> Scanning Session)</p>	<p>In the pre-reading section, they needed to look at different pictures related to everyday activities and say the activities. Then, they needed to write the activities on the board.</p> <p>In the while-reading section, they were asked to find specific actions or activities in a short text.</p> <p>In the post-reading section, they needed to write their daily activities they did every day. Then, they were asked to discuss with the person next to them the activities they did in common and the activities they did different from their classmates.</p>	
<p>February March 1<sup>st</sup> to March 6<sup>th</sup>  3<sup>rd</sup> session (2<sup>nd</sup> Scanning Session)</p>	<p>Reading how to make a vegetable soup.</p> <p>Learners found specific information in a passage regarding how to make a vegetable soup.</p> <p>In the pre-reading section, they needed to talk about the common vegetable products they grew in their community and what they could do with those products.</p> <p>In the while-reading section, they were asked to read a short story of a girl who was a good cook. Before, reading the story they needed to read some questions and then to select the best option based on specific things that happened in the story.</p>	<p>How to make a vegetable soup.</p>
<p>March 8<sup>th</sup> to March 13<sup>th</sup>  4<sup>th</sup> session (Last scanning session)</p>	<p>Learners read about the importance of plants for life on earth. They could understand specific ideas of the passage.</p> <p>In the pre-reading section, they looked a photosynthesis chart. Then, the teacher asked them the importance of the photosynthesis, the parts of the plant, and what do plants produce?</p> <p>In the while-reading section, they were asked to read first some statements and then they needed to go to the text as fast as they could and write true or false. After this, we socialized the answers.</p> <p>In the post-reading section, learners had to write two and a lie about the text "green plants". Then, they needed to read the sentences to the class in order for the others to guess the lie.</p>	<p>Reading about green plants.  (the process of photosynthesis)</p>
<p>March 15<sup>th</sup> to March 20<sup>th</sup>  5<sup>th</sup> session</p>	<p>Learners found the main idea of the text.</p> <p>In the pre-reading section, learners needed to describe the environment of a zoo with the support of a zoo picture given by the teacher. Then, they had to list some beautiful animals and some dangerous ones found in a zoo. After this, they were asked to talk about the foods those</p>	<p>A visit to the zoo</p>

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(Skimming)	<p>animals usually eat.</p> <p>In the while-reading section, they needed to read the text and match the story with its appropriate picture. Then, they needed to share how they organized the story with the whole class. Next, they had to complete a reading map which had the following information: Title of the reading, Setting, characters, main animals, foods that animals were eating. They had to do this activity individually and then we had to socialize it in the whole class.</p> <p>In the post-reading section, they worked in groups of three to talk about what they liked about the reading, the importance of the reading in the real life as a way to protect the animals in danger of extinction and how we as citizens should take care of those animals when we visit a zoo. Part of this post-reading task was done in Spanish because of the level of the learners. Learners used “should” and “shouldn’t” to give advice to people how to take care of animals when they go to a zoo.</p>	
<p>April 10<sup>th</sup> to 12<sup>th</sup> 6<sup>th</sup> session (Skimming)</p>	<p>Learners looked at the text and matched the headings (A –D) to the paragraphs (1 – 4)</p> <p>Learners understood the main idea of the text. In the pre-reading section, learners needed to say the names of the animals and their characteristics. Then, to talk about the most and less dangerous of them.</p> <p>In the while-reading section, they needed to look at the text and match the headings (A –D) to the paragraphs (1 – 4). Then, they socialized their answers.</p> <p>In the post-reading section, they needed to select an animal of their region and write a short description about it. (Type of animal, Characteristics, color, foods it eats, place where it lives).</p>	<p>Dangerous animals</p>
<p>April 17<sup>th</sup> to 19<sup>th</sup> 7<sup>th</sup> session(Last session of Skimming)</p>	<p>Learners found the main idea of the passage about different types of dairy cows.</p> <p>In the pre-reading section, they needed to mention the types of cows they saw in a poster. Then, they needed to say the colors of these types of milk cows. After this, they were asked about these cows in their region.</p> <p>In the while-reading section, they needed to answer some questions about the text “Milk cows”.</p> <p>In the post-reading part, they were asked to select one of the milk cows presented in the reading to talk about it. For example, they could talk</p>	<p>What are the Different Types of Dairy Cows?</p>

Running head: PROMOTING THREE READING STRATEGIES (SCANNING, SKIMMING  
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	<p>about the origin of that type of cow, color, weight, main characteristics (small or big). Make a presentation to the class.</p>	
<p>April 24<sup>th</sup> - 26<sup>th</sup> 8<sup>th</sup> session</p>	<p>Learners made predictions about school matters.</p> <p>They talked about the most relevant issues that happened in a school.</p> <p>In the pre-reading section, learners needed to guess the possible topic of the reading through the analysis of different pictures. Then, they needed to read a readers' letter by parts and make predictions of what was going to happen then. There were some tips for helping them to do the communicative task using "should" and "should not".</p> <p>In the while-reading section, they needed to give advice to some people.</p> <p>In the post-reading section, they were asked to discuss with a classmate some tips for staying healthy. Using "should" and "should not"</p>	<p>School Matters</p>
<p>May 1<sup>st</sup> to May 3<sup>rd</sup> 9<sup>th</sup> Session</p>	<p>Learners made predictions about the origin of coffee.</p> <p>In pre-reading section, they were presented some pictures related to Colombia coffee. So, they needed to talk about the importance of coffee in our country. The regions where coffee is grown. Then, they were asked to work with a partner and decide if some sentences were true or false before reading the text.</p> <p>In the while-reading section, they read a text and checked if their guesses were right or wrong.</p> <p>In the post-reading section, they were asked to select an agricultural product (vegetable or fruit) and talk about it emphasizing characteristics of the product, origin, benefits, price etc.</p>	<p>What do you know about Coffee?</p>
<p>May 8<sup>th</sup> to may 10<sup>th</sup> 10<sup>th</sup> session</p>	<p>Learners made predictions about natural resources in our country.</p> <p>In the pre-reading section, learners were asked to observe a map of Colombia. They needed to identify the biggest and smallest region? Also, to talk about the most important natural resources in those regions, what people could grow in Amazonas, what agricultural products people could grow in Cauca.</p> <p>In the while-reading section, they needed to select five regions in the map and write five predictions about five agricultural products that people can grow in those regions. Then, they checked their predictions through a text.</p> <p>In the post-reading section, they talked about the importance of the natural resources in our country. And what should we do to protect them?</p>	<p>Natural resources in Colombia</p>

May 10 <sup>th</sup> to 15 <sup>th</sup> 11 <sup>th</sup> session	I presented to the class three kinds of reading strategies, one about scanning, one about skimming and one regarding making predictions. So, learners selected the one that they wanted to read.	Reading Strategies Workshop (Closure of the implementation)
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It is important to emphasize that through the use of the three reading strategies each one of the six learners gained independence. Therefore, they became less dependent on the teacher and more focused on their reading tasks. Likewise, by applying the activities based on the three reading strategies they learned how to make decisions for learning. This implies that they developed their initiative, commitment and responsibility for their own learning.

#### 4.2. Materials

The materials that were used in each session were: pictures, flashcards, mini stories, readings and realia; these materials were designed or taken from books, websites or adapted by the teacher according to the needs. During the development of these 11 sessions of two hours, analysis of data was constantly done in order to assess the steps and the process. The researcher designed a research timeline to organize and perform each step of the research project that was implemented from January to May. (See table 2)

This chapter presented the instructional design of the research project. It explained how the instructional design or intervention was developed. Also, this chapter outlined each phase or stages of the instructional design, the number of hours and sessions, the materials that were used. And as well it presented one sample of a reading text, the research timeline and the ICELT Teaching Practice Post-lesson Self-Evaluation. This instrument was adapted from the ICELT post-lesson self-evaluation report in order for the teacher researcher reflected upon the implementation process in relation to reading strategies and autonomy. This instrument was applied after each strategy was implemented by the teacher-researcher. A chart was also made for listing the methodology of the nine lessons. It shows how learners used skimming, scanning, and predicting all throughout the project. (See table 2 above)

## **Chapter 5: Data Analysis and Findings**

### **Introduction**

This chapter presents the results found during the pedagogical intervention and the analysis of the data collected with the five instruments used in the project (a students' pre-implementation checklist, three questionnaires (one for scanning, one for skimming and one for making predictions), a post- lesson self- evaluation administered after every third reading session, a students' post-implementation checklist, and a post test. It also outlines some important points about the grounded theory approach used to analyze and triangulate data, and describes the processes followed to interpret information and find categories and subcategories.

During the pedagogical intervention, students participated in the development of three reading strategies (scanning, skimming and making predictions) aimed to improve reading skills and foster autonomy (decision making for learning and doing assigned tasks and increasing awareness). This implementation was developed during 11 two- hour sessions, with the researcher devoting three sessions to each reading strategy.

Instruments were applied during all the process; a students' pre-implementation checklist was applied once before the implementation of the



project. After each strategy was implemented, students completed a questionnaire and the researcher completed a post-lesson self-evaluation report to reflect upon the implementation process in relation to reading skills and autonomy. A students' post-implementation checklist was applied at the end of the project to be compared with the students' pre-implementation checklist to know if learners had fostered their autonomy and improved their reading skills. Lastly, an achievement test was applied at the end of the project to check if learners had improved their reading skills.

#### Data Analysis Approach

For the analysis of the data gathered during the implementation, the researcher used the grounded theory approach, which allowed him to generate, build, and interpret the findings.

Grounded theory, according to Cohen, Manion, and Morrison, (2007, p. 491) refers to an "important method of theory generation" which is characterized by being inductive as "theories emerge from, rather than exist before the data." Strauss & Corbin (1994, p. 273) conceptualize grounded theory as "a general methodology for developing theory that is grounded in data systematically gathered

and analyzed". For this study there was a detailed and systematic analysis carried out by a meticulous examination of content which emerged from the instruments.

The analysis was done by interpreting each phase and sentence of each of the instruments and by following coding procedures using the coloring technique. Apart from "collecting and ordering", this study aimed at "organizing main ideas which emerged from the analysis of data" (Strauss 1987, p. 23). Such coding procedures refer to what Strauss and Corbin (1990) identify as "the operation by which data are broken down, conceptualized, and put back together in new ways" (p. 57). In this way, the coloring technique and labeling of data in different colors according to the research questions were used as the main processes to find categories in the data.

### **5.1. Data Management**

To store and organize data during the implementation and analysis of the three reading strategies, a digital file was open in word; it was called pedagogical intervention. The information of the first instrument, a students' pre-implementation checklist's statements and answers, was organized in that file; the researcher assigned a letter to each participant to preserve their real identity. Thus, six letters were used, Student A, Student B, Student C, Student D, Student E, and Student F. The date each instrument was applied was also registered there. Then, the three

questionnaires (one for each strategy) were kept in the same file and, the questions and answers were kept there as well. The post- lesson self- evaluation reports which were written after each reading strategy session were kept in a word document called reflections. Then, the post-learner checklist' answers were kept in the digital file called the pedagogical intervention. And finally, the outcomes of the post test were put in the digital file called pedagogical intervention. This allowed the researcher to make the open and the axial coding processes easier to manage.

## **5.2. Data Reduction**

This process entailed the analysis of patterns that emerged from the instruments applied to find commonalities and recurrences. To reduce data and build categories, patterns were grouped into codes. According to Corbin and Strauss (2008), the integration process implies the creation of a core category from those that emerged during the open and axial coding procedures.

## **5.3. Data Analysis (open coding, axial coding, and selective coding)**

Findings that emerged during this process of data collection were grouped under the categories "*reading strategies*" and "*autonomy*", and taking into account the main question and the two objectives of the project.

### **Main question:**

To what extent does the implementation of three reading strategies (scanning, skimming and making predictions when reading topics selected by learners) promote autonomy?

### **General objective**

- To determine how the implementation of three reading strategies (scanning, skimming and making predictions) when reading topics selected by learners promotes autonomy.

### **Specific objective**

- To analyze the effects of the three reading strategies (scanning, skimming and making predictions) on students' reading skills.

The process started with the analysis of the students' questionnaires identifying common features in answers that belonged to each unit and giving these features a name. Then, the researcher analyzed the other instruments such as the post-lesson self-evaluation report, and the answers from the students' post-implementation checklist. He also analyzed them according to the units of analysis. These units of analysis were the result of commonalities found by the researcher in the questionnaires.

This *open coding* process with labels helped the researcher to simplify the information. According to Stern and Porr (2010, p.64), “open coding involves breaking up data into segments, and then collapsing them into one or more conceptual categories”. Information that helped to answer the question of the project was selected to see to what extent the implementation of three reading strategies promotes autonomy. This information is illustrated in the following chart below.

### **Units of analysis**

Table 3: Open coding process.

Reading skills	Improvement of reading strategies, (scanning, skimming, and making predictions), monitoring, scaffolding, and solving problems.
Autonomy	Autonomy (responsibility, awareness, making decisions for learning), and setting up goals.

In the second part of the analysis, names from each instrument were grouped, carefully analyzed, and many questions were asked. This axial coding process allowed the researcher to combine names and exclude some of them in order to reduce and simplify data. This procedure was aimed at making links between the categories and codes that emerged from the open coding process. At this stage, the categories were interrelated and specific excerpts from the different

instruments that supported those categories were organized in a chart. (See sample below).

Table 4: Axial coding process.

Reading skills	Motivation, improvement of the reading strategies (scanning, skimming and making predictions)
Autonomy	Autonomy (making decisions for learning, responsibility as well as increasing awareness)

The charts served as a matrix to refine data analysis and to revise interrelationships. These procedures allowed the researcher to find interconnectedness among categories and codes in order to describe the main categories and subcategories. According to Cohen, Manion, and Morrison, (2007), axial coding is understood as the stage to link categories and codes. At this stage of the process, data was put together in charts in order to see explicit connections between categories and subcategories. This helped the researcher identify causal relationships between categories, rename them, and shorten them. The researcher used different colors to find and match commonalities; he used green for autonomy, purple for motivation, gray for skimming, turquoise for scanning, and dark green for making predictions. (See appendix L)

The last procedure was selective coding, which according to Cohen, et al. (2007), is the stage to establish a core code and to clarify connections between the

core codes and other codes. For this process, integrating the categories that had emerged in previous data analysis stages identified the core category.

After exploring the data gathered and applying the coding strategy to reduce the quantity of information collected with the instruments as well as applying selective coding, two categories and three subcategories related with the research question emerged. The following chart shows these two categories. The first category has three subcategories. The second category does not have subcategories. These two categories and subcategories respond to the main question of the project.

Table 5: Selective coding process.

Category	Subcategories
Fostering autonomy through the use of reading strategies	Decision making for learning and doing assigned tasks.
	Increasing reading awareness
	Promoting Motivation
Improving reading performance	

The teacher-researcher identified there was improvement when he found commonalities in the different instruments. For example, learners stated that they

were able to locate specific information in a text, find main ideas, and label pictures based on information in the reading.

#### **5.4. Data Display and Verification**

This stage of the analysis process was aimed at drawing conclusions from the organization of data. This procedure of data display and verification is defined by Milles and Huberman (2004) as the second important action of data analysis.

These authors agree that at this stage drawing conclusions is done by organizing and condensing information gathered. To validate the findings, data is analyzed in the following categories.

##### **5.4.1. Categories**

The first category refers to fostering autonomy through the use of reading strategies for ninth graders when reading topics selected by them. The subcategories that emerged from this category refer to the students' decision making for learning and doing their assigned tasks, learners' awareness through the use of three reading strategies, and promotion of motivation.

The second category emphasizes the students' improvement of their reading skills due to the efficient use of the three reading strategies.



## **1.0 Fostering autonomy through the use of reading strategies**

Data taken from the students' pre-implementation checklist, the three questionnaires (one questionnaire for each strategy developed) , the post- lesson self- evaluation report and the students' post-implementation checklist supported the fact that most students increased their autonomy principally by making decisions for learning and doing assigned tasks, increasing awareness of the reading process, and promotion of motivation by using the three reading strategies (scanning, skimming, and making predictions).

### **1.1 Decision making for learning and doing assigned tasks**

After the researcher implemented the initial questionnaires and activities, the learners started expressing their interest in learning the target language. They carried out their reading comprehension tasks using the three reading strategies proposed by the teacher and, through those tasks; they learned to make decisions about their reading process autonomously. They started taking initiative in order to approach specific activities, such as finding out the meaning of unknown words, locating specific information in a text, finding main ideas in a passage, and relating the content of the reading with their own schemata. As learners realized about the usefulness of the three reading strategies as tools to be used in order to

accomplish reading tasks, they felt empowered to carry out their assigned tasks on their own and to transfer those strategies to reading effectively in Spanish to other subjects. These features of autonomy guided them to be less dependent on the teacher and more focused on their reading tasks. Likewise, they participated more actively in class. Also, they organized their portfolios as a smart tool to file all their reading lessons and keep a record of the development of their reading process. All in all, learners became more responsible for their own learning and worked hard to achieve their reading goals.

The following excerpts show how, after the project's implementation, students agreed on the effectiveness of the three reading strategies to foster autonomy (making informed decisions for learning and doing assigned tasks) and particularly how they began to see themselves as builders of their own learning. That is to say; how they became more independent learners who were able to work on their own. Excerpts No. 1 and 2 demonstrate the process the students followed in order to develop the three reading strategies for fostering autonomy. All the samples taken from the students have been translated from Spanish into English for fully understanding of the findings of the study. The corresponding translations have been provided in brackets.

**T: ¿Realizo las actividades o tareas asignadas con responsabilidad, interés y dedicación? Si o No ¿por qué?**

**(T: Do you do your activities or tasks with responsibility, interest and commitment? Yes or No? Why?)**

SB: "Si porque es una responsabilidad que le dejan a uno como persona y tiene que cumplirla".

(SB: "Yes, because it is a responsibility which has been given to us and we must carry it out".)

SC: "Si porque es importante hacer las tareas para aprender más hacia el futuro de nuestra vida".

(SC:"Yes, because it is important to do our tasks to learn more into the future")

SF: "Si porque si no hace los talleres no se aprende, (Sic) hay que realizar o practicar para aprender".

(SF:"Yes, because if we do not do the tasks, we will not learn, practice helps us to learn".)

(Excerpt No. 1, Questionnaire Scanning, March 15<sup>th</sup> 2012)

**¿Cuando no entiende ciertas expresiones o vocabulario de la lectura vista en clase, lo hace en casa? Si o No ¿Por qué?**

**When you do not understand some expressions or vocabulary of the reading seen in class, do you check them at home? Yes or No? Why?**

SA: "Si por que soy responsable de mi propio trabajo, asi puedo mejorar mas (sic)"

(SA: "Yes, because I am responsible for my own work, thus, I can improve more")

SB: "Si porque me interesa aprender más, buscando las palabras desconocidas puedo lograr aprender más de la lectura (sic)"

(SB: "Yes, because I feel interested to learn more. If I look up the unknown words, I can learn more about the reading".)

SC: "Si debo hacerlo en casa por que así se aprende mas, es mi responsabilidad (sic)"

(SC:"Yes, I must do my tasks at home because I learn more, it is my responsibility")

SD: "Lo hago en casa para aprender mas cosas de las lecturas que vi en el colegio (sic)"

(SD: "Yes, I do my tasks at home to learn more about the texts I read at school".)

SE: "Trato de hacerlo en casa por que es mi responsabilidad para aprender mas (sic)"

(SE: "I try to do the tasks at home because it is my responsibility to learn more".)

SF: "Lo hago en casa para complementar lo visto en el salón, tomando esta decisión puedo mejorar en mi estudio (sic)"

(SF: "I do my tasks at home to complement what I saw in the classroom. By doing this, I can improve my study")

(Excerpt No. 2, Questionnaire Skimming, April 24<sup>th</sup> 2012).

Excerpts 1 and 2 are related to the effectiveness of the use of the three reading strategies due to the fact that learners, after applying these strategies, they realized how important it was to make decisions for learning, to develop responsibility, and commitment.

Decision making for learning and doing assigned tasks were identified by the researcher as key findings due to the fact that learners started achieving more determination and initiative towards reading, and there was more enthusiasm when they used the taught strategies. As a result, they were more committed to do their tasks. Because of that, the teacher-researcher decided to relate these two concepts under the same category.

Decision making for learning and doing assigned tasks were also evidenced in the teacher-researcher post-self-evaluation report and in the students' post-implementation checklist. (See excerpts 3 and 4 below).

At the beginning of the reading process, learners were worried about the use of the reading strategies. After training in their use, learners felt with more initiative and open-minded for reading; they followed instructions carefully for the development of skimming strategy. Likewise, they could participate more actively in class. Furthermore, they organized their portfolios as a tool to keep the reading tasks.

(Excerpt No 3, Post- Self- Evaluation Report Skimming, April 24<sup>th</sup> 2012)

According to the data gathered in the post-self-evaluation report, it was evident that learners became more responsible for learning because they took formal initiative and determination for learning. For example; learners became more active and were able to follow instructions carefully for the development of the skimming strategy and scanning. Moreover, the researcher observed that learners were more committed to the class and they openly expressed it to him. This change in their attitude was only possible after the application of the three reading strategies for the promotion of autonomy.

These findings are similar to the ones expressed by Xiaoxia (2005) who states that EFL learners can become autonomous readers and effective readers by providing them explicit reading strategies. These strategies give learners the intrinsic motivation to learn, and their intrinsic motivation promotes students' initiative and determination to make decisions for learning and of being somehow

in control of their own learning because they were more open-minded and focused on their reading tasks.

**T: ¿Reviso y leo de nuevo las lecturas asignadas para complementar lo que veo en clase?**

**(T: Do you check and read again the assigned readings to complement what you see in class?)**

In the Post- Student checklist, students A, B, C, D, and E checked this item below as:

SA: muchas veces

(SA: "Many times")

SB: muchas veces

(SB:"Many times")

SC: algunas veces

(SC: "Some times")

SD: muchas veces

(SD: "Many times")

SE: muchas veces

(SE: "Many times")

SF: muchas veces

SF:( "Many times")

(Excerpt No 4, Post- Student Checklist No 1, May 10<sup>th</sup> - 2012)

Although the question seems to address students' reviewing practices, it actually shows that students developed their initiative, commitment and responsibility since they checked and reread their assigned tasks to complement what they saw in class.

It is clear that prior to the implementation of the three reading strategies, the learners that participated in the study were accustomed to a traditional classroom with conventional teaching practices and were dependent on the teacher, particularly because they were not able to make decisions for learning, such as identifying their difficulties and undertaking initiative for solving them, as well as assuming responsibility of their own tasks.

Data gathered in the pre-implementation checklist indicated that learners never read at home the readings seen at school in order to complement the reading tasks carried out in the classroom. (See appendix D). Then, comparing the data that emerged from the post- implementation checklist, it is evident that five of the learners developed the capacity to identify their difficulties and took the initiative to read at home what they had read at school so as to ensure better performance. This situation implies that they were able to make decisions for learning that guided them to be in charge of their own reading process.

Little (1991) mentions that when defining autonomy, one must take into consideration some aspects such as the capacity learners have to work on their own, responsibility, and making formal decisions for learning. Therefore, students' decisions for learning and doing assigned tasks enabled learners to keep control of the reading process. These features of autonomy helped learners to focus on the tasks on their own and take charge of their reading learning process due to the fact that learners undertook more initiative by following instructions, thinking about the reading process, and feeling more comfortable which allowed them to become more independent readers.

### **1.2 Increasing Reading Awareness**

The second subcategory, increasing reading awareness, came up as another way in which learners developed their autonomy. During the process of the implementation of the three reading strategies, learners became more conscious of their reading process through the use of the strategies taught. As a result, they were more open-minded and reflective regarding how to use and apply the reading strategies to promote their autonomy. Excerpt No 5 shows the way in which learners increased awareness to foster autonomy while reading.



<p><b>Mi proceso de lectura es mejor cuando uso las estrategias vistas.</b></p> <p><b>(My reading process is better when I use the reading strategies.)</b></p> <p>SA: siempre (SA: "always")</p> <p>SB: muchas veces (SB: " many times")</p> <p>SC: siempre (SC: "always")</p> <p>SD: muchas veces (SD: "many times")</p> <p>SE: siempre (SE: "always")</p> <p>SF: muchas veces (SF: "many times")</p>
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(Excerpt No 5, Post- Student Checklist No 1 Student A, B, C, D, E and F, May 10<sup>th</sup> 2012.

The relationship between reading and autonomy is present since, through the use of the reading strategies, students were able to develop meta-cognitive skills which helped them to monitor and self-assess their reading process. Thus, they were able to keep themselves on track to meet their reading goals. These reading goals, focused on the application of skimming, scanning, and making predictions, made possible for students to become aware of the actions needed to become more effective readers. These attitudes, in turn, fostered their level of autonomy.

It is important to highlight that before the implementation of the reading project, learners were not able to monitor and self-assess their own learning to overcome their difficulties. This point is illustrated in the students' pre-implementation checklist (See excerpt 6).

**Monitoreo y evaluó mi propio aprendizaje para superar mis dificultades.**

**(I monitor and self-assess my own learning process to overcome my difficulties.)**

Four learners answered they were not able to monitor and self-assess their own learning process to overcome their difficulties.

Two learners answered they sometimes monitored and self-assess their own learning process.

(Excerpt No 6, A students' pre- implementation checklist No1, February 14<sup>th</sup> 2012)

After the implementation of the three reading strategies, learners became aware of their usefulness to improve not only their reading skills, but also to become more independent learners since they were equipped with effective strategies for reading. These strategies empowered learners and made them more aware of how, why, and when to use them when reading as a way to avoid being dependent on the teacher. Likewise, the training on the strategies allowed learners to monitor and self-assess their reading process. Matsubara and Lehtinen (2007) emphasize that "in a reading classroom autonomy would refer to the students controlling in what way they would read, such as setting their own reading pace or

deciding what comprehension tasks to complete” (Matsubara and Lehtinen 2007,  
p. 2)

During the implementation of the three reading strategies, students started self-monitoring their own tasks, and this autonomous behavior allowed them to become aware of their capacity to read and comprehend an English text. This point is reflected in the following excerpt (See excerpt 7).

**Monitoreo y evalúo mi propio aprendizaje para superar mis dificultades.**

**(I monitor and self-assess my own learning to overcome my difficulties.)**

SA: muchas veces

(SA: “many times”)

SB: algunas veces

(SB: “sometimes”)

SC: algunas veces

(SC: “sometimes”)

SD: muchas veces

(SD: “many times”)

SE: muchas veces

(SE: “many times”)

SF: muchas veces

(SF: “many times”)

(Excerpt No 7, Students’ post- implementation checklist No 1 May 10<sup>th</sup> 2012)

After the implementation, four learners stated that they were able to monitor and self-assess their own learning process “many times”, which allowed them to improve their own difficulties regarding reading. The other two learners stated that they were “sometimes” able to monitor and self-assess their learning process.

The three reading strategies made learners aware of the importance of utilizing these strategies in other contexts, particularly to read in other subjects for effective reading. This finding is also an indication of autonomy. If learners are able to apply the reading strategies they have developed in English to other subjects in Spanish, they will have better opportunities to read by themselves and set up their own reading goals. The following excerpts (See excerpts 8 and 9) demonstrate the importance given by learners to their reading process and learning autonomy, particularly increasing awareness about the use of the reading strategies to foster autonomy.

**T: ¿La estrategia de Skimming implementada en clase me sirve para ser utilizada en otros contextos? (leer en otras áreas) Si o No ¿Por qué?**

**(T: Do you think that the skimming strategy implemented in class is useful for you to be used in other contexts? Yes or No? Why?)**

SA: "Si he puesto en práctica en las otras áreas y me ha ido mucho mejor que antes".

(SA: "Yes, I have put it into practice in the other areas, and I have seen better outcomes" )

SB: "Si porque soy mas consciente de cómo funcionan estas estrategias para trabajar en otras materias (Sic)"

(SB: "Yes, because I am more conscious about how these strategies work in other subjects")

SD: "Si me sirve implementarla en otras clases para buscar la respuesta correcta"

(SD: "Yes, this strategy is useful to be implemented in other subjects to find the correct answer")

(Excerpt No 8, Questionnaire Skimming No 1, April 24<sup>th</sup> 2012).

In this excerpt, students have realized the usefulness of the reading strategies as a tool to put into practice in other subjects. Little (1991) supports this idea when reflecting on the importance of autonomy, defining it as the capacity to reflect critically and to act independently. Autonomy refers to the way the learner transfers what he/she has learned to different contexts.

In the post-lesson self-evaluation report (See excerpt 9), five learners reflected on the importance of using scanning strategy as a mechanism to read on their own. This item is summarized below by the researcher.

Five of the learners have realized the importance of scanning as a means to locate specific information in a text as well as being able to work by themselves without depending much on the teacher –researcher.

(Excerpt No 9 Post- Lesson Self- Evaluation Report, March 17<sup>th</sup> 2012)

This subcategory emphasized the importance of reading awareness as a mechanism to reflect upon their own reading process such as monitoring and self-assessing their reading skills. By doing this, learners will be able to use the strategies to read in other subjects, thus becoming more independent readers.

### 1.3 Promoting Motivation

Promoting motivation by learners was fostered with the implementation of the three reading strategies (scanning, skimming and making predictions). This was evidenced by the fact that learners read more easily and faster, and reported that they enjoyed their reading more and that they felt more motivated by going to the question first and then going to the text to find out what they needed to focus on, disregarding vocabulary and words they did not know. Learners described the usefulness of the three reading strategies and what they might be able to do at the end of the project. They clearly stated that they became more interested in reading with the use of the reading strategies. As a result, learners became more autonomous readers.

**T: ¿Saber hallar información específica en un texto me motiva a leer en inglés? Si o No  
¿Por qué?**

**(T: Do you feel motivated when you are able to locate specific information in a text in  
English? Yes or No? Why?)**

SB: "Si porque uno le agrada leer cuando sabe como entender lo que lee y esto motiva mas  
para leer (sic)"

(SB: "Yes, because I like to read when I understand what I read. And this situation engages me  
to read more")

SE: "Si porque esta estrategia hace la lectura mas interesante y asi hace que uno lea mas  
(sic)"

(SE: "Yes, because this strategy makes reading more interesting and it helps me to read  
more")

SF: "Si porque esta estrategia hace que a uno le guste leer mas porque asi se entiende mas  
(sic)"

(SF: "Yes, because this strategy makes me to read more and thus I can read more")

(Excerpt No 10 Questionnaire Scanning No 1, May 15<sup>th</sup> 2012)

The researcher have used the term "Sic" to indicate that a quoted passage, especially one containing an error or unconventional spelling, has been retained in its original form.

In the students' post-implementation checklist (See excerpt 11), the six learners said that the use of the strategies which were implemented in the classroom motivated them to read.

**T: El uso de las estrategias me motiva a leer en inglés.**

**(T: The use of the strategies engages me to read more in English.)**

SA: siempre

(SA: "always")

SB: muchas veces

(SB: "many times")

SC: algunas veces

(SC: "sometimes")

SD: siempre

(SD: "always")

SE: muchas veces

(SE: "many times")

SF: siempre

(SF: "always")

(Excerpt No 11 Students' post-implementation checklist 1 Students A, B, E, and F, May 10<sup>th</sup> 2012.)

All the learners confirmed that the use of the strategies implemented in the classroom engaged them in reading. This was reflected by the fact that they proved that the strategies were useful in terms of making their reading process easier, faster and more enjoyable and they were able to transfer these strategies to other subjects. This situation implies that learners perceived their progress and usefulness of the reading strategies in order to go further and undertake their path towards independent learning.

Furthermore, in the post- lesson self-evaluation report written by the teacher after every third lesson, the teacher- researcher identified in his comments that the



learners had been motivated to read because of the use of the implemented reading strategies in class. This is summarized below by the researcher.

Learners felt comfortable in reading because the reading strategies developed in class allowed them to read easier, faster and more enjoyable. Furthermore, they were able to transfer these strategies to use them in other subjects.
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(Excerpt No 12 Post-lesson Self-Evaluation Report Making predictions, May 8<sup>th</sup> 2012.)

An appropriate training on reading strategies helps learners to have a better performance as well as to enjoy the learning process because they become more efficient and have more fun. Likewise, it is important to highlight that learners can use the knowledge gained about the reading strategies to put it into practice in other subjects. This situation implies that learners become more motivated towards reading and will make an effort to meet their reading goals. These findings are similar to the ones reported by Aguirre and Ramos (2009) after conducting five workshops on reading strategies such as skimming, scanning, and predicting in a semi-distance learning program. The authors found that the use of reading strategies had contributed to the reading process of students. The students' attitude and motivation towards English changed. Through the teacher's guidance in terms of how to use reading strategies, students were able to develop meta-cognitive skills and, as a result, they were able to build confidence and motivation to work by themselves on assigned tasks.

## 2.0 Improving Reading Performance

This category emphasizes the importance of the three reading strategies for the improvement of the reading skills. For this reason, learners were able to use and apply the reading strategies to read faster, more easily and in a more comprehensible way. Consequently, learners were able to locate main ideas, find specific information in a text and make predictions. The use of these strategies empowered learners as effective readers and they became less dependent on the teacher than they used to be.

In relation to reading strategies, Block (1986) highlights that “reading strategies are techniques, operations or steps a learner takes to “conceive a task, what textual cues they attend to, how they make sense of what they read, and what they do when they do not understand”. (Block, 1986, p. 465). This definition of reading strategies supports the fact that reading strategies help learners to be effective readers.

Excerpts given below demonstrate the way learners used the reading strategies to improve their reading skills.

**T ¿Puedo identificar información específica dentro de un texto? Si o No ¿Por qué?**

**(T: Can I identify specific information in a text? Yes or No? Why?**

SA: “Si puedo identificar información específica porque se lee muy bien el texto y luego se leen las preguntas y de una forma muy ágil se contestan”.

(SA: “Yes, I can identify specific information because I read the text and then I read the

questions to find the answers easily”)

SB: “Si porque uno lee la pregunta, inmediatamente se va al texto y busca la respuesta correcta”.

(SB: “Yes, because I read the question first, then I go to the text to find the correct answer”)

SC: “Si porque voy a la pregunta y luego voy al texto y hay (Sic) encuentro la respuesta correcta”.

(SC: “Yes, because I read the question first, then I go to the text to find the correct answer”)

SD: “A veces si, a veces no, porque es complicado”.

(SD: “Sometimes yes, sometimes no because it is complicated”).

SE: “Si porque uno busca en el texto las respuestas de una manera rápida y así contestar las preguntas”.

(SE: “Yes, because I find the answer in the text quickly and thus I can answer the questions”)

SF: “Me parece complicado”

(SF: “I think it is complicated”)

(Excerpt No 13 Questionnaire Scanning 1, March 15th 2012.)

The use of the reading strategies allows learners to understand texts easier and faster. By doing this, learners could become effective and independent readers. An author who supports this idea is Sau (n.d). In his research about reading strategies (skimming, scanning, and making predictions), he suggests that the teaching of these strategies in class can facilitate learners' comprehension. Furthermore, he emphasizes that teachers should improve their teaching skills, so that students can enjoy the reading process and become independent learners.

**T. Puedo identificar información específica en un texto**

**(T: Can I identify specific information in a text?)**

SA: siempre

(SA: "always")

SB: siempre

(SB: "always")

SC: siempre

(SC: "always")

SD: muchas veces

(SD: "many times")

SE: siempre

(SE: "always")

SF: siempre

(SF: "always")

(Excerpt No 14 Post-Student Checklist No 1 Student A, B, C, D, E, and F, May 10<sup>th</sup> 2012).

**T: ¿Después de esta experiencia en la implementación de la estrategia "Skimming", mi habilidad para leer en inglés ha mejorado? Si o No. ¿Por qué?**

**(T: Have you improved your reading skills after the implementation of skimming strategy? Yes or No? Why?)**

SA: "Si porque he conocido varias palabras que no había conocido y leo con mas (Sic) rapidez el ingles".

(SA: "Yes, because I have learnt several words I did not know before. And I can read faster in English now.")

SD: "Si por que antes no sabia (Sic) de que se trataba el texto los dibujos me daban igual ahora no".

(SD: "Yes, because I have a better picture of the text now.")

SE: "Si porque ya se (Sic) y puedo entender lo principal o global de la lectura".

(SE: "Yes, because I can understand the main idea of the reading.")

(Excerpt No 15 Questionnaire Skimming No 1, April 24<sup>th</sup> 2012)

All the data that emerged from the different instruments regarding students' development of their reading skills highlight the importance of teaching these reading strategies explicitly, particularly explaining the functions in reading comprehension for effective reading. Learners mentioned the usefulness of using reading strategies in order to tackle their reading process effectively. They stated that after the implementation of the reading process, they were able to find main ideas in a text, locate specific information, and make predictions on a text.

Finally, and to support the fact that learners progressed in their reading skills, an achievement test was applied at the end of the process which confirmed the success of the implementation of the three reading strategies (skimming, scanning, and making predictions). The researcher found that each one of the six learners got good outcomes in this test. Consequently, they were able to find main ideas, locate specific information, and make predictions as well. (See appendix K).

## **CHAPTER 6: Conclusions and Pedagogical Implications**

The purpose of this chapter is to present the conclusions, implications, limitations, and further research of my investigation regarding three reading strategies in relationship with autonomy and reading skills.

This study was aimed to investigate the relationship between reading strategies and autonomy in foreign language reading through the following question:

1. To what extent does the implementation of three reading strategies (scanning, skimming and making predictions) when reading topics selected by learners promote autonomy?

The findings related to this question were grouped into two categories named: “Fostering autonomy through the use of reading strategies” and “Students’ improvement of their reading skills due to the efficient use of three reading strategies.”

The subcategories identified as part of the first category refer to the students’ decision making for learning and doing their assigned tasks, increasing reading awareness as well as promoting motivation. The second category

emphasizes students' improvement of their reading skills due to the efficient use of three reading strategies.

In order to summarize the conclusions of my study, I will present them in accordance with the subcategories mentioned above and the second category.

The first conclusion that emerged from my work is that teaching three reading strategies (scanning, skimming and making predictions) is a very enriching process particularly in terms of learners' decision making and their completion of the assigned tasks. The participants expressed that they had benefited from making decisions for learning and assuming responsibility regarding their own learning process because they had difficulties to understand reading for main ideas and specific information in a text as well as making predictions in a passage. Also, comparing the data gathered from the students' pre-implementation checklist and the students' post-implementation checklist, (See appendix D) it was evident that the use of the three reading strategies did contribute meaningfully for learners to become more committed in order to decide what they need to do and take charge of their own reading process. Therefore, learners assumed responsibilities and became more devoted to their own learning, particularly because these strategies guided learners to develop their capacity to identify their difficulties and take

initiative to read what they need to read for a better performance. All this implies that learners could make decisions for learning that guided them to be in charge of their own reading process.

The second conclusion that was reached comes from the second subcategory which is “increasing reading awareness”. The participants expressed that they were more aware of their own reading learning process through the use of the three reading strategies (scanning, skimming, and making predictions) taught in class. As a result, learners were more open-minded and reflective regarding how to use and apply the reading strategies to improve their autonomy.

In the post-lesson self-evaluation report written by the teacher, he identified that the relationship between reading and autonomy is that, through guidance on how to use the three reading strategies, students were able to develop meta-cognitive skills which helped them to monitor and self-assess their reading process. Thus, they were able to meet their reading goals. These reading goals were focused on the application of skimming, scanning, and making predictions, and as a consequence, they brought about awareness on how to become more effective readers. This, in turn, fosters learners’ autonomy.



The third conclusion that was reached comes from the third subcategory “promoting motivation”. The participants stated that they felt more motivated while reading through the application of the three reading strategies. This was reflected by the fact that they proved the strategies useful in terms of making the reading process easier, faster and more enjoyable as to be able to transfer these strategies to use in other subjects. It is also important to highlight that this motivation was also derived from cognition

This situation implies that learners perceived their progress and usefulness of the reading strategies in order to go further and undertake their path towards independence learning. Furthermore, in the post-lesson self-evaluation report written by the teacher-researcher, he identified in his comments that the learners had been motivated to read because of the use of the implemented reading strategies in class. He wrote “an appropriate training on reading strategies helps learners to have a better performance as well as to enjoy the learning process because they become more efficient and have more fun”.

The last conclusion that was reached comes from the second category “Students’ improvement of their reading skills”. The participants stated that they improved their reading skills. Consequently, they were able to use and apply the

reading strategies to read in a more comprehensible way. Therefore, learners were able to locate main ideas, find specific information in a text and make predictions. Likewise, in the achievement test, learners were able to perform well in the use of the three reading strategies. Furthermore, the use of the strategies empowered learners to be effective readers and they became less dependent on the teacher than they used to be.

### **Pedagogical implications**

The conclusions mentioned above lead me to various issues teachers should take into consideration when teaching English, especially when teaching reading strategies to EFL learners.

First, in many EFL classrooms translation is still used as a method, and little or no attention is given to training in reading strategies for an effective and meaningful reading process, particularly because through the application of the reading strategies (skimming, scanning, and making predictions) learners could not only improve reading comprehension, but also to promote some features of autonomy such as meta-cognitive skills, reading awareness, motivation, and making decisions for learning. The guidance in terms of how to use reading strategies helps learners to have a better performance as well as to enjoy the learning process due to the fact that they become more efficient and have more

fun. Furthermore, other language skills (listening, speaking, and writing) might be developed through the implementation of the reading strategies.

Secondly, reading strategies should be taught explicitly in order for learners to understand them and put them into practice in other contexts. For example, learners could use scanning to locate specific information in a Biology text or use skimming to identify the main idea in a Spanish passage.

In addition, readings must be selected taking into consideration learners' interests, age, level, needs, and contexts or allowing them to select the reading topics what they want to read for the semester. By doing this, learners will see English reading as a tool to access real life situations concerning their context and will be engaged in the English learning process. Moreover, motivation will allow them to make decisions for learning and enhancing reading awareness, making decisions for learning because autonomous learners are motivated learners who accept responsibility for their own learning. Therefore, teachers should take into consideration the importance of promoting motivation in the reading process in order for learners to perceive their progress and reach their goals.

Teachers could achieve this by allowing them to read topics selected by them. Another important aspect that teachers should take into consideration when teaching reading is to use the stages of reading proposed by Williams (1996) for

effective reading. They are pre-reading, while-reading and post-reading because they allow learners to scaffold the reading process by arising interest in the topic, activating prior knowledge, extracting specific information, getting detailed information. All this enables the students to understand the writer's purpose, to understand the text structure and to clarify text content. Finally, they consolidate or reflect upon what has been read and to relate the text to the learners' own knowledge, interest, experience or views.

### **Limitations**

During the development of the study some limitations for the development of the reading sessions emerged in terms of extracurricular activities. They were some cultural events that were held at school which affected the development of the tasks previously organized and scheduled. Consequently, the researcher needed to ask the school principal and other teachers for permission to get more hours with the group involved in the project in order to carry out the number of programmed sessions.

Additionally, another limitation that was present was lack of time, since the researcher had it just two hours of English with this group. Therefore, he needed to manage this time carefully to tackle the research timeline established to

complete the 22 hours for this purpose. Another drawback was that soon after the researcher had started the project, educational authority's policies decided that the target group (ninth level) had to work with eighth level. For this reason, the researcher needed to overcome this situation by carefully designing short and easy readings for the other group to work with, while he developed the research project with the target group.

### **Suggestions for Further Research**

It is suggested that similar studies be conducted with other types of reading strategies such as inferring and extensive reading to see how students deal with reading comprehension and the promotion of learners' autonomy as well. It would also be interesting to study how learners could acquire language structures and vocabulary through reading strategies (activities). Likewise, it would be interesting to implement these reading strategies in a virtual learning environment to identify if learners take advantage of the reading strategies to read easier, faster and more enjoyable or analyze if there is any difference or not with the implementation of the reading strategies. Moreover, this study could also be replicated with bigger groups of participants to explore the variety of their insights and see if students in larger classes would also be willing to develop better reading skills and some

principles of autonomy such as making decisions for learning, having commitment for their own tasks, increasing awareness regarding their reading learning process.

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## APPENDIX A

### Formato de Autorización –Directivos

Gachetá. Febrero 10 de 2012

Proyecto de Educación: Desarrollo de Estrategias de Lectura (Promoting Reading Strategies like scanning, skimming and making predictions to foster autonomy when reading topics selected by learners).

Maestría en Ambientes de Aprendizaje Autónomo en Inglés. Universidad de la Sabana

Rectora: María Del Rosario Pabon Pabon

Ciudad

Respetada Señora:

Con el propósito de contribuir al desarrollo de la comprensión de lectura en el área de Inglés, se pretende desarrollar un proyecto educativo llamado 'Promoción de estrategias de lectura cuando los estudiantes leen temas de su interés para fomentar su autonomía' (Promoting reading strategies like scanning, skimming and making predictions when learners read topics selected by them to foster autonomy), dirigido a los estudiantes de grado noveno colegio Agropecuario Piloto, con el objetivo de diseñar e implementar actividades respecto a la enseñanza de la lectura teniendo en cuenta las estrategias de lectura señaladas, este trabajo será realizado en el colegio.

Para lograr este propósito se llevara a cabo talleres donde se enseñe a utilizar estrategias de lectura para mejorar los procesos de esta habilidad en las horas de clase donde los estudiantes participaran activa y voluntariamente, el docente de Inglés dirigirá el proceso. Esta investigación se llevará a cabo durante el primer semestre del presente año. Para hacer el seguimiento del desarrollo de este proyecto se realizaran algunas encuestas, chequeos, cuestionarios y un test escrito a los estudiantes, estos instrumentos servirán para recolectar datos, permitiendo así analizar el proceso y resultados de los estudiantes tras las estrategias propuestas con respecto a la habilidad lectora para fomentar la autonomía.

A los participantes se les garantiza estricta confidencialidad con la información que se obtenga y este proyecto no tendrá incidencia alguna en las notas correspondientes al curso.

Para que quede constancia que conoce esta información y la aprueba para ser desarrollada en su institución, solicito firmar el presente consentimiento.

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**María del Rosario Pabon Pabon**

## APPENDIX B

### Formato de Autorización – Padres de Familia

Gachetá, Febrero 10 de 2012.

Proyecto de Educación: Desarrollo de Estrategias de Lectura en Inglés.

Maestría en Ambientes de Aprendizaje Autónomo en inglés. Universidad de la Sabana

Señores Padres de Familia – Estudiantes grado noveno Colegio Agropecuario Piloto

Ciudad

Respetados Padres de Familia:

Con el propósito de contribuir al desarrollo de estrategias de lectura en el área de inglés se pretende desarrollar un proyecto educativo llamado 'Desarrollo de Estrategias de Lectura cuando los estudiantes leen temas de su interés para fomentar su autonomía y la habilidad lectora' (Promoting reading Strategies like scanning, skimming and making predictions when reading topics selected by learners to foster autonomy). Este trabajo tiene el objetivo de diseñar e implementar actividades respecto a la enseñanza de la lectura teniendo en cuenta las estrategias de lectura señaladas, las cuales serán desarrolladas en el aula de clase. Para lograr este propósito se diseñaran e implementaran talleres de estrategias de lectura en las horas de clase en los que los estudiantes participaran activa y voluntariamente, el docente de Inglés dirigirá el proceso. Para hacer el seguimiento del desarrollo de este proyecto se realizaran algunas encuestas, chequeos, cuestionarios y un test escrito a los estudiantes, los cuales servirán para recolectar datos, permitiendo así analizar el proceso y resultados de los estudiantes tras las estrategias propuestas con respecto a la habilidad lectora para fomentar la autonomía.

A los participantes se les garantiza estricta confidencialidad con la información que se obtenga. Este proyecto no tendrá incidencia alguna en las notas correspondientes al curso.

Para que quede constancia que conocen esta información y aprueban la participación de su hijo (a), por favor firmar el presente consentimiento.

(a), por favor firmar el presente consentimiento.

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**Nombre Estudiante:**

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**Firma padre**

SI

**Firma madre**

NO

## APPENDIX C

### Formato de Autorización –Estudiantes

Gachetá, Febrero 10 de 2012.

Proyecto de Educación: Promoción de estrategias de lectura (Promoting reading strategies like scanning, skimming and making predictions when reading topics selected by learners to foster autonomy)

Maestría en Ambientes de Aprendizaje Autónomo en inglés.

Estudiantes Grado Noveno Colegio Agropecuario Piloto

Ciudad

#### **Apreciados Estudiantes:**

Como es de su conocimiento, en el área de Inglés se pretende desarrollar un proyecto educativo llamado ‘Desarrollo de Estrategias de Lectura cuando los estudiantes leen temas de su interés para fomentar su autonomía y la habilidad lectora’ (Promoting reading strategies like scanning, skimming and making predictions when reading topics selected by learners to foster autonomy), con el objetivo de diseñar e implementar actividades basadas en estrategias de lectura las cuales le permitirán mejorar la comprensión de textos en inglés y promover su autonomía en las diferentes facetas de su vida. Para lograr este propósito se llevaran a cabo talleres de estrategias de lectura en las horas de clase en los que ustedes participaran activa y voluntariamente, junto con su docente quien dirigirá el proceso. Para hacer el seguimiento del desarrollo de este proyecto se realizaran algunas encuestas, chequeos, cuestionarios y un test escrito, los cuales servirán para recolectar datos, permitiendo así analizar el proceso y resultados de los estudiantes tras las estrategias propuestas con respecto a la habilidad lectora para fomentar la autonomía en las diferentes facetas de su vida. Se les garantizará estricta confidencialidad con la información que se obtenga y este proyecto no tendrá incidencia alguna en las notas correspondientes al curso.

Como constancia que conocen esta información y la aprueban, por favor firmar el presente consentimiento.

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**Nombre Estudiante:**

## APPENDIX D

### COMPARISON: A STUDENTS' PRE-IMPLEMENTATION CHECKLIST/A STUDENTS' POST-IMPLEMENTATION CHECKLIST.

Students' pre-implementation checklist.	Students' post-implementation checklist.
<p><b>1. Leo con frecuencia en inglés</b> SA: Nunca SB: Algunas veces SC: Nunca SD: Nunca SE: Algunas veces SE: Nunca SF: Nunca</p>	<p><b>1. Leo con más frecuencia fuera del salón de clase por interés propio.</b> SA: muchas veces SB: algunas veces SC: muchas veces SD: muchas veces SE: muchas veces SF: muchas veces</p>
<p><b>2. Puedo entender la idea principal de un texto en inglés.</b> SA: Nunca SB: Algunas veces SC: Nunca SD: Nunca SE: Algunas veces SF: Nunca</p>	<p><b>2. Puedo entender la idea principal de un texto en inglés de mi interés.</b> SA: siempre SB: siempre SC: siempre SD: siempre SE: siempre SF: siempre</p>
<p><b>3. Puedo hallar información específica en un texto.</b> SA: Nunca SB: Algunas veces SC: Nunca SD: Algunas veces SE: Nunca SF: Nunca</p>	<p><b>3. Puedo identificar información específica en un texto.</b> SA: siempre SB: siempre SC: siempre SD: muchas veces SE: siempre SF: siempre</p>



Running head: PROMOTING THREE READING STRATEGIES (SCANNING, SKIMMING  
AND MAKING PREDICTIONS) TO FOSTER AUTONOMY

<p>4. Puedo hacer predicciones de lo que se trata un texto o lectura por medio de dibujos o el título</p> <p>SA: Algunas veces</p> <p>SB: Nunca</p> <p>SC: Algunas veces</p> <p>SD: Nunca</p> <p>SE: Nunca</p> <p>SF: Nunca</p>	<p>4. Puedo hacer predicciones de lo que se trata un texto o lectura por medio de dibujos o el título.</p> <p>SA: siempre</p> <p>SB: siempre</p> <p>SC: siempre</p> <p>SD: muchas veces</p> <p>SE: siempre</p> <p>SF: algunas veces</p>
<p>5. Conozco algunas estrategias de lectura que me permiten leer efectivamente.</p> <p>SA: No</p> <p>SB: No</p> <p>SC: Yes</p> <p>SD: No</p> <p>SE: NO</p> <p>SF: No</p>	<p>5. Considero útil aplicar la estrategia de scanning (hallar información específica en un texto)</p> <p>SA: siempre</p> <p>SB: siempre</p> <p>SC: siempre</p> <p>SD: siempre</p> <p>SE: siempre</p> <p>SF: siempre</p>
<p>6. Realizo y presento las actividades o tareas asignadas con responsabilidad y dedicación.</p> <p>SA: Nunca</p> <p>SB: Algunas veces</p> <p>SC: Nunca</p> <p>SD: Nunca</p> <p>SE: Algunas veces</p> <p>SF: Nunca</p>	<p>6. Realizo y presento oportunamente las actividades y tareas asignadas.</p> <p>SA: siempre</p> <p>SB: siempre</p> <p>SC: siempre</p> <p>SD: muchas veces</p> <p>SE: siempre</p> <p>SF: muchas veces</p>

Running head: PROMOTING THREE READING STRATEGIES (SCANNING, SKIMMING  
AND MAKING PREDICTIONS) TO FOSTER AUTONOMY

<p>7. Reviso y leo de nuevo en casa las lecturas vistas en el colegio para complementar lo que trabajo en clase.</p> <p>SA: Nunca</p> <p>SB: Nunca</p> <p>SC: Nunca</p> <p>SD: Nunca</p> <p>SE: Nunca</p> <p>SF: Nunca</p>	<p>7. Reviso y leo de nuevo las lecturas asignadas para complementar lo que veo en clase.</p> <p>SA: muchas veces</p> <p>SB: muchas veces</p> <p>SC: algunas veces</p> <p>SD: muchas veces</p> <p>SE: muchas veces</p> <p>SF: muchas veces</p>
<p>8. Busco el significado de lo que no entiendo para afianzar mi aprendizaje respecto a la lectura.</p> <p>SA: Nunca</p> <p>SB: Nunca</p> <p>SC: Nunca</p> <p>SD: Nunca</p> <p>SE: Nunca</p> <p>SF: Nunca</p>	<p>8. Busco el significado de lo que no entiendo para afianzar mi aprendizaje de lo que leo.</p> <p>SA: muchas veces</p> <p>SB: algunas veces</p> <p>SC: algunas veces</p> <p>SD: muchas veces</p> <p>SE: muchas veces</p> <p>SF: muchas veces</p>
<p>9. Monitoreo y evalué mi propio aprendizaje para superar mis dificultades.</p> <p>SA: Nunca</p> <p>SB: Nunca</p> <p>SC: Nunca</p> <p>SD: Nunca</p> <p>SE: Nunca</p> <p>SF: Nunca</p>	<p>9. Monitoreo y evalué mi propio aprendizaje para superar mis dificultades</p> <p>SA: muchas veces</p> <p>SB: algunas veces</p> <p>SC: algunas veces</p> <p>SD: muchas veces</p> <p>SE: muchas veces</p> <p>SF: muchas veces</p>

Running head: PROMOTING THREE READING STRATEGIES (SCANNING, SKIMMING AND MAKING PREDICTIONS) TO FOSTER AUTONOMY

	<p>10. Considero útil aplicar la estrategia de skimming (hallar la idea general del texto)</p> <p>SA: siempre</p> <p>SB: siempre</p> <p>SC: siempre</p> <p>SD: siempre</p> <p>SE: siempre</p> <p>SF: siempre</p>
	<p>11. Considero útil aplicar la estrategia de hacer predicciones respecto a lo que un texto se va a tratar o lo que va a pasar al final del mismo</p> <p>SA: siempre</p> <p>SB: muchas veces</p> <p>SC: algunas veces</p> <p>SD: siempre</p> <p>SE: siempre</p> <p>SF: algunas veces</p>
	<p>12. Las estrategias implementadas en clase me sirven para ser aplicadas en otros contextos. (Leer en otras áreas)</p> <p>SA: siempre</p> <p>SB: muchas veces</p> <p>SC: siempre</p> <p>SD: siempre</p> <p>SE: siempre</p> <p>SF: muchas veces</p>

	<p>13. El uso de las estrategias me motiva a leer en inglés en un contexto diferente a la de la clase.</p> <p>SA: siempre</p> <p>SB: muchas veces</p> <p>SC: algunas veces</p> <p>SD: siempre</p> <p>SE: muchas veces</p> <p>SF: siempre</p>
	<p>14. Mi proceso de lectura es mejor cuando utilizo las estrategias vistas.</p> <p>SA: siempre</p> <p>SB: muchas veces</p> <p>SC: siempre</p> <p>SD: muchas veces</p> <p>SE: siempre</p> <p>SF: muchas veces</p>

## APPENDIX E

### DATA: QUESTIONNAIRE SCANNING

#### 1. ¿Puedo identificar información específica dentro de un texto?

##### Si o No ¿Por qué?

SA: "Si puedo identificar información específica porque se lee muy bien el texto y luego se leen las preguntas y de una forma muy ágil se contestan".

SB: "Si porque uno lee la pregunta, inmediatamente se va al texto y busca la respuesta correcta".

SC: "si porque voy a la pregunta y luego voy al texto y hay λ (ahí) encuentro la respuesta correcta".

SD: "si porque con las preguntas que salen de un texto me puedo guiar y puedo encontrar la información específica".

SE: "Si porque uno busca en el texto las respuestas de una manera rápida y así contestar las preguntas".

SF: "Si porque uno analiza muy bien primero, miro la pregunta, la observo y busco su significado correspondiente y así puedo contestar".

#### 2. ¿La estrategia de Scanning implementada en clase me sirve para ser utilizada en otros contextos? (leer en otras áreas) Si o No ¿Por qué?

SA: "Si porque aprendería cosas de otras materias y es muy bonito"

SB: "Si porque en las otras áreas también nos presentan ejercicios de esos, y entonces uno ya sabe lo que tiene que realizar".

SC: "Si porque uno en otras áreas le colocan un texto y uno lo puede desarrollar con las preguntas que pertenecen al texto".

SD: "Si porque aprendo mas y en otras clases me va a ir mejor, voy a leer mas rápidamente".

SE: "Si porque puedo encontrar la respuesta en el texto y completar la información que necesito".

SF: "Si porque en otras áreas uno también puede buscar sus significados ágilmente y analizar todo lo específico que presente el texto o lectura".

#### 3. ¿Saber hallar información específica en un texto me motiva a leer en inglés? Si o No ¿Por qué?

SA: "Si porque el ingles me gusta, y como casi no se ingles me gustaría aprender"

SB: Si porque uno aprende más a comprender la lectura y a encontrar lo que uno necesita".

SC: "Si porque uno tiene la capacidad de poder aprender más hacia el futuro"

SD: "Si puedo hallar información específica pero no me motiva el ingles porque es muy complicado".

SE: "Si porque así puedo aprender a hallar más información y palabras que desconozco".

SF: "Si porque uno aprende a analizar más cosas nuevas y comprender las lecturas para uno guiarse y hacer las cosas rápidamente"

**4. ¿Tener la oportunidad de seleccionar temas de mi interés para leer en inglés, me genera autonomía para leer en esta área? Si o No ¿Por qué?**

SA: "Si porque me gusta esta área y me gusta mucho hablar en ingles sobre cualquier tema".

SB: "Si porque uno se concentra en el tema que escogió y no se aburre porque la lectura es muy divertida".

SC: "Si porque uno se concentra en el texto y así uno puede desarrollar las preguntas rápidamente".

SD: "Pues si me genera autonomía porque cada día me interesa más el ingles".

SE: "Si porque ya se el tema y puedo entender mejor el tema y aprender nuevas palabras".

SF: "Si porque uno se concentra aunque es un poco difícil pero se puede comprender y uno tiene que hacer todo el esfuerzo por aprender".

**5. ¿Después de esta experiencia en la implementación de la estrategia "Scanning", mi habilidad para leer en ingles ha mejorado? Si o No. ¿Por qué?**

SA: "Si porque antes no sabía nada de lo que había en los textos, ahora si me puedo guiar".

SB: "Si porque primero me sentía confundido, y ahora he mejorado bastante en la comprensión de lectura".

SC: "Si he mejorado porque yo al principio me sentía confundido en la realización de las preguntas".

SD: "Si porque leo y releo y cuando no se el significado de alguna palabra y la busco en un diccionario para comprender mejor el texto".

SE: "Mas o menos porque todavía no entiendo algunas palabras y me equivoco en su pronunciación".

SF: "Si porque he mejorado un poco la concentración de la lectura y analizar mas para poder contestar rápidamente".

**6. ¿realizo las actividades o tareas asignadas con responsabilidad, interés y dedicación? Si o No ¿Por qué?**

SA: "Si porque me gusta aprender muchas cosas, y me gusta el ingles".

SB: "Si porque es una responsabilidad que le dejan a uno como persona y tiene que cumplirla".

SC: "Si porque es importante hacer las tareas para aprender más hacia el futuro de nuestra vida".

SD: "Si pero que desde entienda muy bien el tema o tarea asignada".

SE: "Si porque es interesante saber cómo se dice o pronuncian muchas palabras".

SF: "Si porque si no hace los talleres no se aprende, hay que realizar o practicar para aprender".

## APPENDIX F

### DATA: QUESTIONNAIRE SKIMMING

**1. ¿Puedo identificar información global en un texto?**

**Si o No ¿Por qué?**

SA: "Si porque el profesor explica muy bien y luego leo la lectura y la desarrollo"

SB: "Si porque uno lee el texto un poquito y ya sabe de que se trata".

SC: "Si puedo identificar información porque yo primero mira la pregunta y luego voy al texto".

SD: "Si por que se me facilita me parece muy fácil y tengo idea de lo que se trata el texto".

SE: "Si porque con tan solo ver un imagen que nos muestran de ella se puede identificar".

SF: "Si porque uno identifica información mediante un dibujo o una lectura puede tomar una decisión global de un texto o la idea principal de una lectura".

**2. ¿La estrategia de Skimming implementada en clase me sirve para ser utilizada en otros contextos? (leer en otras áreas) Si o No ¿Por qué?**

SA: "Si he puesto en práctica en las otras áreas y me ha ido mucho mejor que antes".

SB: "Si porque uno lee las opciones λ (opciones) que hay y mira rápido cual en el texto cual pertenece y puede identificar la idea principal".

SC: "Si me sirve implementarla en otras clases para buscar la respuesta correcta"

SD: "Si por que si uno no sabe de que se trata el texto y estudiando la estrategia Skimming si lo estoy logrando".

SE: "Si porque en otras áreas me pueden dejar un texto y ya sabiendo que es la idea principal puedo identificar".

SF: "Si porque en algotras λ (otras) areas uno mira rápidamente las preguntas y uno observa lo especifico según trata la lectura".

**3. ¿saber hallar información global en un texto me motiva a leer en inglés? Si o No ¿Por qué?**



Running head: PROMOTING THREE READING STRATEGIES (SCANNING, SKIMMING AND MAKING PREDICTIONS) TO FOSTER AUTONOMY

SA: "Si porque cada vez que leo un texto en ingles me queda una buena enseñanza y me queda gustando y lo vuelvo a leer".

SB: "Si porque uno elige el tema que mas le guste y se interesa en el tema que escogió".

SC: "Si porque uno puede aprender a leer mucho mejor y puede también encontrar las cosas mas fáciles".

SD: "Si por que λ (porque) me gusta el ingles".

SE: "Si porque puedo entender por medio de imágenes lo que se dice".

SF: "Si porque uno aprende lo más importante de una lectura y uno conoce más palabras nuevas y halla información global".

**4. ¿Tener la oportunidad de seleccionar temas de mi interés para leer en inglés, me genera autonomía para leer en esta área? Si o No ¿Por qué?**

SA: "Si porque uno escoje λ (escoje) el tema que uno quiere y el profesor da instrucciones y luego se pone en practica λ (práctica) y se realizan las preguntas de acuerdo al texto".

SB : "Si por qué uno selecciona los temas que más le interesan y se coloca a leerlos con entusiasmo".

SC: "Si porque uno selecciona los temas y los puede practicar en casa o en el colegio".

SD: " Si por que es bonito ".

SE: "Si porque si tengo la oportunidad de seleccionar temas y puedo aprender cosas que no se".

SF: "Si porque aprende uno a pronunciar algunas palabras nuevas que no sabia y uno aprende a buscar una idea global de un texto".

**5. ¿Después de esta experiencia en la implementación de la estrategia "Skimming", mi habilidad para leer en ingles ha mejorado? Si o No. ¿Por qué?**

SA: "Si porque he conocido varias palabras que no había conocido y leo con mas rapidez el ingles".

SB: "Si por qué uno ya tiene la idea de como se pronuncian diferentes palabras y se le facilita mejor la lectura".

SC: "Si a mejorado por que λ (porque) al iniciar el proyecto yo me equivocaba al leer confundía las palabras con otras".

SD: "Si por que antes no sabia de que se trataba el texto los dibujos me daban igual ahora no".

SE: "Si porque ya se y puedo entender lo principal o global de la lectura".

SF: "Si porque he entendido mas la lectura uno se esfuerza por pronunciar el ingles es un poco duro pero uno encuentra cosas importantes"

**6. ¿realizo las actividades o tareas asignadas con responsabilidad, interés y dedicación? Si o No ¿Por qué?**

SA: "Si porque me interesa el tema y la materia y quiero salir adelante y aprender mas"

SB: "Si porque es una responsabilidad que tiene uno como estudiante hacia los profesores"

SC: "Si porque es importante hacer las tareas con responsabilidad para poder saber mas cosas"

SD: "Si por que me gusta mucho el ingles"

SE: "Si porque es un deber de nosotros los estudiantes"

SF: "Si por que si uno realiza las actividades en casa sabe las respuestas de las palabras desconocidas"

**7. ¿Cuando no entiende ciertas expresiones o vocabulario de la lectura vista en clase, lo hace en casa?**

SA: "Algunas veces lo hago y otras veces no pero quiero hacerlo todas las veces porque me esta interesando mas el tema, la materia y este proyecto"

SB: "Este proyecto me ha servido para aprender y practicar en casa las palabras desconocidas"

SC: "Algunas veces no entiendo palabras desconocidas pero le pregunto al profesor o en el diccionario"

SD: "Algunas veces lo hago porque quedo con intriga y me pongo a buscar"

SE: "Algunas veces las realizo en casa"

SF: "Si trato de entender lo hago aunque este mal y trato de interesarme un poco"

## APPENDIX G

### DATA: QUESTIONNAIRE MAKING PREDICTIONS

1. ¿Puedo hacer predicciones del contenido o temática de lo que se va a tratar en un texto?

Si o No ¿Por qué?

SA: "Si porque desde que empesamos a (empezamos) el proyecto me ha gustado y cada dia me motiva mas el ingles"

SB: "si por qué uno con leer el titulo o con mirar un dibujo ya sabe de que se trata la lectura"

SC: "Si por qué uno mira un dibujo al principio y uno dice se trata de por ejemplo el ganado"

SD: "Si por que tengo la idea de lo que se va a tratar la lectura"

SE: "Si porque por medio del dibujo yo puedo saber que se va a ha a (a) tratar la lectura"

SF: "Si por que uno aveces mediante un dibujo relacionado con u tema puede saber de que tema esta relacionado"

2. ¿La estrategia de Making predictions implementada en clase me sirve para ser utilizada en otros contextos?

(leer en otras áreas) Si o No ¿Por qué?

SA: "Si porque leo con mas rapidez y saco con mas rapidez las ideas principales"

SB: " Si porque en las otras areas le dan lecturas a uno, entonces uno mira o lee algún pedacito y rápidamente ya sabe de que se trata"

SC: "Si por qué uno puede leer el texto y asi uno puede responder con mas facilidad la pregunta"

SD "Si por que a (porque) me ayuda a predecir lo que va pasar en el texto"

SE: "Si porque ya sabiendo por medio de un dibujo o imagen de que se tratara la lectura y puedo complementar en otras areas"

SF:" Si por que a (porque) uno aveces en las otras areas puede implementar mas los contextos de making y uno aprende a buscar información especifica dentro de un texto"

3. ¿saber hacer predicciones en un texto me motiva a leer en inglés? Si o No ¿Por qué?

Running head: PROMOTING THREE READING STRATEGIES (SCANNING, SKIMMING  
AND MAKING PREDICTIONS) TO FOSTER AUTONOMY

SA: "Si porque cada día encuentro palabras nuevas y me interesa mas la materia porque las predicciones me ayudan a entender fácilmente los textos"

SB: "Si por qué siendo un tema escogido por uno mismo lo lleva a concentrarse y a leer en ingles el texto con precisión"

SC: "Si por que si uno puede hacer predicciones también puede aprender a leer en ingles algunos textos u oraciones"

SD:"Si por que quiero aprender mas ingles"

SE: "Si porque puedo entender la lectura"

SF:"Si por que si uno sabe ingles es algo muy importante para la vida y sirve mucho y me motiva a seguir aprendiendo el ingles cuando hago predicciones"

**4. ¿Tener la oportunidad de seleccionar temas de mi interés para leer en inglés, me genera autonomía para leer en esta área? Si o No ¿Por qué?**

SA: "Si porque se selecciona el tema en una clase y luego el profesor trae el tema"

SB: " Si por que uno escoge el tema que mas le interesa y asi puede saber realmente que ocurre en la lectura"

SC: "Si por qué uno busca el tema que mas le gusta y asi mismo uno puede leer muy bien"

SD: "Si por que es bonito osea me gusta aprender cosas en ingles que sea de mi interés"

SE: "Si porque ya entiendo de ese tema y puedo saber cosas que no se"

SF: "Si porque si uno se ayuda y pone de su parte y pronuncia lectura y repasa palabras desconocidas si puede comprender la lectura para saber que significa cada palabra"

**5. ¿Después de esta experiencia en la implementación de la estrategia "Making predictions", mi habilidad para leer en ingles ha mejorado? Si o No. ¿Por qué?**

SA: "Si porque leo con más rapidez"

SB: "Si por que uno opina sobre todas las cosas que se hacen en nuestra vereda y lo conlleva a leer en ingles más fácil"

SC: "Si he mejorado por que cuando yo comense a inicial el proyecto yo casi no podía interpretar las palabras y la lectura"

SD: "Si porque el profe me ha enseñado a utilizar la estrategia de predecir las cosas"

SE:" Si ha mejorado entiendo mas de los temas que el profe no explica"

SF:"Si por que uno si ha mejorado la comprensión de la lectura y ha conocido algunas palabras desconocidas que no sabíamos su significado"

**6. ¿realizo las actividades o tareas asignadas con responsabilidad, interés y dedicación? Si o No ¿Por qué?**

SA: "Si porque quiero progresar"

SB: "Si por qué es una responsabilidad que uno tiene como estudiante hacia los profesores y que debemos cumplirla"

SC: "Si las realizo por qué hacer las tareas es importante hacia el día de mañana por qué hay cosas que uno no sabe"

SD: "Si por que me gusta el ingles"

SE: "Si la realizo porque puedo aprender mas"

SF: "Si porque si realizo las actividades con interés puedo aprender mas sobre el ingles o contextualizar λ (contestar) textos que le ha dejado el ticher λ (teacher) y hacer los ejercicios"

**7. ¿Cuando no entiende ciertas expresiones o vocabulario de la lectura vista en clase, lo hace en casa? Si o No ¿Por qué?**

SA: "Si porque me queda una duda por eso busco las palabras desconocidas"

SB: "Si porque uno palabras que no conozca las busca en un diccionario y sabe de que se trata"

SC "Si lo hago en casa por que uno debe saber lo que significa esa palabra y asi uno puede saber mucho mas"

SD: "Si por que me da intriga saber"

SE: "Si porque puedo saber el significado de siertas oraciones"

SF: "Si por que uno repasa el vocabulario de la lectura vista en clase y lo termina en casa si puede aprender a leer o conocer palabras desconocidas"

## APPENDIX H

### A SAMPLE OF A POST-LESSON SELF-EVALUATION REPORT

#### Strategy: Skimming

*Based on the questions below, write a 500-word evaluation of your recently taught lesson and submit it to your Tutor/Observer*

#### 1. What went well?

1.1 Why?

1.2 How do you know? Give evidence from:

- the planning
- the lesson pace
- the activities carried out
- the students' production
- class atmosphere

#### 2. What didn't go so well?

2.1 Why?

2.2 How do you know? How do you know? Give evidence from:

- the planning
- the lesson pace
- the activities carried out
- the students' production
- the class atmosphere

#### 3. What were your lesson objectives?

3.1 Have they been achieved?

3.2 How do you know? Give evidenced from

- the lesson pace
- the activities carried out
- the students' production
- the class atmosphere

#### 4. How did you foster student autonomy in your lesson? Give evidence from:

- the planning
- the lesson pace
- the students' production
- the class atmosphere

**5. What were your personal/professional aims?**

5.1 Have they been achieved?

5.2 Give evidence or justify.

**6. What would you do differently, if anything at all, if you were to teach this lesson again?**

6.1 Why?

**7. Action Plan:**

**In view of your experience in this lesson and the observation of your students' performance, what will be your next steps, what will you do in the forthcoming lesson(s) in order to improve your professional practice? Be S.M.A.R.T.:**

Name of institution: I.E.D Agropecuario Piloto.

Teacher's name: Alexander Izquierdo Castillo: April 24<sup>th</sup> 2012.

Level: Elementary

**1. What went well?**

At the beginning of the implementation of the three sessions of skimming, students were anxious about how to use this strategy for effective reading.

With the implementation, Learners felt confident by using this strategy which empowered them to find main ideas in a text in an easy way. They demonstrated good attitude toward the skimming tasks and the class itself. I saw that learners were more conscious about the learning process particularly paying enough attention how to follow instructions and how to apply this reading strategy.

Learners felt more optimistic going to the question first and then going to the text to find out the main issue of the passage. They also disregarded words or vocabulary they did not understand when they read the texts. Furthermore, learners were more motivated using this strategy as well.

Taking into consideration the implementation of this strategy, I noticed some meaningful changes from my learners, they

were:

- Did not depend so much on the teacher
- Followed instructions
- Kept their portfolios with them and brought them when they had the class.
- They were more committed to the class
- They made decisions for learning.
- They were more conscious about their learning. (evaluating their learning)
- They were more motivated

**2. What didn't go so well?**

There were some extracurricular activities such as events that were held at school which affected the development of the sessions of this reading strategy. Consequently, the researcher needed to ask the school principal and other teachers for permission to get more hours with the group involved in the project in order to carry out the number of programmed sessions for this strategy as well as the tasks were designed for this reading strategy.

Another problem I found out was regarding time, I just had two hours of class with this group. Furthermore, these two hours of English they had to work with eighth grade students because of local education authority's policies. For this reason, the researcher needed to overcome carefully this situation by designing short and easy readings for the other group to work with while he developed the research project with the target group.

**3. What were your lesson objectives?**

The main objective was "*Learners will apply the strategy of skimming to find main ideas in a text in relation to improve reading skills and to promote autonomy*" was achieved by them through consciousness and scaffolding at the end of the three sessions,

**4. How did you foster student autonomy in your lesson? Give evidence from:**

Through the application of skimming in the class, learners were equipped about how to work on their own without depending on the teacher all the time as they used to do. I heard learners A, C, D, and F that they needed to focus on some vocabulary to work at home. This implies that these students developed some features of autonomy such as making decisions for learning

This strategy made them more motivated for learning due to the fact that learners could perceive their progress and they attempted to work harder to achieve their reading goals. Then, learners A, B, D, and F showed me what



they did at home such as looking up new words at the dictionary or completing reading tasks regarding skimming on their own.

5. **What were your personal/professional aims?**

- To make my instructions precise and easy to understand.
- To promote reading using skimming
- To build a good rapport with my learners
- To promote more students' talking time
- To motivate students to construct their own learning

## APPENDIX I

### ADAPTATION ICALT LESSON PLAN

<b>Name of teacher:</b>		<b>Candidate Number:</b>	
<b>Institution: AGROPECUARIO PILOTO</b>			
<b>Date of Observation:</b> DAY MONTH YEAR 2012		<b>Time of observation</b> From 11:00 to 11:50	<b>Length of class</b> 1 hour and 30 minutes
<b>Class/grade:</b> Ninth		<b>Room:</b> Ninth Room	
<b>Number of students:</b> 6		<b>Average age of Students:</b> 14 and 15 years old	
<b>Number of years of English study:</b> 5		<b>Level of students</b> Elementary	
<b>Lesson Number</b> 1		<b>Observer</b>	

**Main Aim(s):**

The students will identify main ideas in a text.

**Subsidiary Aims:**

The students will find specific information in a text

The students will identify the main idea of a text

The students will make predictions of texts looking at images and the title.

**Personal aims:**

To make my instructions precise and easy to understand.

To promote reading using skimming

To build a good rapport with my learners

To promote more students' talking time

To motivate students to construct their own learning

**Assumed knowledge:**

The students are able to recognize and use the verb to be, adjectives, nouns of animals, the alphabet, yes no questions, cardinal numbers, ordinal numbers, prepositions of place, wh questions, present continuous, personal information, simple present, ordinal numbers, frequency adverbs, the use of comparatives, superlatives. Etc

**Description of skimming strategy**

Skimming deals with getting main ideas of the text without reading every single word. An example could be previewing a newspaper by reading rapidly, skipping large chunks of information, and focusing on headings and first lines of paragraphs. Nuttall (1996: 49) has defined skimming as: glancing rapidly through a text to determine its gist, for example in order to decide whether a research paper is relevant to our own work ...or to keep ourselves superficially informed about matter that are not of great importance to us.

## Rationale

### **Profile of learners:**

This is a ninth grade group of students; they study at Agropecuario Piloto high school in Gachetá Cundinamarca. It is a rural school located in Tasajeras village. They are about fourteen and fifteen years old. These students belong to a low social economic level. Their English level is very elementary because they only have the opportunity of learning English at school. They have just two hours of English per week. They are particularly strong at writing. However, they have serious difficulties at reading comprehension and speaking. The class is a mixture of visual and interpersonal learners. So, they feel confident by working on teamwork principally interacting with others, guessing games, playing games, using flashcards, maps, videos etc

- **Outline the learners' linguistic needs (around 100 word)**

This group of learners has particularly strengths at writing short sentences. However, they have serious difficulties concerning reading comprehension especially understanding the main idea of a text and also speaking due to the fact that They are afraid to communicate their ideas and feelings with their peers and teacher in English.

- **Outline the learners' affective needs (around 100 words)**

This group of learners is currently dealing with their developmental stage of adolescence. For this reason, they should be taught particularly focusing on learning strategies that promote autonomy on them to take advantage of their time to work in an independent way in order to overcome difficulties concerning their learning process, mainly to improve reading comprehension such as identifying the main idea of a text and also, encouraging them to express and interact effectively, exchanging their opinions and ideas with others.

- **Outline the learners' cognitive needs (around 100 words)**

Learners in this phase need to develop critical thinking and reasoning that let them relate their new knowledge with their previous one. Concerning their speaking skills, learners need to use the language to communicate and share their ideas and feelings with their peers and teacher regarding the topics that they deal with class after class. In order to achieve this point cited above, learners should be encouraged to participate in real life conversations, particularly taking into consideration their interests, prior knowledge, and making them predict what they are going to see then. For example, asking them what a story will be about.

Running head: PROMOTING THREE READING STRATEGIES (SCANNING, SKIMMING  
AND MAKING PREDICTIONS) TO FOSTER AUTONOMY

Activity	Aim	Procedure Teacher and Student activity	Time and Interaction
<b>Pre-reading</b>	To make predictions about the reading "Visiting the Zoo"	<p>In groups of three students must carry out the following activities:</p> <ul style="list-style-type: none"> <li>• To describe the environment of a zoo with the support of a zoo picture given by the teacher.</li> <li>• To list some beautiful animals and some dangerous ones found in a zoo.</li> <li>• To talk about the foods those usually animals eat.</li> </ul>	<p>5 minutes (T-Ss)</p> <p>10 min (S- S)</p> <p>10 min (T-Ss)</p>
<b>While-reading</b>	To identify main ideas in the text	<p>First of all, learners must read the text and match the story with its appropriate picture.</p> <p>Then, we will socialize with the whole class.</p> <p>Next, they must complete a reading map which has the following information: Title of the reading, Setting, characters, main animals, foods that animals are eating. They do this activity individually and then we will socialize in the whole class.</p>	<p>5 min (T-Ss) (S-S)</p> <p>10 min (T-Ss)</p> <p>15 min (S- S)</p>
<b>Post-reading</b>	<p>To check comprehension related to the topic learnt by the use of interaction.</p> <p>To apply into their real life what they have learnt.</p>	<p>Learners will work in groups of three to talk about what they liked about the reading, the importance of the reading in the real life as a way to protect the animals in danger of extinction and how we as citizens should take care of those animals when we visit a zoo. Part of this post-reading task will be done in Spanish because learners do not have the level to do it in English.</p> <p>Learners will give advice using "should" and "shouldn't" to give recommendation.</p>	<p>10 min (T-Ss)</p> <p>10 min (S- S)</p>

## APPENDIX J

### SAMPLE OF A READING TEXT

I.E.D AGROPECUARIO PILOTO HIGH SCHOOL

Student's name: \_\_\_\_\_ Date: \_\_\_\_\_

**Grade: Ninth**

SKIMMING

PRE-READING



Pictures taken from goggle images

What do you see?

- Write the animals on the board.
- To list some beautiful animals and some dangerous ones found in a zoo.
- To talk about the foods those animals usually eat.

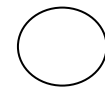
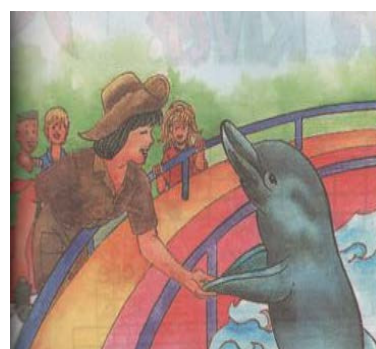
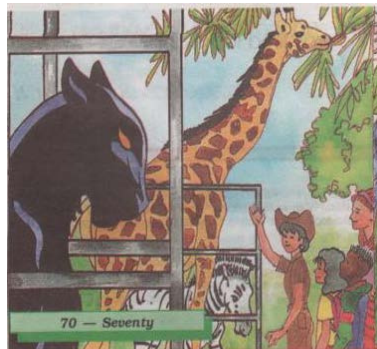
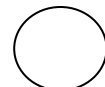
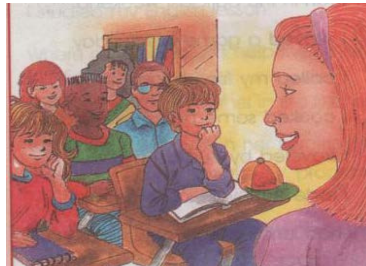
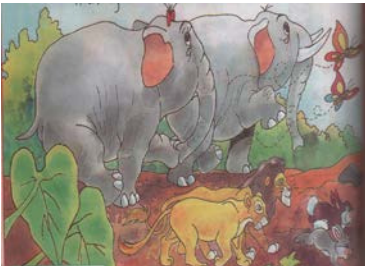
**WHILE-READING**

a. **Read the text and match the paragraphs from 1 to 7 with the appropriate picture below.**

1. One beautiful morning the science teacher Nataly tells her students that they will go to the zoo the next morning to see the animals which are in danger of extinction and how they live there. Everyone is so happy in the class because of the great news. They shouted hurrah!
2. The next morning, they go to the zoo, they are 14 children of seventh grade. There are eight girls and six boys. It is their first time they visit a zoo, it is unbelievable for them.
3. First, they visit the terrestrial animals. They see lions, tigers, panthers, zebras and pandas in their cages. There are three big lions, there are five enormous tigers and a small one, there is a tall giraffe eating leaves of the trees, the zebra is running, the animals are walking around their cages.
4. Second, they visit the aerial animals. They see vultures, eagles, guacamayas and various species of birds. There are two guacamayas, one is green with red feathers and the other one is yellow. The guacamayas are listening and paying attention to the visitors carefully. The vulture is flying far away, the toucan is eating.
5. There are two elephants, they are walking, and there are also two rabbits. They are running because there are two lions behind them.
6. Then, they visit the aquatic animals. They see a beautiful dolphin in the aquarium. They observe that a woman is playing with the dolphin.
7. Finally, they visit the monkeys. There are two monkeys; they are looking at some yellow bananas. They are not eating bananas.

**Pictures**

Running head: PROMOTING THREE READING STRATEGIES (SCANNING, SKIMMING AND MAKING PREDICTIONS) TO FOSTER AUTONOMY



b. Complete this reading map of the text you have read using the following information:



**Title of the reading:** \_\_\_\_\_

**Setting:** \_\_\_\_\_

**Characters:** \_\_\_\_\_

**Foods that animals are eating:** \_\_\_\_\_

#### **POST-READING**

Work in groups of three to talk about what you liked about the reading, the importance of the reading in the real life as a way to protect the animals in danger of extinction and how we as citizens should take care of those animals when we visit a zoo. Learners will give advice using “*should*” and “*should not*” to take care of animals when people go to the zoo or protect the animals in general.

## APPENDIX K

### ACHIEVEMENT TEST

I.E.D AGROPECUARIO PILOTO HIGH SCHOOL

Student's name: \_\_\_\_\_ Date: \_\_\_\_\_

Grade: Ninth

POST-TEST (SCANNING, SKIMMING AND MAKING PREDICTIONS)

PRE-READING



Pictures taken from Google images

- Who are they? Are they a family?
- List the most important members of the family.
- Look at the pictures. What do they do?

In picture number one, he is a \_\_\_\_\_.

In picture number two, she is an \_\_\_\_\_.

In picture number three, he is a \_\_\_\_\_.

How old are you?

Example: I think that he/she is 42 years old.

1. \_\_\_\_\_.

2. \_\_\_\_\_.

3. \_\_\_\_\_.

Running head: PROMOTING THREE READING STRATEGIES (SCANNING, SKIMMING  
AND MAKING PREDICTIONS) TO FOSTER AUTONOMY

Where do they live?

a. They \_\_\_\_\_.

**WHILE-READING**

According to the reading, select the correct answer in three minutes.

**MY UNCLE FRED**

My name is Ronald and I want to talk about my uncle Fred. He is a dentist, he is 45 years old. His wife is Isabela, she is 42 years old and she is an architect. They are from Canada but they live in Ibagué. They have a son, he is Daniel, he is 20 years old and he is a student. He is very handsome; he has short blond hair and big green eyes, he is very popular in the university.

My uncle works every day in the afternoon, he never wakes up early, and he doesn't work in the morning. He wakes up at 8:00 a.m. He reads the newspaper, has his breakfast and watches the city TV news of the morning. He always takes a taxi to work; he never drives because he hates the traffic. He returns home at 8:00 p.m. Sometimes, he comes later because he goes with his colleagues to have a cup of coffee.

1. **How old is Fred?**
  - a. He is 42 years old
  - b. He is 46 years old
  - c. He is 45 years old
  - d. He is 56 years old
2. **What does Fred's wife do?**
  - a. Dentist
  - b. Student
  - c. Architect
  - d. Teacher
3. **Where are Fred and Isabela from?**
  - a. Bogotá
  - b. Ibagué
  - c. Canada
  - d. Gachetá
4. **Who is Daniel?**
  - a. His daughter
  - b. His uncle
  - c. Their children
  - d. Their son
5. **About whom does the text speak?**
  - a. An architect
  - b. My uncle Fred
  - c. The sons
  - d. The city
6. **This reading talks about:**

- a. A family in New York
- b. My uncle Fred and his family
- c. The life of Daniel
- d. A family in a farm

**POST-READING**

**Write one paragraph describing one member of your family. (Name, age, occupation, physical characteristics, hobbies, time he/she works, where he/she lives Etc)**

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## APPENDIX L

### AXIAL CODING PROCESS

#### Questionnaire (Scanning)

6. ¿Puedo identificar información específica dentro de un texto?

Si o No ¿Por qué?

SA: "Si puedo identificar información específica porque se lee muy bien el texto y luego se leen las preguntas y de una forma muy ágil se contestan".

SB: "Si porque uno lee la pregunta, inmediatamente se va al texto y busca la respuesta correcta".

SC: "si porque voy a la pregunta y luego voy al texto y hay λ (ahí) encuentro la respuesta correcta".

SD: "si porque con las preguntas que salen de un texto me puedo guiar y puedo encontrar la información específica".

SE: "Si porque uno busca en el texto las respuestas de una manera rápida y así contestar las preguntas".

SF: "Si porque uno analiza muy bien primero, miro la pregunta, la observo y busco su significado correspondiente y así puedo contestar".

**Turquesa:** Scanning

7. ¿La estrategia de Scanning implementada en clase me sirve para ser utilizada en otros contextos? (leer en otras áreas) Si o No ¿Por qué?

SA: "Si porque aprendería cosas de otras materias y es muy bonito"

SB: "Si porque en las otras áreas también nos presentan ejercicios de esos, y entonces uno ya sabe lo que tiene que realizar".

SC: "Si porque uno en otras áreas le colocan un texto y uno lo puede desarrollar con las preguntas que pertenecen al texto".

SD: "Si porque aprendo mas y en otras clases me va a ir mejor, voy a leer mas rápidamente".

SE: "Si porque puedo encontrar la respuesta en el texto y completar la información que necesito".

SF: "Si porque en otras áreas uno también puede buscar sus significados ágilmente y analizar todo lo específico que presente el texto o lectura".

Running head: PROMOTING THREE READING STRATEGIES (SCANNING, SKIMMING  
AND MAKING PREDICTIONS) TO FOSTER AUTONOMY

**Turquesa:** Scanning Reading Strategy

8. ¿saber hallar información específica en un texto me motiva a leer en inglés? Si o No ¿Por qué?

SA: "Si porque el ingles me gusta, y como casi no se ingles me gustaría aprender"

SB: "Si porque uno aprende más a comprender la lectura y a encontrar lo que uno necesita".

SC: "Si porque uno tiene la capacidad de poder aprender más hacia el futuro"

SD: "Si puedo hallar información específica pero no me motiva el ingles porque es muy complicado".

SE: "Si porque así puedo aprender a hallar más información y palabras que desconozco".

SF: "Si porque uno aprende a analizar más cosas nuevas y comprender las lecturas para uno guiarse y hacer las cosas rápidamente"

**Fucsia:** Motivation

9. ¿Tener la oportunidad de seleccionar temas de mi interés para leer en inglés, me genera autonomía para leer en esta área? Si o No ¿Por qué?

SA: "Si porque me gusta esta área y me gusta mucho hablar en ingles sobre cualquier tema".

SB: "Si porque uno se concentra en el tema que escogió y no se aburre porque la lectura es muy divertida".

SC: "Si porque uno se concentra en el texto y así uno puede desarrollar las preguntas rápidamente".

SD: "Pues si me genera autonomía porque cada día me interesa más el ingles".

SE: "Si porque ya se el tema y puedo entender mejor el tema y aprender nuevas palabras".

SF: "Si porque uno se concentra aunque es un poco difícil pero se puede comp render y uno tiene que hacer todo el esfuerzo por aprender".

**Verde:** Autonomía

10. ¿Después de esta experiencia en la implementación de la estrategia "Scanning", mi habilidad para leer en ingles ha mejorado? Si o No. ¿Por qué?

SA: "Si porque antes no sabía nada de lo que había en los textos, ahora si me puedo guiar".

SB: "Si porque primero me sentía confundido, y ahora he mejorado bastante en la comprensión de lectura".

SC: "Si he mejorado porque yo al principio me sentía confundido en la realización de las preguntas".

Running head: PROMOTING THREE READING STRATEGIES (SCANNING, SKIMMING  
AND MAKING PREDICTIONS) TO FOSTER AUTONOMY

SD: "Si porque leo y releo y cuando no se el significado de alguna palabra y la busco en un diccionario para comprender mejor el texto".

SE: "Mas o menos porque todavía no entiendo algunas palabras y me equivoco en su pronunciación".

SF: "Si porque he mejorado un poco la concentración de la lectura y analizar mas para poder contestar rápidamente".

Turquesa: Scanning

11. ¿realizo las actividades o tareas asignadas con responsabilidad, interés y dedicación? Si o No ¿Por qué?

SA: "Si porque me gusta aprender muchas cosas, y me gusta el ingles".

SB: "Si porque es una responsabilidad que le dejan a uno como persona y tiene que cumplirla".

SC: "Si porque es importante hacer las tareas para aprender más hacia el futuro de nuestra vida".

SD: "Si pero que desde entienda muy bien el tema o tarea asignada".

SE: "Si porque es interesante saber cómo se dice o pronuncian muchas palabras".

SF: "Si porque si no hace los talleres no se aprende, hay que realizar o practicar para aprender".

Verde: Autonomía

### Questionnaire (Skimming)

1. ¿Puedo identificar información global en un texto? Si o No ¿Por qué?

SA: "Si porque el profesor explica muy bien y luego leo la lectura y la desarrollo"

SB: "Si porque uno lee el texto un poquito y ya sabe de que se trata".

SC: "Si puedo identificar información porque yo primero mira la pregunta y luego voy al texto".

SD: "Si por que se me facilita me parece muy fácil y tengo idea de lo que se trata el texto".

SE: "Si porque con tan solo ver un imagen que nos muestran de ella se puede identificar".

SF: "Si porque uno identifica información mediante un dibujo o una lectura puede tomar una decisión global de un texto o la idea principal de una lectura".

Gris: Skimming

2. ¿La estrategia de Skimming implementada en clase me sirve para ser utilizada en otros contextos? (leer en otras áreas) Si o No ¿Por qué?

Running head: PROMOTING THREE READING STRATEGIES (SCANNING, SKIMMING  
AND MAKING PREDICTIONS) TO FOSTER AUTONOMY

SA: "Si he puesto en práctica en las otras áreas y me ha ido mucho mejor que antes".

SB: "Si porque uno lee las opciones λ (opciones) que hay y mira rápido cual en el texto cual pertenece y puede identificar la idea principal".

SC: "Si me sirve implementarla en otras clases para buscar la respuesta correcta"

SD: "Si por que si uno no sabe de que se trata el texto y estudiando la estrategia Skimming si lo estoy logrando".

SE: "Si porque en otras áreas me pueden dejar un texto y ya sabiendo que es la idea principal puedo identificar".

SF: "Si porque en algotras λ (otras) areas uno mira rápidamente las preguntas y uno observa lo especifico según trata la lectura".

3. ¿Saber hallar información global en un texto me motiva a leer en ingles? Si o No ¿Por qué?

SA: "Si porque cada vez que leo un texto en ingles me queda una buena enseñanza y me queda gustando y lo vuelvo a leer".

SB: "Si porque uno elige el tema que mas le guste y se interesa en el tema que escogió".

SC: "Si porque uno puede aprender a leer mucho mejor y puede también encontrar las cosas mas fáciles".

SD: " Si por que λ (porque) me gusta el ingles".

SE: "Si porque puedo entender por medio de imágenes lo que se dice".

SF: "Si porque uno aprende lo más importante de una lectura y uno conoce más palabras nuevas y halla información global".

4. ¿Tener la oportunidad de seleccionar temas de mi interés para leer en ingles, me genera autonomía para leer en esta área?

SA: "Si porque uno escoje λ (escoge) el tema que uno quiere y el profesor da instrucciones y luego se pone en práctica λ (práctica) y se realizan las preguntas de acuerdo al texto".

SB : "Si por qué uno selecciona los temas que más le interesan y se coloca a leerlos con entusiasmo".

SC: "Si porque uno selecciona los temas y los puede practicar en casa o en el colegio".

SD: " Si por que es bonito ".

SE: "Si porque si tengo la oportunidad de seleccionar temas y puedo aprender cosas que no se".

SF: "Si porque aprende uno a pronunciar algunas palabras nuevas que no sabia y uno aprende a buscar una idea global de un texto".



5. ¿Después de esta experiencia en la implementación de la estrategia “Skimming”, mi habilidad para leer en inglés ha mejorado? Si o No. ¿Por qué?

SA: “Si porque he conocido varias palabras que no había conocido y leo con mas rapidez el ingles”.

SB: “Si por qué uno ya tiene la idea de como se pronuncian diferentes palabras y se le facilita mejor la lectura”.

SC: “Si a mejorado por que al (porque) al iniciar el proyecto yo me equivocaba al leer confundía las palabras con otras”.

SD: “Si por que antes no sabia de que se trataba el texto los dibujos me daban igual ahora no”.

SE: “Si porque ya se y puedo entender lo principal o global de la lectura”.

SF: “Si porque he entendido mas la lectura uno se esfuerza por pronunciar el ingles es un poco duro pero uno encuentra cosas importantes”

6. ¿realizo las actividades o tareas asignadas con responsabilidad, interés, y dedicación? Si o No ¿Por qué?

SA: “Si porque me interesa el tema y la materia y quiero salir adelante y aprender mas”

SB: “Si porque es una responsabilidad que tiene uno como estudiante hacia los profesores”

SC: “Si porque es importante hacer las tareas con responsabilidad para poder saber mas cosas”

SD: “Si por que me gusta mucho el ingles”

SE: “Si porque es un deber de nosotros los estudiantes”

SF: “Si por que si uno realiza las actividades en casa sabe las respuestas de las palabras desconocidas”

7. ¿Cuando no entiende ciertas expresiones o vocabulario de la lectura vista en clase, lo hace en casa?

SA: “Algunas veces lo hago y otras veces no pero quiero hacerlo todas las veces porque me esta interesando mas el tema, la materia y este proyecto”

SB: “Este proyecto me ha servido para aprender y practicar en casa las palabras desconocidas”

SC: “Algunas veces no entiendo palabras desconocidas pero le pregunto al profesor o en el diccionario”

SD: “Algunas veces lo hago porque quedo con intriga y me pongo a buscar”

SE: “Algunas veces las realizo en casa”

SF: “Si trato de entender lo hago aunque este mal y trato de interesarme un poco”

**Questionnaire (Making predictions)**

Running head: PROMOTING THREE READING STRATEGIES (SCANNING, SKIMMING AND MAKING PREDICTIONS) TO FOSTER AUTONOMY

1. ¿Puedo hacer predicciones del contenido o temática de lo que se va a tratar en un texto?

SA: "Si porque desde que empesamos λ (empezamos) el proyecto me ha gustado y cada dia me motiva mas el ingles"

SB: "si por qué uno con leer el titulo o con mirar un dibujo ya sabe de que se trata la lectura"

SC: "Si por qué uno mira un dibujo al principio y uno dice se trata de por ejemplo el ganado"

SD: "Si por que tengo la idea de lo que se va a tratar la lectura"

SE: "Si porque por medio del dibujo yo puedo saber que se va ha λ (a) tratar la lectura"

SF: "Si por que uno aveces mediante un dibujo relacionado con u tema puede saber de que tema esta relacionado"

2. ¿La estrategia de making predictions implementada en clase me sirve para ser utilizada en otros contextos? (Leer en otras áreas) Si o No ¿Por qué?

SA: "Si porque leo con mas rapidez y saco con mas rapidez las ideas principales"

SB: " Si porque en las otras areas le dan lecturas a uno, entonces uno mira o lee algún pedacito y rápidamente ya sabe de que se trata"

SC: "Si por qué uno puede leer el texto y asi uno puede responder con mas facilidad la pregunta"

SD "Si por que λ (porque) me ayuda a predecir lo que va pasar en el texto"

SE: "Si porque ya sabiendo por medio de un dibujo o imagen de que se tratara la lectura y puedo complementar en otras areas"

SF:" Si por que λ (porque) uno aveces en las otras areas puede implementar mas los contextos de making y uno aprende a buscar información especifica dentro de un texto"

3. ¿Saber hacer predicciones en un texto me motiva a leer en ingles? Si o No ¿Por qué?

SA: "Si porque cada día encuentro palabras nuevas y me interesa mas la materia porque las predicciones me ayudan a entender fácilmente los textos"

SB: "Si por qué siendo un tema escogido por uno mismo lo lleva a concentrarse y a leer en ingles el texto con precisión"

SC: "Si por que si uno puede hacer predicciones también puede aprender a leer en ingles algunos textos u oraciones"

SD:"Si por que quiero aprender mas ingles"

SE: "Si porque puedo entender la lectura"

SF:"Si por que si uno sabe ingles es algo muy importante para la vida y sirve mucho y me motiva a seguir aprendiendo el ingles cuando hago predicciones"

Running head: PROMOTING THREE READING STRATEGIES (SCANNING, SKIMMING  
AND MAKING PREDICTIONS) TO FOSTER AUTONOMY

4. ¿Tener la oportunidad de seleccionar temas de mi interés para leer en inglés, me genera autonomía para leer en esta área? Si o No ¿Por qué?

SA: "Si porque se selecciona el tema en una clase y luego el profesor trae el tema"

SB: "Si por que uno escoge el tema que mas le interesa y asi puede saber realmente que ocurre en la lectura"

SC: "Si por qué uno busca el tema que mas le gusta y asi mismo uno puede leer muy bien"

SD: "Si por que es bonito osea me gusta aprender cosas en ingles que sea de mi interés"

SE: "Si porque ya entiendo de ese tema y puedo saber cosas que no se"

SF: "Si porque si uno se ayuda y pone de su parte y pronuncia lectura y repasa palabras desconocidas si puede comprender la lectura para saber que significa cada palabra"

5. ¿Después de esta experiencia en la implementación de la estrategia "Making predictions", mi habilidad para leer en inglés ha mejorado? Si o No ¿Por qué?

SA: "Si porque leo con más rapidez"

SB: "Si por que uno opina sobre todas las cosas que se hacen en nuestra vereda y lo conlleva a leer en ingles más fácil"

SC: "Si he mejorado por que cuando yo comense a inicial el proyecto yo casi no podía interpretar las palabras"

SD: "Si porque el profe me ha enseñado a utilizar la estrategia de predecir las cosas"

SE: "Si ha mejorado entiendo mas de los temas que el profe no explica"

SF: "Si por que uno si ha mejorado la comprensión de la lectura y ha conocido algunas palabras desconocidas que no sabíamos su significado"

6. ¿Realizo las actividades o tareas asignadas con responsabilidad, interés y dedicación? Si o No ¿Por qué?

SA: "Si porque quiero progresar"

SB: "Si por qué es una responsabilidad que uno tiene como estudiante hacia los profesores y que debemos cumplirla"

SC: "Si las realizo por qué hacer las tareas es importante hacia el dia de mañana por qué hay cosas que uno no sabe"

Running head: PROMOTING THREE READING STRATEGIES (SCANNING, SKIMMING  
AND MAKING PREDICTIONS) TO FOSTER AUTONOMY

SD: "Si por que me gusta el ingles"

SE: "Si la realizo porque puedo aprender mas"

SF: "Si porque si realizo las actividades con interés puedo aprender mas sobre el ingles o contextualizar (contestar) textos que le ha dejado el ticher λ (teacher) y hacer los ejercicios"

7. ¿Cuando no entiende ciertas expresiones o vocabulario de la lectura vista en clase, lo hace en casa? Si o No  
¿Por qué?

SA: "Si porque me queda una duda por eso busco las palabras desconocidas"

SB: "Si porque uno palabras que no conozca las busca en un diccionario y sabe de que se trata"

SC: "Si lo hago en casa por que uno debe saber lo que significa esa palabra y asi uno puede saber mucho mas"

SD: "Si por que me da intriga saber"

SE: "Si porque puedo saber el significado de siertas oraciones"

SF: "Si por que uno repasa el vocabulario de la lectura vista en clase y lo termina en casa si puede aprender a leer o conocer palabras desconocidas"



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<b>TITULO</b>	Promoting three reading strategies (scanning, skimming and making predictions) to foster autonomy		
<b>SUBTITULO</b>			
<b>AUTOR(ES)</b> Apellidos, Nombres (Completo) del autor(es) del trabajo	<b>Izquierdo Castillo, Alexander</b>		
<b>PALABRAS CLAVE</b> (Mínimo 3 y máximo 6)	Lectura		motivación
	Estrategias de lectura en inglés		
	autonomía		
<b>RESUMEN DEL CONTENIDO</b> (Mínimo 80 máximo 120 palabras)	<p>En este artículo se reportan los resultados de un proyecto de investigación-acción llevado a cabo en un colegio público rural en Gachetá, Cundinamarca, Colombia, con estudiantes de noveno grado. El propósito de este estudio fue determinar el impacto de tres estrategias de lectura en inglés (scanning, skimming and making predictions) para promover la autonomía y la comprensión lectora. La primera estrategia se refiere a saber hallar información específica en un texto, la segunda hace referencia a identificar la idea principal de un texto, y la tercera a la capacidad de predecir el posible contenido de un texto. La recolección de datos incluyó el uso de una lista de verificación inicial para el estudiante, un cuestionario para cada estrategia vista, un reporte de auto evaluación para el docente, y una lista de verificación al finalizar el proyecto para los estudiantes, con el objetivo de analizar si los estudiantes mejoraron su autonomía y comprensión lectora. Adicionalmente, se administró un test a los estudiantes con el fin de constatar si hubo avances en la comprensión de lectura. Los resultados evidenciaron que los estudiantes adquirieron algunos rasgos de autonomía tales como tomar decisiones para aprender y hacer sus tareas asignadas, ser más conscientes de su proceso de lectura, y estar más motivados para el aprendizaje. Asimismo, la capacitación referente a las estrategias de lectura les permitió a los estudiantes mejorar su comprensión lectora. Se puede concluir que estas estrategias de lectura son herramientas que le sirven al estudiante para su formación en autonomía.</p>		

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Promoting three reading strategies (scanning, skimming and making predictions) to  
foster autonomy

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