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Enhancing Metacognitive Reading Awareness in Blended Environments

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This research report is the result of my own work and includes nothing that was done in collaboration with others

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Enhancing Metacognitive Reading Awareness in Blended Environments

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Research report submitted in partial fulfillment of the requirements for the degree of
Master in English Language Teaching for Self-directed Learning (Online Program)

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Abstract

This study shows the results of an action research study about the effects of using a blended methodology to develop the reading metacognitive awareness of 19 low-proficiency students from a public school in Ibagué, Colombia. Seven sessions were carried out during two months and a half for a total of 21 hours. The metacognitive reading strategies taught directly were chosen based on the MARSÍ (Metacognitive Awareness of Reading Strategies Inventory) questionnaire applied during the pre-stage. The mixed method was used to analyze the data. The researcher measured the learners' reading performance and the frequency of use of the reading strategies by means of a pre and post reading test and the MARSÍ. On the other hand, data collection instruments such as teacher's journal, students' reading logs and interviews, were used to measure the participants' reading metacognitive awareness and the effect of using technology enhanced language learning activities. The quantitative analysis shows that the interventions did not have a significant impact on the overall students' reading proficiency. The qualitative analysis indicates that the blended methodology helped learners to increase their metacognitive awareness as they were able to plan, monitor and self-evaluate their reading process.

Key words: reading, metacognition and blended learning.

Resumen

Este proyecto de investigación-acción muestra los efectos de aplicar el modelo de aprendizaje combinado para desarrollar procesos metacognitivos en la lectura, en 19 estudiantes con bajo dominio de inglés, en un colegio público de Ibagué, Colombia; desarrollándose siete sesiones durante dos meses y medio, por 21 horas. Las estrategias metacognitivas de lectura, enseñadas directamente, se eligieron antes de la intervención, con base en el cuestionario MARSÍ (Inventario sobre estrategias metacognitivas de lectura). El enfoque método- mixto permitió analizar los datos. El investigador midió el rendimiento de lectura y la frecuencia de uso de estrategias de lectura, implementando una prueba de lectura previa y posterior, y el MARSÍ. Se usaron instrumentos de recolección de datos como el diario del profesor, registros de lectura de estudiantes y una entrevista; midiendo los niveles de metacognición en lectura, y el efecto de actividades de aprendizaje del idioma basadas en la tecnología. El análisis cuantitativo muestra en general, que las intervenciones no tuvieron un impacto significativo en las habilidades de lectura. El análisis cualitativo indica que el modelo de aprendizaje combinado, ayudó a los estudiantes a aumentar su metacognición al planificar, supervisar y auto-evaluar su proceso de lectura.

Palabras clave: lectura, metacognición y aprendizaje combinado.

Declaration

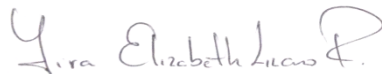
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List of Abbreviations

Abbreviations	Meaning
CALLA	Cognitive Academic Language Learning Approach
CEFR	Common European Framework of Reference for Languages
CERLALC	Centre for research on Latin America and the Caribbean
DANE	National Administrative Department of Statistics
ETS	Educational Testing Service
FL	Foreign Language
ICFES	Colombian Institute for Promotion of Higher Education
ICT	Information and Communications Technology
INEM	National Institution of Diversified Education
MARSI	Metacognitive Awareness of Reading Strategies Inventory
OECD	Organization for Economic Co-operation and Development
TELL	Technology Enhanced Language Learning
TOEFL	Test of English as a Foreign Language

Chapter One: Introduction

Global citizens are always looking for answers to their questions and trying to find how to overcome their difficulties and improve their quality of life. Literacy has always been relevant to be successful and nowadays with a growing use of Information and Communications Technology (ICT) it is easier to find useful information for different contexts and needs. Grabe and Stoller (2002) state that “productive and educated citizens will require even stronger literacy abilities... and the age of technology growth is likely to make greater, rather than lesser, demands on people’s reading abilities” (p. 1). This fact highlights the need of strengthening students’ reading comprehension skills to interpret, evaluate, analyze, and infer target information to make important decisions, when the information is both written either in the mother tongue or a foreign language.

According to Grabe and Stoller (2002), L2 reading ability, particularly with English as the “L2, is already in great demand as English continues to spread as the language of science, technology and advanced research” (p. 2). From that perspective, young people who navigate in this ocean of information need to develop reading comprehension skills, especially Colombian teenagers who have shown low levels of reading comprehension in L1 and L2 in different standardized tests, such as the one administered by the Colombian Institute for Promotion of Higher Education (ICFES). Consequently, English teachers as reflective practitioners need to identify, adapt, implement, and evaluate different strategies to help learners to develop their reading skills. Teachers might also encourage learners to be aware of their learning process, and the actions they need to undertake to improve their performance.

It would be important to observe the effects of developing metacognitive awareness through direct instruction; as Flavell (1979) claims, children who do more cognitive monitoring

would learn more effectively both in and out of school than children who do less, and this situation would contribute to increase learners' reading comprehension. Therefore, this action research aims to describe and analyze to what extent eleventh graders at INEM Manuel Murillo Toro School might improve their reading comprehension after the implementation of metacognitive reading activities by using a blended methodology that involves technology enhanced language learning activities, using the web 2.0 tool Edmodo and face to face activities. These learners will have the opportunity to get direct instruction to use reading strategies and to develop metacognition for reading comprehension. According to Urquhart and Frazee (2012), "metacognition is the ability to think about and control the thinking process before, during, and after reading. Students who have learned metacognitive skills can plan and monitor their comprehension, adapting and modifying their reading" (p. 4).

Statement of the Problem

International examinations such as the Programme for International Student Assessment (PISA), have shown that Colombian students do not do well on reading comprehension; being this area the one with the lowest results. According to the Organization for Economic Co-operation and Development (OECD, 2014), "Shanghai-China, Hong Kong-China, Singapore, Japan and Korea are the five highest-performing countries and economies in reading in PISA 2012" (p.4). Meanwhile, Colombia obtained 403 points which is lower than the score obtained by 53 countries. 51% of the Colombian examinees did not achieve the basic level of competence, and 31% were placed in level 2. This means that just 3 out of 10 learners can notice important information in a text and are able to identify the main idea, make simple inferences, contrast and compare. "These low levels of performance tend to be coupled with low levels of engagement

with school and – as observed in PISA 2009 – with low levels of engagement with and commitment to reading” (OECD, p.9).

This general perspective can be exemplified by the reality of certain public schools such as the INEM Manuel Murillo Toro in Ibague, where most of the learners do not obtain the expected results in the internal tests administered by the school, which involve reading comprehension. These learners undertake an exam at the end of every academic term, every 3 months, in which they have to answer about 90 multiple choice questions based on some readings that correspond to different knowledge areas such as mathematics, social sciences, etc. Results indicate that only about 30% of the learners approve these exams. Most of the teachers of the institution have come to the conclusion that these results are a direct consequence of the learners’ low levels of reading comprehension.

Furthermore, one subject with a 60 percent of failure is English, mainly because there is not an approach to enhance the development of reading comprehension skills at school and many learners do not like reading; additionally there are some students who lack engagement towards academic issues. There is enough evidence English is taught by following the bottom-up model, often referred to as the ‘common sense approach,’ (Goodman, 1967, p. 135), in which learners create long lists of vocabulary items which are largely not retained and become dependent on a dictionary and/or a teacher rather than becoming independent readers; in addition, learners think that reading comprehension means translating the texts into Spanish. In some cases, the reading tasks take more time than the expected because of the lack of reading comprehension ability as well as the lack of knowledge of reading strategies.

Traditionally, English classes at this school have had a strong teacher-centered methodology and a grammatical focus. However, there have been some changes in the teaching

approach, based on the National bilingual program policies and the language standards of the Ministry of Education (2006), which seek to improve the quality of education in Colombia.

ICFES administers a national and standardized test high school students need to take by the end of their last year at school. According to these results, schools were classified in the following categories until 2014: very superior, superior, high, medium, low, lower, and much lower. The school INEM Manuel Murillo Toro achieved a medium level classification in the state examinations for the years 2008 to 2010; whereas for the years 2011 to 2013, the school was classified in the high category (ICFES, 2014). The results for the English test demonstrate a constant behavior with 7 points out of 10 since 2008 to 2013 with an average of 120 examinees in the last 5 years. Eleventh graders of the institution have achieved the A1 (Common European Framework of Reference for Languages [CEFR]) language level. Meanwhile, other public institutions in the city with similar socio-economic characteristics such as Liceo Nacional achieved a Superior level in 2012 and 2013 in the general test and 8 points in the English test with 125 examinees. The school Leonidas Rubio achieved Very Superior category, in the years 2011-2012-2013 with 9 points in English test and 52 examinees.

Despite the fact these institutions share many commonalities such as learners' socioeconomic levels and the influence of the family conditions for childrearing, the results differ significantly. This situation encourages teachers to find new strategies to help learners to improve their levels of reading comprehension. In addition, the OECD's report suggests that "one promising approach is to encourage teachers and students to reflect on solution strategies when dealing with subject-specific problems in the classroom" (p.33).

Research Question

Taking into account the facts mentioned previously, this action research intends to answer the following research question: What are the effects of using a blended methodology that involves technology enhanced language learning activities and face to face activities aimed at developing metacognition for reading comprehension in eleventh-graders at INEM Manuel Murillo Toro School?

Research Objectives

This study aims at: (1) examining the effects of using a blended methodology to develop reading comprehension activities; (2) increasing learners' metacognitive awareness while doing reading comprehension tasks; (3) encouraging learners to monitor and evaluate their reading comprehension progress.

Rationale

Nunan (1999) highlights the importance of developing reading comprehension skills; he states that “unlike speaking, reading is not something that every individual learns to do. An enormous amount of time, money, and effort is spent teaching reading in elementary and secondary schools around the world, more time is spent in teaching reading than any other skill” (p. 249). Considering the previous fact as well as Colombian learners' low levels of reading comprehension shown in standardized tests as SABER 11, especially, the learners at school INEM Manuel Murillo Toro, it is relevant to explore new methodologies to enhance the development of reading skills, and at the same time increase learners' engagement towards the development of reading tasks.

According to the researcher's experience, eleventh grade students at INEM Manuel Murillo Toro are not very skillful at implementing reading strategies before, during, and after reading a text in English. They also tend to translate the text into Spanish by using their dictionary or the application Google translator. During the diagnosis phase, many learners demonstrated low levels of reading comprehension. Urquhart and Frazee (2012) state that ineffective readers often do not realize they should be doing something while reading; they are unaware that they play an active role in their own learning process.

In fact, learners at school do not have an active role when reading, they do not perform actions that allow them to analyze the text or infer some information, and they do not discuss the text. They do not outline a plan to achieve their purposes and they never reflect on their performance, they just expect teachers' instructions and evaluation. These learners have low metacognitive levels. Learners at school INEM Manuel Murillo Toro need to develop their metacognitive awareness at reading. They demonstrated low levels of awareness in a diagnosis stage, in which they showed their lack of knowledge of metacognitive strategies; learners stated they did not implement reading strategies when reading texts in English; they mainly used translators to try to understand the contents.

The purpose of this action research, through which the teacher looks systematically and critically at their own classrooms practices (Bauman & Duffy-Hester, 2000), is to help eleventh graders acquire effective reading comprehension strategies as well as metacognitive strategies to plan, monitor and evaluate their reading process and be able to observe their progress. Learners will have the opportunity to develop their cognitive skills, and understand and choose the reading strategies they consider the most effective for comprehending a text; additionally, teachers and learners will take advantage of using ICTs.

Furthermore, it is important that learners identify and set both academic and personal goals for each task they perform. By developing a more learner-centered approach, learners will have the opportunity to make decisions and contribute more responsibly to the improvement of their literacy skills; which might be reflected in better results on internal and external tests. This experience might have a positive impact not only on the learners' context; it can also encourage other teachers from different schools with similar issues to improve their pedagogical practice, by implementing new strategies and approaches. Learners might be able to make their own decisions about improving their reading skills and the language acquisition process; they might be aware of their progress, and gradually become independent learners, who are able to get new skills needed for their higher education and their personal improvement.

Additionally, this research would allow INEM School to gradually become a leader in the region by sharing its experiences to promote effective reading in young learners, which might motivate other schools to implement similar methodologies and improve reading performance in the region.

The second chapter will present the theoretical support and the state of the art in order to frame this study, by considering the literature review about the main constructs of this research, and some studies carried out either locally or internationally, relevant to the research topic.

Chapter Two: Literature Review

This chapter offers a comprehensive overview of some theories and concepts related to the reading comprehension process, reading skills and metacognitive strategies, and blended learning; as the constructs that support this research. Brown (2000) defines a construct as “an attribute, proficiency, ability, or skill that happens in the human brain and is defined by established theories” (p. 9) In addition, some studies about the development of reading comprehension skills are analyzed with the purpose to observe the results of similar experiences in different contexts.

Reading Comprehension

There are different theories and studies about reading comprehension, some of them highlight reading purposes, the different approaches to reading, and the cognitive processes involved. Grabe and Stoller (2002), affirm that “reading researchers have developed mental images of the overall reading process into which they incorporate new findings and assess the value of new claims” (p.3). Those reading experts have clarified the abilities involved in reading comprehension and their development over time. As Nunan (1999) states, “for hundreds of years, being literate has been the mark of an educated person, and nowadays some children spend up to twelve years in school and do not become literate” (p.25); consequently, there is an interest not only in identifying the causes of this fact, but also in finding strategies to overcome it. According to the Survey of Cultural Consumption, conducted by the National Administrative Department of Statistics (DANE) in 2012, 48% of Colombians over 12 years read a book. This percentage varies between 48 and 54 for different regions of the country; 50% of Colombians read magazines and 63% read newspapers.

In addition, 34.5% of the population aged 12 stated that were teachers who created them the habit of reading, 29.1% on their own initiative, and 21.2% reported not having the habit of reading. Regarding the average hours spent reading books for pleasure or entertainment; it shows that men spend on average 5.5 hours on weekdays and 2.8 hours on the weekend, while women spend 5.1 hours on weekdays and 2.6 hours on weekends (DANE, 2013).

Meanwhile, there are countries in Latin America such as Argentina, Chile and Uruguay with high levels of schooling and early urbanization, whose averages of books read per year are about five per inhabitant. In other countries, such as Brazil, Mexico and Colombia, the levels are two to three books per year (El Espectador.com, 2013). According to the Centre for research on Latin America and the Caribbean (CERLALC, 2011) “reading is essential in improving the technical and scientific education levels of the population, supporting the creation and transmission of knowledge, cultural development of the nation” (p.23). Within this context, there is a challenge to improve reading habits in Colombia. It is also necessary to help learners to develop thinking skills such as application, analysis, synthesis and evaluation. Furthermore, Urquhart and Frazee (2012) remark that the field of reading has evolved in the past 20 years, being necessary to look beyond the definition of reading as a way to draw information from a text and to form an interpretation of that information.

At first, some insights related to reading purposes were considered as they make part of the decisions people make when beginning to read (Urquhart & Frazee, 2012). Learners might realize they read for pleasure or for developing academic tasks; which would allow them to make some decisions before, while, and after reading. This is indeed, part of the metacognitive processes that allow learners to plan a reading task as a first step, by setting personal goals and identifying possible benefits and outcomes.

Rivers and Temperly (1978) identify some reading purposes such as obtaining instructions on how to perform some tasks, keeping in touch with different people, knowing when or where something will take place, and for enjoyment or excitement. Moreover, Grabe and Stoller (2002) establish a different classification by considering reading a task done to search for simple information, through scanning the texts for specific information, and skimming the text for general understanding.

Taking these views into consideration and the needs of the young learners at INEM Manuel Murillo Toro, this research will focus on reading for general comprehension. Grabe and Stoller (2002) also state that this purpose is the most basic one for reading and it is actually more complex than commonly assumed. “A skilled fluent reader requires very rapid and automatic processing of words, strong skills in forming a general meaning representation of main ideas, and efficient coordination of many processes under very limited time constraints” (p.14). In addition, Nunan (1999) affirms that “reading is an interactive process that involves the exploitation of linguistic knowledge, and real world knowledge” (p. 268). Furthermore, those processes have been grouped in different models explained by many researchers through metaphorical interpretation. Those models are bottom up, top-down and interactive model.

The first model, called ‘Bottom-up’, is described by Goodman (1967) as “the common sense notion” (p.3). In this model, “reading is a precise process involving exact, detailed, sequential perception and identification of letters, words, spelling patterns, and larger language units” (p. 1). The reader does not develop a complex cognitive process of reading to analyze the text. The second one is top-down reading process, which is directed by reader goals and expectations. According to Grabe and Stoller (2002), in this process “the reader has a set of expectations about text information and samples enough information from the text to confirm or

reject these expectations” (p. 3). As for the interactive model, Grabe and Stoller (2002) describe it as taking useful ideas from a bottom- up perspective and combining them with key ideas from a top-down view. These researchers state that word recognition needs to be fast and efficient but background knowledge is a major contribution to text understanding, as is inferencing and prediction, whereby, the development of higher cognitive skills through a student-centered process of comprehension might be possible.

Reading strategies. According to Pearson and Gallagher (1983) instruction of reading comprehension requires learners to be engaged in the process in order to become independent learners; additionally, Prensky (2005) highlights that twenty-first century students may require more dynamic and differentiated options for reading to stay engaged.

Some studies in learning strategy applications indicate that students taught to use new strategies can become more effective learners. For instance, in a study conducted by O’Malley, Chamot, Stewner-Manzanares, Küpper, and Russo (1985), second language learners were taught to use learning strategies such as note taking, cooperation and functional planning, for vocabulary, listening comprehension, and formal speaking tasks using academic content. The results showed that learning strategy instruction was most effective for enhancing the development of second language skills and through different ESL activities, additionally, students tended to use strategies most often with less complex language tasks.

Other researcher such as Bransford, Brown, and Cocking (2000) show the usefulness of direct language learning strategies instruction, given that effective instruction enables children to build on previous knowledge through inquiry and increased metacognitive reasoning. Chamot and O’Malley (1994) worked on a project called Cognitive Academic Language Learning

Approach (CALLA). It consists of five-phases namely introducing, teaching, practicing, evaluating, and applying learning strategies. Learners had the opportunity to select and apply learning strategies in order to enhance their responsibility and independency. This approach takes into account the cognitive theory proposed by Anderson (1985), which describes both second language acquisition and learning strategies. Anderson makes a distinction between declarative knowledge and procedural knowledge. Declarative knowledge is defined by O'Malley and Chamot (1990) as “a special type of information in long term memory that consists of knowledge about the facts and things that we know” (p. 229).

Procedural knowledge is the knowledge that consists of the things that we know how to do and CALLA model relies on those principles (Chamot & O'Malley, 1994). In fact, this approach provides important elements to develop new procedures in class, aiming at involving learners in an effective development of cognitive processes. This study highlights the importance of establishing specific stages through direct instruction to foster the acquisition of reading strategies. Furthermore, direct instruction is a popular teaching methodology that is used by teachers to facilitate learning and might allow learners' training on reading strategies through different stages such as introducing and presenting the strategy, developing some activities to be acquainted with it, practicing, incorporating, working independently, and finally, evaluating its effectiveness.

Direct instruction is teacher directed and follows a definite structure with specific steps to guide pupils toward achieving clearly defined learning outcomes. The teacher maintains the locus of control over the instructional process and monitors pupils' learning throughout the process. Benefits of direct instruction include delivering large amounts of information in a timely manner. Also, because this model is teacher directed, it lends

itself to designing instruction that is developmentally appropriate to pupils' ages and stages. (Direct Instruction, n.d.)

Moreover, Grabe and Stoller (2002) state that “the goal of reading instruction is not to teach individual reading strategies but rather to develop strategic readers, a development process that requires intensive instructional efforts over a considerable period of time” (p. 81).

Nevertheless, Schunk (2000) states that many studies show students can learn strategies and apply them effectively, but fail to maintain their use over time, because they do not implement the strategies for different settings, or do not understand how to modify their use with different content, or they think using the strategies take too much effort.

Some of the most common strategies used by skilled readers (Grabe & Stoller, 2002, p.83) are:

- Specifying a purpose for reading
- Previewing the text
- Predicting the contents of the text or section of text
- Connecting text to background knowledge
- Summarizing information
- Rereading

On the other hand, Nassaji (2007) inquires how background knowledge and the principles underlying its use and interaction with other sources of information should be conceptualized in L2 reading; regarding this fact, it is also important to revise the impact of schema theory on the development of reading comprehension strategies. Anderson (1977) explains the Schema theory as the integration of the new ideas learned into the reader's network of ideas; having as an impact on the reader's framework of knowledge, adding connections to his/her prior

understanding of the world. This theory also suggests that background information and prior knowledge are essential to learning in general (Marzano, 2004) and text comprehension in particular (Tracey & Morrow, 2006).

Metacognition

According to Koda (2005), the foreign language reading task “is the product of a complex information-processing system, involving a constellation of closely related mental operations. Each operation is theoretically distinct and empirically separable, serving an identifiable function” (p.19). Based on that insight, it is important for learners to be aware of the different processes they undertake while reading and to improve their reading comprehension skills, as well as to design their own path to achieve their goals and overcome difficulties. Taking this into consideration, it is relevant to support learners to build up metacognitive awareness. Metacognition refers to the process of knowing what you know and being aware of your own cognitive processes; Flavell (1976) mentions the following:

In any kind of cognitive transaction with the human or non-human environment, a variety of information processing activities may go on. Metacognition refers, among other things, to the active monitoring and consequent regulation and orchestration of these processes in relation to the cognitive objects or data on which they bear, usually in service of some concrete goal or objective. (p. 232)

Metacognition involves a set of strategies, which support making decisions such as directing, improving, increasing, monitoring, etc. what you know. Flavell (1979) mentions that the process of metacognitive monitoring occurs through the actions and interactions of four classes of interrelated phenomena: Metacognitive knowledge, metacognitive experiences, goals,

and actions. Metacognitive monitoring allows the individual to analyze, evaluate, and make decisions about how the task goals are achieved. Without this monitoring, “there is not guidance about how to regulate learning” (Zimmerman & Schunk, 2001). Foreign language reading tasks, which are not yet automatized, require metacognitive monitoring in order to regulate reading and comprehension of a text.

According to Urquhart and Frazee (2012), the reader’s comprehension depends heavily on metacognition, to think about and control the thinking process before, during, and after reading. They remark that students who have learned metacognitive skills can plan and monitor their comprehension accordingly to their purposes, and they can also adapt and modify their reading. Besides, ineffective readers do not perform any action while reading except moving their eyes across the page; consequently, those readers need to be taught appropriate methods to monitor their understanding and how to select and use appropriate “fix-up” strategies when needed (Caverly, Mandeville & Nicholson, 1995). Therefore, there should be a distinction between two processes: knowing that cognitive reading strategies exist (declarative knowledge) and knowing how (procedural knowledge) to implement these strategies effectively and retaining text information (Baker & Brown, 1984; Koda, 2005).

Chamot et al. (1999) classify the metacognitive strategies into four categories: planning, problem solving, monitoring, and evaluating. Moreover, Anderson (2002, p.1) defines metacognition as "thinking about thinking" and he states that understanding and controlling cognitive process may be one of the most essential skills teachers can help second language learners develop.

Anderson proposes the following five main components for metacognition:

- 1) Preparing and planning for learning: Learners set their own goals and the way to achieve them with the help of the teacher. The purpose is to motivate learners to become consciously aware of their progress; hence students' motivation for learning would be increased.
- 2) Selecting and using learning strategies: In this stage learners should be taught not only about learning strategies but also when to use them and how to use them.
- 3) Monitoring strategy use: By examining and monitoring their use of learning strategies, students have more chances of success in meeting their learning goals.
- 4) Orchestrating various strategies: Learners have the possibility to combine strategies, and make decisions about the actions they consider important to develop a task.
- 5) Evaluating strategy use and learning: In this stage learners can observe their progress and how efficiently they implemented the strategies to achieve the goals.

Metacognition also involves different fields to consider; Clegg (n.d., p.8) states that when you think about metacognition in school learning, you are also asking yourself about knowledge or cognition. As a consequence, teachers might analyze different fields such as learning styles, and the learning strategies to be implemented accordingly to learner's needs and their level of autonomy to make decisions when planning and monitoring cognitive processes.

It is also important to analyze how researchers measure metacognition. According to Mokhtari and Reichard (2002), "there are relatively few instruments to measure students' awareness and perceived use of reading strategies while reading for academic purposes" (p. 250). They designed the Metacognitive Awareness of Reading Strategies Inventory (MARSII) "to assess 6th - through 12th-grade students' awareness and perceived use of reading strategies while

reading academic or school-related materials” (p. 251). The major purpose of this instrument is to assess the degree to which students are aware of reading processes and to identify their goals, needs and intentions when reading. Mokhtari and Reichard (2002) state:

The development of the MARSII was guided by several efforts, including (a) a review of recent research literature on metacognition and reading comprehension, (b) the use of expert judgment with respect assignment and categorization items with the inventory, (c) insights gained from existing reading strategies instruments regarding format and content, and (d) the use of factor analyses to examine the structure of the scale. (p. 251)

The MARSII contains 30 items which are classified into three factors or subscales:

- Global reading strategies: It contains 13 items and represents the strategies oriented toward a global analysis of text.
- Problem solving strategies: It contains 8 items which are oriented around strategies to solve problems when the text becomes difficult to read.
- Support reading strategies: This group contains 9 items related to the use of reference materials and support strategies.

Furthermore, Mokhtari and Reichard (2002) remark that “the relationship between self-reported reading ability and strategy usage provides preliminary evidence of construct validity” (p. 253). They also state that skilled readers would use strategies more frequently; in particular, highly skilled readers would use global and problem solving strategies more frequently than less skilled readers. They recommend to use the MARSII as a pretest and posttest in studies aimed at evaluating the impact of instruction on students’ awareness and use of strategies while reading; and using the results obtained for enhancing assessment, instruction, or conducting classroom or clinical research.

Blended Learning

Garrison and Kanuka (2004) define blended learning as “the thoughtful integration of classroom face-to-face learning experiences with online learning experiences” (p. 96), facilitating lifelong learning and including technology-based practices in the curriculum. McDonald (2006) found that asynchronous tools such as email and conferencing benefit reflection, timeliness or flexibility. The opportunities for discussion through asynchronous computer conferencing, promote reflection and a more student-centered approach. The flexibility in terms of "attendance" at tutorials allows learners to develop self-directed learning, in terms of time management, independent work and goal achievement.

Swan (2001) attributes the success of blended learning experiences to the interactive capabilities of Internet communication technology; in addition, a clear and consistent course structure, an instructor who interacts frequently and constructively with students and a valued and dynamic discussion are key factors in the success of online courses.

Different technological tools can be identified to support reading comprehension process. According to Harris, Mishra and Koehler (2009) “appropriate and effective instruction with technology is best planned considering students’ content-related learning needs and preferences primarily, selecting and applying technologies only in service of that curriculum-based learning” (p.403). Warschauer and Whittaker (1997, p. 1) proposed five guidelines to help teachers in the implementation of the Internet in EFL/ESL classrooms: 1) Consider your goals carefully, 2) Think integratively, 3) Do not underestimate the complexity, 4) Provide necessary support, and 5) Involve students in decisions.

Additionally, Salomon, Globerson and Guterman (1989) found that technology could be used as a scaffolding tool to assist students in functioning in their zone of proximal development as well as providing metacognitive like guidance as they read. In this study, they found that students seemed to develop transferable skills that generalized to other reading tasks, suggesting a broad improvement in literacy. Carr, Crocco and Gallego (2011) examined the benefit of Technology Enhanced Language Learning (TELL) on students' language learning, at the Southern California University during one university term. They evidenced that incorporating TELL was a positive experience for many participants, especially in the areas of comfort and enjoyment, and increased confidence in using technology.

There are some studies related to the effect produced by the implementation of ICTs on the development of reading comprehension tasks. On the one hand, Abdi (2013) investigated the effectiveness of using hypertext materials on reading comprehension ability of learners as compared to the normally written materials. The findings of this research on 49 Iranian EFL learners indicate that those participants who worked hypertext materials gained more reading comprehension ability compared to those who used non-digital materials. "It is suggested that the result of this study, therefore, might be used by language teachers who are interested in integrating Internet technology in language teaching" (p. 558). Furthermore, Magliano et al. (2005) compared a paper-based reading instruction program to its computer-based counterpart and found that the latter induced students to use more effective reading strategies which could be transferred to future reading tasks.

State of the Art

This subsection incorporates some similar and relevant researches on the main topic of this study, which had been carried out internationally and locally in order to have some views

concerning the applicability of this methodology in similar contexts. As this action research aims to support learners of secondary education who have demonstrated a passive role while reading, to improve their reading comprehension performance by increasing their metacognitive awareness; it is also necessary to identify some studies that show the need and the advantage of this type of implementation to help learners to become active readers.

Koda (2005) establishes a clear conceptual foundation for research on L2 reading competence and its acquisition within well-defined, empirically testable frameworks. She focuses on different kinds of readers; by dealing with individual differences (what characteristics define good and bad readers), and the role of metacognitive processes in strategic reading.

According to Koda (2005), strategic readers are able to “monitor reading process carefully, take immediate steps when encountering comprehension problems, are aware of their own cognitive and linguistic resources and capable of directing attention to the appropriate clue in anticipating, organizing, and retaining text information” (p. 204). Pressley and Afflerbach (1995) remark that skilled readers tend to be aware of what they are reading; they have a reading purpose, and they have a set of tentative plans or strategies to solve potential problems and for monitoring their comprehension of textual information. Ellis (2004) states that self-efficacy and confidence in language learning "has more to do with how learners perceive their ability as language learners and their progress in relation to the particular context in which they are learning" (p. 543). Additionally, Koda (2005) points out that the foreign language reading task “is the product of a complex information-processing system, involving a constellation of closely related mental operations. Each operation is theoretically distinct and empirically separable, serving an identifiable function” (p. 19).

Some studies inform the effect of enhancing metacognition in learners while developing reading comprehension tasks. Zhang' (2001) reported on a study of 10 Chinese EFL readers' metacognitive knowledge of strategies in learning to read EFL in the People's Republic of China (PRC). The study found a strong link between students' metacognitive knowledge and L2 reading achievement. The successful readers experienced comprehension-oriented beliefs, thinking, and behaviors and strategies in reading, whereas less successful peers seemed to be focused on basic language processing, such as decoding at the word level.

Additionally, Cubukcu (2008) investigated the reading comprehension and vocabulary achievement of 130 third-year university students in Dokuz Eylul University in Turkey. The purpose of the study was to determine the effectiveness of systematic direct instruction of multiple metacognitive strategies designed to assist students in comprehending text. The study confirmed that “reading comprehension could be developed through systematic instruction in metacognitive language learning strategies. Leavitt’s study (2010) examined patterns of metacognition in twenty-two students of French from the University of Notre Dame and Indiana University South Bend. “This examination provided insight into the strengths, weaknesses, and efficacy of students’ reading in a foreign language, and it suggested that most of participants’ metacognition focused on the monitoring of reading comprehension that takes place in the act of reading, while metacognitive planning and evaluation were less-frequent occurrences” (p. 38).

Besides, the Metacognitive Awareness of Reading Strategies Inventory (MARSİ) questionnaire validated by Mokhtari and Reichard (2002), has been implemented in different studies to measure learners’ metacognitive awareness and to identify the most common reading strategies used by learners. For instance, Karbalaei (2010) used it to explore whether there were any significant differences in the metacognitive awareness and perceived use of reading

strategies between EFL and ESL college students (96 Iranians and 93 Indians) while reading academic materials. The results indicated that both groups evidenced similar patterns of strategy awareness and reported usage when reading college-level materials in English.

Moreover, Eluemuno (2013) investigated the effect of metacognitive skills on academic performance of senior secondary school in Anambra state, Nigeria. The study revealed a positive relationship between metacognitive skills and academic performance such that developing metacognitive skills of a student will lead to the improvement of his/her academic performance in English Language (p. 678).

Furthermore, Lan, Lo, and Hsu (2014) examined the effects of metacognitive strategy instruction on students' reading comprehension in computerized reading contexts. They reported the findings from a meta-analysis of 17 studies of metacognitive strategy instruction on students' reading comprehension in computerized reading contexts.

At first, Lan et al. (2014) found that metacognitive strategy instruction seems to be more effective in assisting students in comprehending scientific texts; secondly, regulation is deemed as a more effective form of instruction; thirdly, students who received instruction did not necessarily outperform their counterparts, and students' reading abilities played an interesting role. Additionally, the metacognitive strategy instruction appeared to benefit students in aspects other than comprehension (e.g., motivation) (p.198).

It is considered that the 21st century learners have developed an effective use of ICTs; for example, Montalvo's study (2013) in a Colombian public school, focused on the implementation of some reading strategies to foster reading comprehension and self-directed learning, and the use of blogs. She reported, that "the use of technology and the teaching of phased explicit reading strategies, such as types of texts, finding the main idea, and summarizing, improved

students' reading comprehension" (p.3). However, the results might have had a variation when learners had to develop independent work on their free time.

Therefore, it is expected that the participants of this study may experience a variation in their reading behavior after getting acquainted with the use of some metacognitive and reading strategies. Ridley, Schutz, Glanz and Weinstein (1992) reported that metacognitive strategies include "taking conscious control of learning, planning and selecting strategies, monitoring the progress of learning, correcting errors, analyzing the effectiveness of learning strategies, and changing learning behaviors and strategies when necessary" (p. 295). The effects of applying a new methodology may impact learners' awareness about reading process in EFL and may impact the perceptions of the teachers who focus on traditional teaching practices and who aim to get acquainted with new methodologies.

The following chapter will describe the research design for this study, examining the researcher's role, the context and the participants, the collection instruments and procedures. It will also incorporate information about the validation of instruments and the procedures followed.

Chapter Three: Research Design

This chapter contains the research design framework, which includes the type of study, context, teacher's role, participants, and type of data collection instruments. This information is summarized in Table 1 and later on described in detail.

Table 1

Research Design Framework

Type of study	Action Research
Context	I.E. INEM Manuel Murillo Toro, a public high school located in Ibagué, Colombia
Participants	19 low-proficiency students, ages 16 to 18, with A1 English level
Data collection instruments	Pre and Post Reading Test, Pre and Post Survey, Mid-term Reading test, Focus Group Interview, Student's Reading Log, and Teacher's Observation Schema

Type of Study

This study follows the main characteristics of action research, which according to Richards (1998) takes its name from two central processes: a data gathering component (the research element) and an action component. These two processes facilitate “the reflective cycle” and improve “professional action” (Wallace, 1998). Additionally, Nunan and Bailey (2009) define action research as a systematic, iterative process in which the researcher identifies an issue; thinks and plans an appropriate action; then the researcher conducts the action and observes the outcomes; reflects on the outcomes; and repeats these steps again.

Furthermore, Burns (1999) states that “action research offers a valuable opportunity for teachers to be involved in research which is felt to be relevant, as it is grounded in the social context of the classroom and the teaching institution, and focuses directly on issues and concerns which are significant in daily teaching practice” (p.17). Grabe and Stoller (2002) highlight that action research “permits to examine reading in practical terms and explore practical alternatives to reading instruction in our own classrooms, with our own students, at our own pace” (p.158). As learners’ needs are identified, the implementation process might become more effective and might help learners to improve their reading proficiency.

Researcher’s Role

Nunan and Bailey (2009) remark that the significance of classroom action research relies on the fact that it is conducted by classroom practitioners who investigate some aspects of their own practice, and are able to change and improve what goes on in the classroom. On that basis, the teacher in this study takes advantage of the action research process to observe her practice, learners’ responses to a particular reading teaching technique, and reading tasks assuming the roles of researcher, and facilitator of the learning process. Being a facilitator means that the teacher helps learners to construct meaning, and provides them with collaborative opportunities to discover new actions for learning.

As Grabe and Stoller state, “what is appealing about the action research process is that there is always room for simplicity, flexibility and practicality” (p. 159); the teacher researcher performs different roles through the design and implementation of the interventions. In a learner-centered environment teachers identify learners’ skills as well as their needs in order to achieve the lesson goals; based on that, teacher can also be an encourager at trying and combining new methodologies such as the use of ICTs for independent work.

The researcher also has the role of an examiner and an evaluator by being acquainted with learners' needs and classroom variables to make changes in the process, as well as evaluating learners' progress.

In addition, Cohen and Manion (1985) describe action research as small-scale interventions "in the functioning of the real world" (p. 208), which involves sometimes the collaboration of teachers and other researchers. In this specific case, the researcher had the support of a research circle to make decisions during all the stages of the research, and take actions on the process through a direct communication in which some issues concerning the research approach were discussed, and the experience of other researchers allowed the teacher researcher to frame all the intervention.

Context

This study will be implemented in the educational institution INEM Manuel Murillo School. INEM Manuel Murillo is a public school located in Ibagu e, which offers pre-school education, primary, and secondary education, as well as adult programs for a population of about two thousand students from different neighborhoods. The school provides an important emphasis on diverse subject areas including Science and Mathematics, Accounting, Humanities, Civil Constructions, Metal Mechanics, Wood Industry, and Systems for tenth and eleventh graders. Students explore and develop their skills for continuing higher education studies or finding a job after finishing school. The number of hours for English classes depends on the educational levels and the emphasis. This information is shown in Table 2.

Table 2

Number of hours for English Classes

Grade / Emphasis	Time frame per week
Primary	2 hours
6 th to 9 th	3 hours
10 th and 11 th - Science & Mathematics and Humanities	3 hours
10 th and 11 th - Accounting, Civil Constructions, Metal Mechanics, Wood Industry and Systems	2 hours

The Institutional Educational Project of this school follows the Colombian National Constitution and the 115 General Education Law (1994). For designing the syllabus of the English subject, during the last four years, teachers have taken into account the principles of the National Bilingual Program 2004-2019, which was designed to improve the communicative competence of EFL in all the educational levels. There have been some attempts to incorporate the Guide N° 22 of the Ministry of Education, which contains the National Basic Standards of communicative competence in English (2004), based on the CEFR; and the teachers have chosen some general standards to be included in the syllabus, however the learning activities designed for some grades do not comply with these standards.

Additionally, the English level of some learners who start secondary education is below what it should be; therefore, these learners have to start acquiring basic concepts and familiarizing with the language in sixth grade. The English standards are essential for English teachers, managers, and parents of the educational community; they clearly delineate the abilities and competences that students are expected to develop in order to achieve the goal of the National Bilingual Program. The main goal is that Eleventh graders achieve an intermediate

level of English proficiency (Level B1, according to CEFR), which allows them to communicate effectively in real situations.

Moreover, the English program is also subjected to the beliefs, knowledge, opinions and experiences of a diverse group of teachers; including teachers from primary education, English teachers, and the general coordinator. Besides, some changes in the program made annually are based on the results of the standardized test Saber 11 and the learners' needs to improve their language proficiency.

Participants

The participants of this study will be 19 eleventh graders, 4 boys and 15 girls between 16 to 18 years old. This group belongs to the humanities approach; which means, students take classes such as philosophy, literature, and communication studies. The English class, as it was mentioned before, has an intensity of 3 hours per week.

As for the students' learning style, 60% of them prefer to use visual aids and can be classified as visual learners; 40% of them are auditory learners who like talking and discussing the different topics presented in the class. Learners enjoy communicating their ideas and preferences. Most of them belong to low socio economic levels and therefore do not have a computer at home to do homework. About 40% of the learners have shown low levels of interest in second language acquisition and low language proficiency; consequently, the results in the English exams administered by the school at the end of each academic term are below level (2 points of the 5 in average). The pre-test applied as part of the diagnosis activity showed that students had low- reading proficiency levels, according to these results and others coming from

internal examinations students' English level is A1 (CEFR); besides, these learners have not received any specific training on how to read in the second language.

Finally, a high number of students lack commitment and responsibility with regards to academic issues; however, those learners express their interest and motivation to use ICTs and learn about topics related to their personal lives or technology at the beginning of the year when signing the pedagogical agreement.

Ethical considerations

Before developing this research at INEM Manuel Murillo Toro School, it was necessary to notify the school's principal in order to obtain his permission and support for carrying out this study. The learners' parents were also informed and notified about the process to be undertaken. The researcher sent the corresponding consent letters to the school's principal and the learners' parents (see appendices A & B), who signed and authorized their children to be part of research process. The implementation was planned for the third and fourth terms, during the English classes. The activities indeed had to be adapted to the contents of the syllabus in order not to alter the curriculum and fulfill its main goals. The results of the study were used for research purposes; however some of the tasks learners developed during the classes were taken into account as part of the learners' formative assessment and they counted as part of their final grades. Finally, the names of the participants were changed for letters to protect their identity.

Instruments for Data Collection Procedures

Grabe and Stoller (2002) state that "researchers can devise data-collection procedures that complement normal classroom routines, or may use approaches that are viewed as intrusive

because they are not part of the normal classroom routine” (p.167). Action research includes qualitative research methodologies such as journals, interviews, and questionnaires, which are collected in the participant’s setting. Considering that researchers can use more than one data-collection technique as part of action research, this study also includes the analysis of quantitative data obtained from reading tests applied in different moments, before, during and after the implementation. According to Cresswell (2014), a combination of approaches provides a more complete understanding of a research problem. This is achieved by the integrating quantitative and qualitative data. Burns (1999) states that multidimensional data collection methods allow a variety of data collection tools and the perspectives of different participants in the research context. The data can be ‘triangulated’ or can be tested out against each other.

Table 3

Triangulation Matrix

Research Question	Research Objectives	Data Sources				
		Source 1	Source 2	Source 3	Source 4	Source 5
What are the effects of using a blended methodology that involves technology enhanced language learning activities and face to face activities aimed at developing metacognition for reading comprehension in eleventh-graders at INEM Manuel Murillo Toro School?	<p>To increase learners’ metacognitive awareness while doing reading comprehension tasks.</p> <p>To examine the effects of using a blended methodology to develop reading comprehension activities.</p> <p>To encourage learners to monitor and evaluate their reading comprehension progress.</p>	<p>Reading Comprehension test: Pre-test Post-test</p>	<p>“Metacognitive Awareness of Reading Strategies Inventory” MARSY</p>	<p>Students’ reading Log.</p>	<p>Teacher’s journal</p>	<p>Focus Group interview</p>

“Triangulation is one of the most commonly used and best known ways of checking for validity. The aim of triangulation is to gather multiple perspectives on the situation being studied” (Burns, 1999, p. 163). In this case, “the perspectives from the teacher and learners, in order not to rely on any single source of data, interview, observation, or instrument” (Mills, 2003, p. 52). Table 3 debriefs the triangulation matrix, which shows the sources that allow the researcher to gather the information for this study and be more confident about the analysis.

Instrument 1: Reading comprehension test. In order to measure the learners’ reading ability, students answered the same reading comprehension test at the beginning of this study (pre-test) and at the end of the implementation (post-test). The same test was used to ensure the validity of the research. According to Golafshani (2003), validity reveals “whether the means of measurement are accurate and whether they are actually measuring what they are intended to measure” (p. 559).

Learners answered an excerpt from TOEFL (Test of English as a Foreign Language) Junior test, which measures learners’ English proficiency levels according to the CEFR. This is a test released by ETS (Educational Testing Service) and taken directly from ETS webpage, which guarantees the quality of the test; this organization is devoted to educational research and assessment, it creates some of the most well-known and widely used educational assessments in the world. The TOEFL Junior test is an objective and reliable measure of students’ English communication skills, ETS developers argue that based on the rich heritage of the TOEFL test and best practices in English-language testing, TOEFL Junior tests can help teachers identify learners’ strengths and challenges. This test consists of 20 questions that were analyzed before applying the test to guarantee this instrument addresses the competencies that the Ministry of Education expects eleventh graders to develop (see Appendix C). By comparing each question

to the standards established by the Ministry of Education, it was identified that the test assesses literal and inferential comprehension. For the literal level, some questions are addressed to measure scanning skills; and for the inferential level, some questions measure guessing meaning skills, setting the title, identifying purpose, supporting details, and drawing conclusions. The test is divided into 3 sections, the first one is about an announcement, the second one is based on a story and the third section is based on a passage, increasing the difficulty of the questions and the length of the texts.

Instrument 2: Metacognitive awareness of reading strategies inventory MARSII. The Metacognitive Awareness Reading Strategies Inventory (MARSII) is a self-report instrument designed by Mokhtari and Reichard (2002) to assess adolescent and adult readers' metacognitive awareness and perceived use of reading strategies while reading academic or school related materials (see Appendix D). It comprises 30 statements associated with the use of a particular strategy. The student must use a Likert scale to indicate the frequency of use of those strategies: never, rarely, only occasionally, sometimes, usually, and always. These strategies are grouped into three subscales: global reading strategies, problem-solving strategies, and support reading strategies.

The global reading strategies subscale contains 13 items and are related to the control and management of the reading by the reader, for example, "I preview the text to see what it's about before reading it". The second subscale (problem solving strategies) contains 8 items related to techniques used by readers to overcome the obstacles of understanding or when the text become difficult to read, for example "When text becomes difficult, I pay closer attention to what I am reading". Finally, the third subscale (support reading strategies) consists of 9 items and primarily involves the use of outside reference materials, taking notes, and other practical

strategies that might be described as functional or support strategies, for instance, “I take notes while reading to help me understand what I read”. This inventory was applied at the beginning of the implementation and at the end of this study in order to compare the learners’ awareness at those moments.

Instrument 3: Students’ reading log. According to Friesner and Hart (2005), logging is an ideal method to gather information as learners are encouraged to reflect on their learning by answering some questions about their learning experiences. For the purposes of this study, the researcher designed some questions for learners to answer after developing the different reading tasks. The learners had the opportunity to write their reflections on the goals of the tasks, and the strategies they implemented to achieve those goals at the end of the class, as well as to reflect upon their performance at developing the tasks in the class and independently through the web 2.0 tools Edmodo.com by answering some questions made by the teacher (see Appendices E and F).

Instrument 4: Teacher’s journal. Grabe and Stoller (2002) define journals as “written records of teacher’s opinions and reactions to research questions and related issues” (p. 166). In this study the teacher-researcher used an observation schema to register the observations after each class, by taking into account the following categories: Reading Strategies, Blended environment, Metacognition and some miscellaneous topics such as time and learners’ attitude (see Appendix G). The observations allowed the teacher to reflect on learners’ strengths and challenges, as well as identify their needs as a key element for planning future lessons.

Instrument 5: Focus-group interview. Grabe and Stoller (2002) describe interviews as “face- to- face interactions conducted by the teacher in a structured, semi-structured, or unstructured format with teachers, administrators, librarians, aids and parents” (p. 166). In this

study some data was collected from a focus-group interview that is defined by Morgan (1997) as “a research technique that collects data through group interaction on a topic determined by the researcher” (P. 6). In addition, Nunan and Bailey (2009) mention that “the advantage of a focus-group is that the informants can stimulate and be stimulated by each other” (p. 315). Initially, nine learners were chosen at random to answer the interview, in order to know the view of a representative number of learners. There were two students who were not able to attend school the day the interview was scheduled. Consequently, seven learners answered a structured interview of 6 questions about the actions done before, while, and after reading (see Appendix H); as well as some questions to elicit information about their perceptions on the methodology implemented. Additionally, these informants represented different levels of reading proficiency according to the pretest applied before the implementation, which allowed the researcher to classify the students in three groups: low score (1-6 points), average score (7-13 points), and high score (14-20 points). The low score group was represented by 3 learners, the average score by 1 and the high score by 2 learners who participated in the interview.

Data Collection Procedures

The quantitative and qualitative data was gathered over a four- month period through different procedures and instruments. Firstly, the teacher-researcher collected quantitative information from the pre-test to observe the possible changes learners would experience after the implementation in terms of their reading proficiency. In addition, some qualitative data was collected from the MARSII to analyze the learners’ metacognitive awareness before, while and after reading a text.

Secondly and based on the MARSII results, the teacher-researcher selected the reading strategies with the lowest levels of frequency to be implemented during 8 research cycles or

interventions. The MARS instrument has as major purpose to “assess the degree to which a student is or is not aware of the various processes involved in reading....such information....can help teachers better understand the needs of their students” (Mokhtari & Reichard, 2002, p.251). Moreover, the teacher planned to teach the reading strategies in every lesson through direct instruction, which is a teaching strategy used to facilitate learning based on Zig Engelmann's theory of instruction. “It is teacher directed and follows a definite structure with specific steps to guide pupils toward achieving clearly defined learning outcomes” (Direct instruction, n.d.).

In addition, some information was gathered after each implementation, learners filled a reading log inquiring about their reading process and the strategies implemented, about 80% of the learners answered the questions in Spanish, while the rest of the group tried to answer in English. Similarly, the teacher wrote her views and observations about the lesson on her journal. A focus-group interview was also conducted to gather some data in the while-stage, after the fifth implementation. The interview was carried out in Spanish, it was tape-recorded and video recorded, then, it was transcribed and translated by the researcher, who had conducted the interview.

Design and Validation of the Instruments and Procedures

Nunan and Bailey (2009) remark that researchers take many steps to ensure the outcomes of their investigations are useful. These authors highlight two key concepts that are reliability and validity. Joppe (2000) defines reliability as “the extent to which results are consistent over time and an accurate representation of the total population under study...and if the results of a study can be reproduced under a similar methodology, then the research instrument is considered to be reliable” (p. 1). In those terms, the same reading test (TOEFL Junior test) was used as quantitative instrument before and after the implementation of this study; the quantitative data

was analyzed through descriptive statistics, whose results were correlated with a t-test. On the other side, “validity determines whether the research truly measures that which it was intended to measure or how truthful the research results are” (Joppe, p.1). According to Lincoln and Guba (1985), “since there can be no validity without reliability, a demonstration of the former [validity] is sufficient to establish the latter [reliability;]” (p. 316). In this study, a variety of data collection instruments were used in different moments, and in real contexts; and the results were compared with different categories, theories and studies to ensure the validity of the research. Furthermore, Patton (2002) remarks that reliability is a consequence of the validity in a study, regarding the researcher's ability and skill in any qualitative research. By analyzing the information collected and identifying precise categories from primary resources such as interviews, observations and tests, it is also possible to establish the reliability of the study.

In this case, the data obtained from the qualitative instruments was validated through triangulation. Mathison (1988) states that “triangulation has risen an important methodological issue in naturalistic and qualitative approaches to evaluation [in order to] control bias and establishing valid propositions because traditional scientific techniques are incompatible with this alternate epistemology” (p. 13).

“Triangulation is typically a strategy (test) for improving the validity and reliability of research or evaluation of findings” (Golafshani, 2003, p. 603). This study takes advantage of the mixed methods in which quantitative data from pre-test and post-test, as well as qualitative data from the focus-group interview, teacher's journal and reading logs can be collected, compared and analyzed to observe if one information can corroborate the other as well as to find similarities among the results. These instruments were designed taking into account the research question and the research objectives, in order to guarantee triangulation and the research validity.

Patton states that “triangulation strengthens a study by combining methods. This can mean using several kinds of methods or data, including using both quantitative and qualitative approaches” (p. 247). From a constructivist notion Golafshani reports that “engaging multiple methods, such as, observation, interviews and recordings will lead to more valid, reliable and diverse construction of realities” (p. 604).

Additionally, by developing the research circle methodology with some teacher-researchers before starting the implementation and while undertaking this study, it was possible to analyze and determine some quality control issues to ensure the validity and the reliability of this study. The research circle started three months before the implementation, as an opportunity to discuss the action research approach and its implications; it was possible to identify the instruments to collect data and while the intervention was developed, the research circle also analyzed, supported and reflected on the different decisions made during the process based on the research constructs.

The next chapter will describe the pedagogical intervention, examining the action plan, the steps and processes carried out during the study and the description of the materials used.

Chapter Four: Pedagogical Intervention

This chapter contains information related to the steps and processes undertaken during the pedagogical intervention. It describes the action plan, the challenges encountered, and the adjustments made during the pedagogical intervention in order to encourage eleventh graders to increase their reading comprehension metacognitive awareness.

Furthermore, this chapter explains how the research circle methodology was used to analyze key elements of the pedagogical intervention. Therefore, it was important to clarify how to use the direct instruction to teach the strategies and tasks learners were going to develop.

Instructional Design

This study was carried out during three stages: pre, while, and post intervention. During the pre-intervention stage, the teacher-researcher obtained the permissions from the school's principal and the learner's parents through the consent letters. Besides, the pre-test and the MARSII questionnaire were applied to diagnose learner's reading proficiency and metacognitive awareness. All the planning took place as part of this stage; the teacher-researcher designed some actions and strategies, after conducting a diagnosis of the students' reading proficiency level and analyzing learners' metacognitive awareness. Furthermore, during this stage learners were acquainted with the process to be undertaken; at first, the teacher explained that during the third and fourth terms, English classes would be used for the intervention and that there would be opportunities to work online.

According to Brown (2001), motivation is one of the most important factors that affect the learner's language input and intake; and it was observed in previous classes to the intervention, the 70 percent of learners had a low motivation towards learning English, which

was evidenced, due to the lack of commitment and participation in the classes. Based on this situation and the review of relevant literature, some strategies dealing with demotivation proposed by Nunan (1999) were taken into account in the design of the lessons; for example, making instructional goals explicit to learners, linking learning to the needs and interests of the learners, and helping learners to identify the strategies underlying the learning tasks they are engaged in. Lastly, learners understood that the focus of the class would be reading comprehension and that the development of the reading tasks would be considered as part of the evaluation process at school.

During the while stage, the teacher researcher implemented the reading strategies and metacognitive processes by combining a direct instruction in a face to face environment and an online independent work through the use of Edmodo, a web 2.0 tool. With regards to the readings, the texts were chosen according to the topics in the syllabus. As for the metacognitive reading strategies, these were chosen based on the results of the MARSI questionnaire, which indicate that there was a low frequency of use of those strategies. Table 4 displays the timeline for the pedagogical intervention. Despite the group was composed of 24 learners, there were five who were excluded at the moment of analyzing the data due to validity purposes; there was one learner who did not attend class when the pre-reading test and the MARSI were applied, another student did not continue studying at the school, one more was not authorized to be part of this study by his parents, and two other students did not attend most of the classes due to sport commitments and personal issues. Additionally, during this stage some information from the students' reading logs, the interview, and the teacher's journal was collected. The implementations were reduced to seven due to some situations at school related to strikes and

external factors. Every intervention was designed carefully and revised by the research circle leader, who evaluated the tasks designed.

At the beginning of the implementation, the teacher researcher planned to divide the lesson into two sessions, the first one for direct instruction in a face to face environment and the second for independent work by using Edmodo. Nevertheless, the school board did some changes to the schedule and finally, learners got the direct instruction in class and they developed the independent online work at home.

During the last stage the post-reading test and MARSII questionnaire were applied, the data was analyzed and the teacher researcher wrote the report. Every one of the decisions made during the three stages were discussed and analyzed in the research circle. Reflection was a constant process, where the students' behavior was analyzed; the reading strategies to be implemented during the study were revised and selected as possible solutions to help learners to face difficulties. As Ellis (2012) states, "it is reflective in that it requires teachers examine problems in their own teaching, identify possible solutions and evaluate their effectiveness" (p. 27).

Table 4

Research Timeline

Stage	Date	Objectives	Data Collection Instrument			
Pre – Stage	August	To obtain permission from the school’s principal and students’ parents to develop the study.	Consent Letters			
	August 19	To identify learners’ reading comprehension level	Pre-test: TOEFL Jr. "Metacognitive Awareness of Reading Strategies Inventory" MARSII			
	August 19	To identify learners’ reading metacognitive awareness level				
	August	To design the reading activities to be implemented.	Lesson Planning			
	Date	Task	Reading	Aims	Strategy -Based on MARSII	Data Collection Instrument
While- Stage	September 2	LESSON 1	Exploratory Reading Retrieved from http://englishforeveryone.org/PDFs/7_The_Incredible_Machine_Free_Sample.pdf	To obtain more information about the strategies learners implement before, while and after reading		Open-ended questionnaire
			Acts of friends Retrieved from http://teenshealth.org/teen/your_mind/friends/friend_comments.html	To encourage learners to identify the importance of setting goals before starting a reading task.	Setting goals 10	Student's reading logs and Teacher's journal
	September 9	LESSON 2	Bullying: It can happen to anyone F2F Retrieved from http://www.didax.com/articles/bullying-hurts.cfm	To enhance learners to implement note-taking strategies to increase their level of reading comprehension.	2	Student's reading logs and Teacher's journal
			Acts of friendship - part 2 (Independent work- online)	To enhance learners to use their background knowledge to ask questions about a text.	28	

September 16	LESSON 3	<p>Texting “health risk for teenagers” By Helen Briggs Health reporter, BBC News Retrieved from http://www.bbc.co.uk/news/health-11720546</p>	<p>To enhance learners to summarize texts to increase their reading comprehension level and awareness.</p>	<p>12 6 2</p>	Student's reading logs and Teacher's journal
		<p>Bullying: It can happen to anyone (Independent work-online) Retrieved from http://www.didax.com/articles/bullying-hurts.cfm</p>	<p>To encourage learners to take notes by using graphic organizers.</p>	<p>10</p>	
September 30	LESSON 4	<p>“Canopy of nature” Retrieved from http://englishforeveryone.org/PDFs/Canopy_of_Nature.pdf</p>	<p>To encourage learners to identify problem solving strategies.</p>	<p>14</p>	Student's reading logs and Teacher's journal
		<p>Outdoor Activities Ideas: The Trash Scavenger Hunt (online) Reading adapted from: http://www.lovetheoutdoors.com/outdoor-activity-ideas-the-trash-scavenger-hunt/</p>	<p>To enhance learners to use reference materials such as online dictionaries as a helpful tool to understand texts.</p>	<p>22 15</p>	
			<p>To help learners identify relevant information in the text.</p>	<p>12</p>	
October 7			Recess		
October 21	Mid-term test	<p>The Rio Grande Retrieved from http://englishforeveryone.org/PDFs/6_The_Rio_Grande_Free_Sample.pdf</p>	<p>To analyze if learners are using the strategies taught in the previous implementations.</p>		Open ended questionnaire
	LESSON 5	<p>Camping with your dog Retrieved from http://www.lovetheoutdoors.com/camping/tips/dog.htm Adventure Camp (online) Retrieved from http://www.pearsonelt.com.ar/catalogue/PDF/Island/Level6/Island-Reading&Writing-Level6.pdf</p>	<p>To enhance learners to check for understanding when they are reading. To provide learners with opportunities to check their understanding of texts by asking questions to their partners.</p>	<p>24 25 6</p>	Student's reading logs and Teacher's journal

	October 24	INTERVIEW		To know learner's insights about the strategies they are implementing when developing reading tasks. To know learners' perceptions about the methodology implemented.		Focus group Interview
	October 28	LESSON 6	Extreme sports- Base jumping Retrieved from http://www.hueber.de/shared/elka/Internet_Muster/Red2/3-19-002916-4_Muster1.pdf	To encourage learners to preview the text before reading in order to have a general understanding of the text. To enhance learners to use typographical aids like bold face and italics to identify key information.	22. 25 24	Student's reading logs and Teacher's journal
	November 4			No class		
	November 11	LESSON 7	Extreme sports: Coming back up (listening and reading) Retrieved from http://learnenglish.britishcouncil.org/en/stories-and-poems/coming-back	To encourage students to think about whether the content of the text fits their reading purpose. To enhance learners to be actively involved in the reading process in order to understand most effectively.	2 14 7	Student's reading logs and Teacher's journal
Post – Stage	November 18		To analyze learners' progress after the implementation. To examine learners' metacognitive awareness after the implementation.			Post- test: TOEFL junior MARSI
	November December January		To analyze data and present report.			Statistics, finding patterns

Note. The numbers in the “Strategy -Based on MARSI” column correspond to the ones in the MARSI questionnaire, which are listed in Table 5.

Planning the Intervention

Taking into account the results obtained in the pre-test and the Metacognitive Awareness Questionnaire (MARSI), which showed a low reading proficiency level and a limited use of reading strategies (global and support reading strategies), those strategies with the lowest scale of frequency were chosen. Mokhtari and Reichard (2002, p. 255) identify three levels of usage of the reading strategies, which range from 1 to 5; being high (mean of 3.5 or higher), medium (mean of 2.5 to 3.4) and low (2.4 or lower).

Table 5

Reading Strategies with the Lowest Frequency of Use

TYPE	Strategy
SUP	2. I take notes while reading to help me understand what I read.
SUP	6. I summarize what I read to reflect on important information in the text.
GLOB	10. I skim the text first by noting characteristics like length and organization.
SUP	12. I underline or circle information in the text to help me remember it.
GLOB	22. I use typographical aids like bold face and italics to identify key information.
GLOB	14. I decide what to read closely and what to ignore.
SUP	15. I use reference materials such as dictionaries to help me understand what I read.
GLOB	7. I think about whether the content of the text fits my reading purpose.
SUP	28. I ask myself questions I like to have answered in the text.
SUP	9. I discuss what I read with others to check my understanding.
SUP	24. I go back and forth in the text to find relationships among ideas in it.
GLOB	25. I check my understanding when I come across conflicting information.

As it is shown in Table 4, every lesson was designed to implement the previous reading strategies. At the beginning, eight implementations were planned but due to some external factors, only seven were done. Each lesson was developed taking into consideration the six stages presented (see Figure 1). Three main authors were used as a reference: Clegg (n.d.), Chamot and O'Malley (1994). The teacher researcher adapted some stages from Clegg's (n.d.) teaching learning strategies

and his sequence of stages: (1) presenting a strategy, (2) practicing a strategy, (3) evaluating a strategy, (4) develop a metacognitive routine, and (5) sustain and improve the strategy (p. 24). In addition to that, Chamot and O'Malley's (1994) project called Cognitive Academic Language Learning Approach (CALLA) was taken into account. It is a model that integrates academic language development, content area instruction and explicit instruction of learning strategies for both content and language acquisition based on different studies on cognition. The methodology used consists of five-phases: for introducing, teaching, practicing, evaluating, and applying the learning strategies.

The sixth stage, learners' self-evaluation, follows Nunan's idea about encouraging learners' independence and promoting self-assessment; he states that "by having learners rate themselves against their learning goals, the teacher not only develops the learner's self-critical faculties, but also serves to remind them of the goals of the instructional process" (1999, p. 193).



Figure 1. Lesson stages. This figure illustrates the methodology used in each lesson.

Before every implementation, the circle research revised the lesson plan, which was adapted from the template provided by the Universidad de la Sabana (see Appendix I). The methodology used allowed the teacher-researcher to promote metacognitive reading awareness as learners were able to assess their comprehension of texts, use self-monitoring strategies after finishing every reading task, and select and implement reading comprehension strategies to develop reading-based activities. The different texts were chosen, as it was mentioned previously, according to the syllabus for the third and fourth term; therefore, contents dealt with personal relationships and extreme sports respectively. The readings were taken from the Internet and some evaluations were designed by the teacher-researcher.

The independent work, applying the reading strategy in an autonomous way, was planned to be done in the class; one hour was scheduled in the library to take advantage of the laptops and the Internet connectivity at school; however, there were some issues with the Internet provider and it was not possible to develop this stage during class time. Learners were encouraged to develop the independent work at home by accessing the web 2.0 tool Edmodo.com. The teacher opened a group called “Reading Comprehension Explorers”, learners had the opportunity to read a text, apply some strategies, answer a quiz and based on their results, assess their performance (see Appendix J). This technological application offers important benefits for teachers, as getting to know learners’ progress after a quiz, and their participation and accomplishment of the activities during the term established. Additionally, learners have the opportunity to get feedback privately from teachers and communicate with them. Edmodo allows teachers to share digital media such as links, blogs, videos, documents, etc. There are also text alerts to remind students of the assignments and teachers can grade learners’ work. The participation on this website decreased by the time the scholar year finished.

Right after lesson 4, both a face-to-face and online mid-term evaluation was applied in order to observe learners’ progress. The readings were taken from the website Englishforeveryone.org (see Appendix K). After the fifth intervention, a focus group interview was conducted having in mind to examine learners’ perceptions about the methodology implemented and inquiring about the strategies learners were implementing before, while, and after reading (see Appendix H). Additionally, after each implementation, learners completed some reading logs (see Appendices E and F), in which they expressed their progress, their goals and the strategies used.

Chapter five will present a complete interpretation of the data collected and the qualitative and quantitative analysis of the findings in order to answer the research question.

Chapter Five: Data Analysis

This chapter shows the data analysis, which is based on the information collected through the different data collection instruments. This chapter has been divided into two sections; the first contains the quantitative analysis and the second one, the qualitative analysis.

Procedures of Data Analysis

There were two types of data collected during the intervention: quantitative and qualitative (see Table 6). While the analysis of the qualitative data was done according to the open coding processes derived from the Grounded theory, the quantitative analysis followed descriptive statistics and a t-test in order to find out whether or not the differences found before and after the implementation were statistically significant.

Table 6

Collecting and Analyzing Data

Data Collection Instruments	Participants	Nature of data	Data Analysis Methods
Learners’ self-assessment journals	Students	Qualitative	Grounded theory
Teacher’s journal	Teacher	Qualitative	Grounded theory
Focus-group Interview	Students	Qualitative	Grounded theory
“Metacognitive Awareness of Reading Strategies Inventory” MARS	Students	Quantitative Qualitative	Grounded theory
Reading Tests: Pre-test & Post-test	Students	Quantitative	Scores Statistics (mean, standard deviation) T-Test

Quantitative analysis. The quantitative analysis contributes to the triangulation process of the results as well as the qualitative analysis. This quantitative analysis allows the researcher to examine the effects of this intervention on the learners’ reading performance by means of the pre- and post-

tests; the t-test was used to compare the results and find out if the average scores at the beginning and at the end were statistically different. Additionally, learners’ performance in each intervention was also analyzed.

Students’ reading skills. After each intervention, the students’ reading performance was measured through short tests; some of them corresponded to true or false questions and a brief explanation of those false statements; others, consisted of multiple choice questions. If learners answered correctly more than 60% of the questions, they successfully achieved the task. This percentage was chosen taking into account that it is the minimum percentage that a learner should get at this school to pass a subject.

Table 7

Reading Tasks Results during the class

Session	Metacognitive Strategy	Percentage of students who answered correctly more than 60% of the questions
1	Setting goals - Skimming the text	68%
2	Taking notes - Asking questions myself	57%
3	Underlining information- Skimming the text - Taking notes -Summarizing what I read	89%
4	Using typographical aids - Deciding what to read closely and what to ignore - Using reference materials	21%
5	Going back and forth - Checking understanding - Summarizing what I read	94%
6	Checking understanding - Using typographical aids- Going back and forth	73%
7	Taking notes - Deciding what to read closely and what to ignore - Thinking about whether the content fits my reading purpose Reading purpose	89%

The information on Table 7 indicates that teaching directly different reading strategies to learners had a positive impact as learners were able to achieve the goals for every lesson. The fourth session had a low percentage of success because learners found it difficult to comprehend the text due to the lack of vocabulary and the length of the text; additionally, time was not enough since learners had to complete a graphic organizer with some information from the text, and this process took more time than the expected.

Table 8

Descriptive Statistics

	Pre-test	Post-test
Mean	8,2	8,9
Confidence interval for the mean	1,8	2,4
Interval upper limit	10,1	11,3
Interval lower limit	6,4	6,5
Median	8,0	8,0
Standard deviation	3,8	4,9
Std. Error Mean	0,9	1,1
Variance	14,6	24,1

The results in the pre-test and post-test were really similar as it is shown in Table 8; the main statistical measures are indicated. The mean is a parameter that calculates the averages of the students' scores, as well as the median, which represents that half of the population obtained above 8 points and half below this value. The confidence coefficient is simply the proportion of samples of a given size that may be expected to contain the true mean. A 95 % confidence interval for the mean in the pretest was [10.1, 6.4] and for the post-test was [11.3, 6.5]; those intervals give an indication of how much uncertainty there is in the estimate of the true mean. The standard deviation and variance are usually

used to measure the dispersion. According to Nunan and Bailey (2009), “the standard deviation tells us the average amount by which scores in the data set vary from the mean” (p. 111); in this particular case, the standard deviation for the post-test was higher than the one in the pre-test, showing a wider range among the scores. Nunan and Bailey also state that “if the means and standard deviation for two sets of scores are quite similar, then the subjects can be said to be drawn from the same population” (p.114).

On the other hand, it is also important to analyze the individual scores of each student to see if the methodology had an impact at the student level. The reading test, an excerpt from the TOEFL junior test, consisting of 20 questions (9 about inferential meaning and 7 about literal 4 about vocabulary) was analyzed by comparing the percentage of students who answered correctly every question. At first, as it can be seen in Figure 2, after the implementation, 50% of the questions that measure the students’ inferential reading comprehension were answered correctly by more students comparing these results to those of the pre-test. Accordingly, more learners were able to make simple inferences straightforward and determine the meaning of unfamiliar vocabulary words from context in simply constructed non-academic texts (see Appendix Q).

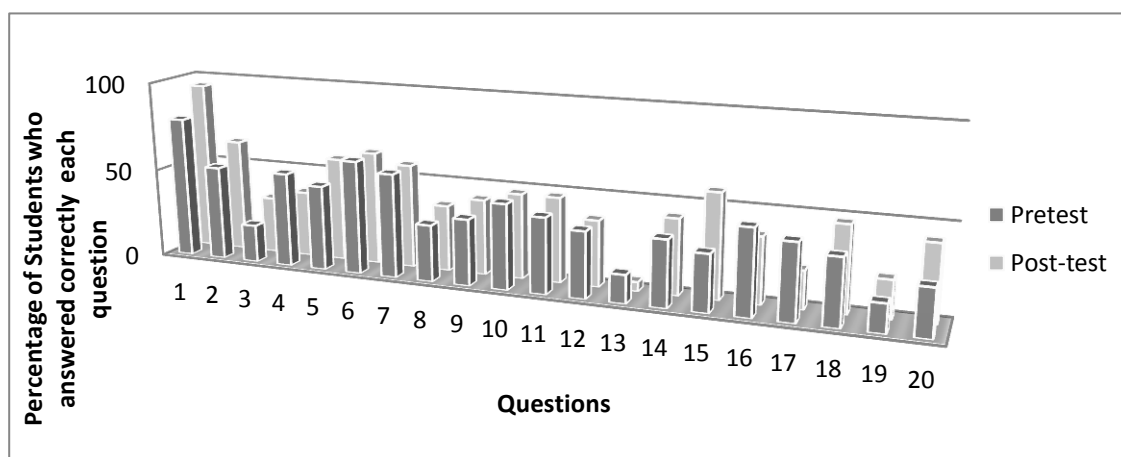


Figure 2. Pre and post-tests results by answer. This figure illustrates the percentage of students who answered correctly each question.

The questions number 1 and 15, which correspond to literal comprehension- scanning improved notoriously; 94,74% of learners answered correctly question 1. The percentage of learners who answered correctly question 15 increased from 31,58 % to 57,89%. Moreover, the answers of the inferential questions aiming for conclusions such as 14, 19 and 20 had a slight increase; those changes permit to explain there was an improvement in the results of 9 learners after the intervention, this is represented in the following double-bar graph (Figure 3).

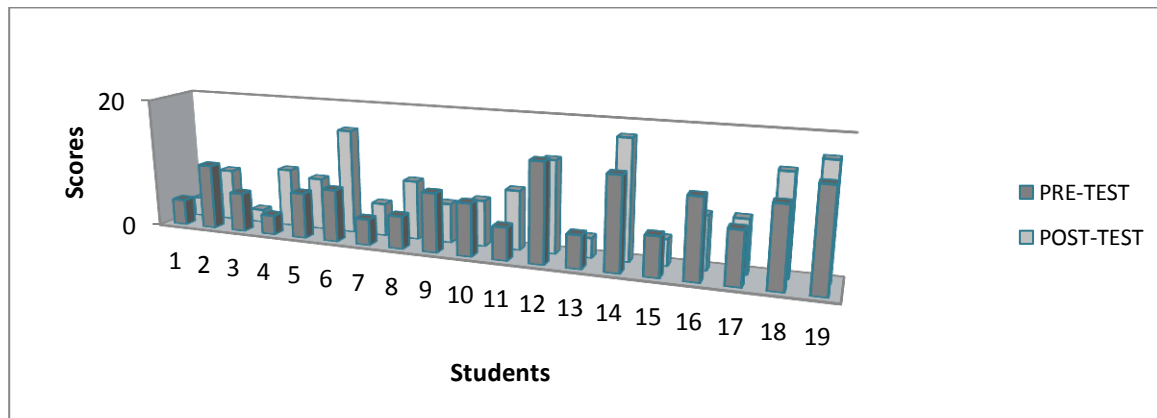


Figure 3. Pre and post-reading tests results. This figure illustrates the total result obtained by learners in each test.

It can be seen that there were some changes on the results from the first test to the second test; however, in general terms the intervention did not produce a significant change on learners’ performance; for instance, in the pre-test and the post-test 26% of the learners correctly answered more than 60% of the questions. The results in the post-test indicate that 47.3% of the learners improved their results, 5.2% obtained the same score, and 47.3% had a lower score compared to the first test (see Appendix R). As it can be seen the results for the reading proficiency tests are very similar (see Table 11); the following box plots (see figure 4) also support this fact.

The box plot (a.k.a. box and whisker diagram) is a standardized way of displaying the distribution of data based on the five number summary: minimum, first quartile, median, third

quartile, and maximum. In the simplest box plot the central rectangle spans the first quartile to the third quartile (the interquartile range or IQR). A segment inside the rectangle shows the median and "whiskers" above and below the box show the locations of the minimum and maximum. (Box Plot: Display of Distribution, n.d.)

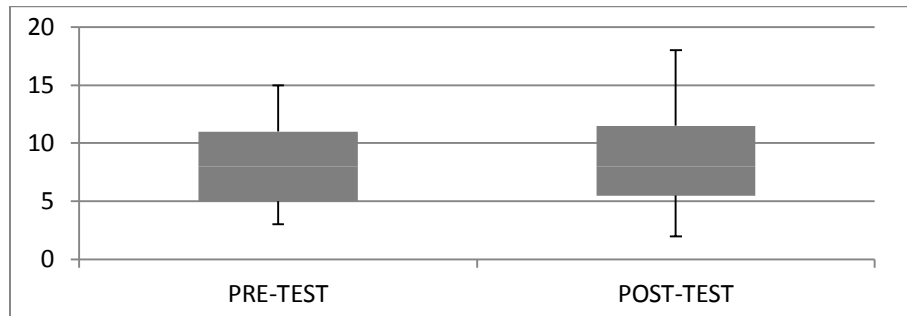


Figure 4. Pre-test and Post-test Box plots. This figure shows the distribution of learners’ scores in the pre-test and post-test.

The pre-test shows that learners’ scores lie between 3 and 15, while the post-test shows that students’ scores lie between 2 and 18. This result indicates that there is a difference between the low and high scores. The second quartile which shows the middle of the distribution has the same value for the pre-test and the post: 8. This indicates that half of the data is between 2 and the second quartile, and the other half of the data is between the second quartile and 18. Learners’ scores had a slight improvement after the implementation. Any of the students got the maximum score 20 points; which demonstrates that the test was difficult for learners. The quantitative analysis shows that the interventions did not cause a strong impact on the overall students’ reading proficiency (pre-test mean=8.21; post-test mean= 8.89); in addition, the median shows that 50 percent of the learners answered correctly 8 questions in both tests. Moreover, as two samples are involved and the data from each sample was collected from the same participants, a paired-samples t-test (see Table 9) was conducted to compare the reading performance of learners before and after the intervention and to observe if the implementation had a significant impact on the final results.

Table 9

The Inferential Statistics of the Paired Samples T test

		Paired Differences							
		Mean	Std. Deviation	Std. Error	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
					Lower	Upper			
Pair 1	Pre-test results - post-test results	,684	3,417	,784	-,962	2,331	,873	18	,394

Table 10

Paired Sample Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	POST-TEST	8,89	19	4,909	1,126
	PRE-TEST	8,21	19	3,824	,877

According to this analysis there was not a significant difference in the scores for the pre-test (M=8,21, SD=3,824) and the post-test (M=8,89, SD=4,909) conditions; $t(18) = ,873$, $p = ,394$. These results suggest that the seven interventions did not have a strong impact on learners’ reading performance.

Qualitative analysis. The qualitative data was analyzed taking into account the principles of grounded theory, which establishes that data can come from various sources; for this particular case, teacher’s observations, students’ focus-group interview, and students’ reading logs were used. As Corbin and Strauss (1990) state, “these different data collection procedures that shed light on the question under study might assure credibility of responses, and avoid biasing their responses as their

observations” (p.419). They also highlight that data collection and analysis are interrelated processes, the analysis starts when the data is collected and then through different stages such as identifying concepts as basic units of analysis the categories, sampling, and making comparisons by using coding procedures. According to Saldaña (2012), most coding requires the analyst to read the data and demarcate segments within it, which may be done at different times throughout the process. At the end of the coding process, the researcher summarizes the codes, discusses similarities and differences for related codes across distinct original sources/contexts, and compares the relationship between one or more codes. In this study, we will consider open coding and axial coding.

Open coding. According to Corbin and Strauss (1990), open coding is the interpretative process by which data are broken down analytically in order to gain new insights through standards ways of thinking about phenomena reflected in the data. In open coding the data is compared and labeled, similar data are grouped in categories and subcategories; “fracturing the data forces examination of preconceived notions and ideas by judging these against data themselves” (p.423). Table 11 represents the codes that emerged after grouping, analyzing, and comparing the data collected during the focus-group interview (see Appendix M). This process was also carried out with the data from the students’ reading logs and the teacher’s journal. The Appendix L shows the complete interview in English, which was carried out in Spanish, then transcribed and translated into English by the researcher.

Table 11

Focus-group Interview Codes

Summarized Ideas	Codes
Students like the new methodology because they have learned new tips to improve their reading comprehension and they have had opportunities to analyze and understand texts. Additionally, students have learned new useful strategies for their lives and for their future.	Metacognitive knowledge

Students affirm they have learned new vocabulary; however they need to continue building up their vocabulary to better comprehend the texts.	Vocabulary
Before starting to read, students like to observe the pictures in the text to predict the general content and to increase their understanding; additionally, students try to guess the meaning of unknown words and they read again when the text becomes difficult.	Problem Solving Strategies
Students use context clues to understand what they are reading and they consider important to focus on the text to avoid distractions.	Global Reading Strategies
Students try to identify key words and the main ideas in the text while they are reading. Most of the students use reference materials such as dictionaries to understand the text.	Support Reading Strategies
Students try to picture or visualize information to remember what they read and take some notes.	Support Reading Strategies
They find useful, entertaining and practical to implement ICTs in the learning process. Some learners like working at home because they can avoid distractions.	Use of ICTs
Students think they need to read more to improve their skills.	Reading awareness

After reading, grouping, comparing, and analyzing the data collected from the different qualitative instruments, the teacher –researcher identified the main themes and associated them with some preliminary categories. Table 12 shows the preliminary categories of this analysis.

Table 12

Preliminary Categories, Codes and Samples

Preliminary Categories	Codes	Samples
Affective Factors	Motivation	"At the end of the class there were some learners who said they had liked the class, and the activities developed" (Teacher's journal, week 5) "We have learned many things we did not know and that are useful for our lives" (CJ, Interview)
	Self-Confidence	"Some of them said they were learning and felt confident by doing the reading activities in the class. There was a learner who had not attended the class for many weeks and he said he really enjoyed the class and felt he was learning" (Teacher's journal, week 3) "I feel very confident because when I intend to do something I try to do"(Students' Reading log week 1online)

	Collaborative work	"Learners were able to work collaboratively, they enjoyed working in groups because they can share their knowledge and gain support from their partners" (Teacher's journal week 6) "I solved problems with the help of my partners" (Students' Reading log week 4)
	Disposition	"The first thing I do to understand a text is to concentrate...because if you are thinking in other things you won't understand the text" (RA, Interview) Goal for next class: "To focus more on the activities and improve our performance" (Students' Reading log week 5)
Language Proficiency	Vocabulary	"I learned more vocabulary" (Students' Reading log week 3) "It was great to read all without using the dictionary, only in important cases" " (Students' Reading log week 5)
	Writing	"There were some learners who answered the self-assessment questions in English" (Teacher's journal, week 6) "I am improving my English every time, thanks to the strategies proposed by the teacher" (Students' Reading log week 6)
Metacognitive Skills	Planning	Goal for next week: "Understanding the texts in less time and learning more words" (Students' Reading log week 2) "I will continue using the strategies that I learned today" (Students' Reading log week 5) "Learners reflected upon the importance of dedicating more time to practice the reading strategies to improve their scores in the evaluations" (Teacher's journal, week 4) "The strategy was helpful to do the activity" (Students' Reading log week 7)
	Self-monitoring	"We try to find keywords and associate some ideas" (Students' Reading log week 4)
	Problem Solving	"I summarized and used the dictionary" (Students' Reading log week 6) "I think I did well because I got a good result" (Students' Reading log week 4 online) "I did it well, I was able to use the images from the text to understand better" (Students' Reading log week 6)
	Self-assessment	"I associated the words with the question and I found the answer" (DG Midterm test)
Reading Strategies	Support Reading Strategies	"I read aloud and slowly" (Students' Reading log Post-test) "If I don't understand a text I read it again, the times I consider necessary to grasp the text" (CJ, Interview) "When I do not understand the text, I use the dictionary, search on the Internet or ask someone who knows about the topic" (Students' Reading log Post-test)
	Problem Solving Strategies	"I try to imagine the facts presented in the text" (Students' Reading log Post-test)
	Global Reading Strategies	"I use some context clues to understand unknown words" (DL, Interview) "I revise the images and the title to figure out what the text is about" (Students' Reading log Post-test) "Because I know what the text is about and I can draw some conclusions" (Students' Reading log -Post-test)
	Inferring	"I analyzed in detail the ideas in the text and I checked if they were associated to the question" (Students' Reading log Post-

		test)
	Predicting	"I imagine what is going to happen in the story" (CJ, Interview) "I read the introduction to know what the text is about" (Students' Reading log-Post-test)
		"I say it's good because we are using the ICTs in favor of schooling" (CJ, interview) "Learners pay more attention to the instructions when the teacher uses technological tools such as videos, Power point presentations" (Teacher's journal week 7) "Some previous days to the class the teacher posted the reading on Facebook and explained learners the aim of the reading. There were learners who took their tablets to class, because they were motivated to use technology for doing the activities." " (Teacher's journal week 6)
The use of technology to enhance language learning activities	Learning Support	

After the categories have emerged from similar concepts, the properties and dimensions are identified (see Appendix N). According to Goede and Villiers (2003), the “properties are characteristics that are common to all the concepts in the category...The dimensions represent the location of a property along a continuum or range” (p. 211). Analytic memos were also used for each preliminary category in order to expand the data. According to Saldaña (2012), “the purposes of analytic memo writing are to document and reflect on coding processes and code choices; how the process of inquiry is taking shape; and the emergent patterns, categories and subcategories, themes, and concepts... leading toward theory” (p.41). These are the memos for each category:

Affective factors. Ellis (1994) highlights the influence of learners’ affective factors in their learning outcomes; the learners’ beliefs about language learning might be stable, while their affective states tend to be volatile, affecting their progress and responses to particular learning activities. The properties identified for this category were motivation, self-confidence, disposition and collaborative work. The use of direct-teaching for knowing and implementing reading strategies as well as the use of a blended methodology helped learners to have a positive attitude towards the activities developed, they felt motivated to fulfill the tasks during class despite certain physical conditions such as tiredness

resulting from having classes since 6: 00 a.m. until 6.30 p.m. Learners also felt motivated to continue working, when they realized they were achieving their goals.

Additionally, learners considered very important to concentrate on the tasks they were doing and always to start having a good disposition. They felt motivated when they were able to explain by themselves the strategies and when they completed all the activities. Brown (2001) states that “motivation is the extent to which you make choices about goals to pursue and the effort you will devote to that pursuit” (p. 34). Introducing new strategies and allowing learners to work collaboratively in order to analyze and explain to their partners important pieces of the strategies, increased their self-confidence. Brown (2001) defines self-confidence as “I can do it” or self-esteem principle. “The eventual success that learners attain in a task is at least partially a factor of their belief that they indeed are fully capable of accomplishing the task” (p. 23); the learners expressed in the interview, they felt confident when they were able to use the words they had learned in previous activities (see Appendix L), they also said they enjoyed recycling words.

Learners’ high motivation and self-confidence developed in the intervention also helped them to recognize the importance of implementing those strategies not only for the class but also for their future. Ramage (1990), remarks that “identifying students’ motivations for foreign language learning was a prerequisite to developing interventions that promote interest and continuation in foreign language study” (p. 189).

Language use. Learners were engaged in the different learning activities and they used English while developing the reading tasks. Students completed their reading logs, even though they were aware of their English level they risked to write and speak in English. According to the teachers’ journal and students’ reading logs (see Appendix F), students were reusing the vocabulary learned in the previous lessons to express their ideas; for example, they used the second language to set their

objectives and answer the self-assessment. As Nunan (1999) states, the design of the different tasks also allows to link reading and other language skills (p.267).

Metacognitive skills. The properties identified for this category were planning, self-monitoring, problem solving and self-assessment. The methodology allowed learners to plan, monitor, self-evaluate their process and identify the need of improving their language skills. Pintrich, Wolters and Baxter (2000) highlight the importance of metacognitive control strategies and activities like the planning and monitoring of learning activities, the evaluation of learning outcomes and the adaptation to difficulties, which helped learners to increase their reading metacognition.

Reading strategies. Direct instruction of reading strategies made that learners were able to implement global, support and problem solving strategies to understand the texts. Palincsar (1985) states that “an effective reading instruction program requires the identification of complementary strategies that are modeled by an expert and acquired by the learner in a context reinforcing the usefulness of such strategies” (p.29). Nunan (1999) points out that by choosing the best strategies for different texts and purposes; it is possible for second language readers to increase both their reading speed and their comprehension. The strategies for every lesson were chosen according to the MARSII questionnaire applied before the intervention (see Appendix I); and the learners recognized during the interview, the importance and usefulness of different strategies to comprehend texts (see Appendix M).

Technology enhanced language learning activities. The properties for this category were communication, learner's attention- motivation, and learning Support. The implementation of technological tools to develop learning activities, help learners to feel more confident and motivated to participate in the class. The use of visual aids also helps learners to be more engaged in their learning process, through the use of videos, students had the possibility to reflect on their responsibility to achieve their goals, as it was reported in the teacher's journal after a session in which learners realized the importance of hard-working and commitment to achieve goals. There was also a direct

communication through social networks. Additionally, the previous categories were classified into subcategories that answer questions like what, when, where, who, how, and with what consequences about the categories (Goede & Villiers, 2003, p.211); therefore, it was possible to answer the research question by using these categories as the Table 13 indicates:

Table 13

Categories, Sub-categories and Codes related to Constructs and the Research Question

QUESTION	CATEGORIES	SUBCATEGORIES	CODES
What are the effects of using a blended methodology that involves technology enhanced language learning activities and face to face activities aimed at developing metacognition for reading comprehension in eleventh-graders at INEM Manuel Murillo Toro School?	Students' metacognitive awareness development	Metacognitive Skills	Planning Self-monitoring Problem Solving Self-assessment
	Students' learning process	Affective Factors	Motivation Self-Confidence Collaborative work Disposition
		Language Proficiency	Vocabulary Writing
	Technology enhanced language learning activities	Learning Support	
	Students' Reading Skills	Reading Strategies	Support Reading Strategies Problem Solving Strategies Global Reading Strategies Predicting Inferring

Axial coding. Strauss and Corbin (1990) highlight that axial coding permits to reassemble data that were fractured during open coding, and refining information about each category and its subcategories. Goede and Villiers (2003) add that this coding is termed ‘axial’ because it occurs around the axis of a category, which is determined by the conditions, actions, interactions, and consequences associated with the phenomenon and are linked to some properties and dimensions. The associations among these categories are shown in the axial coding graph in the Figure 5.

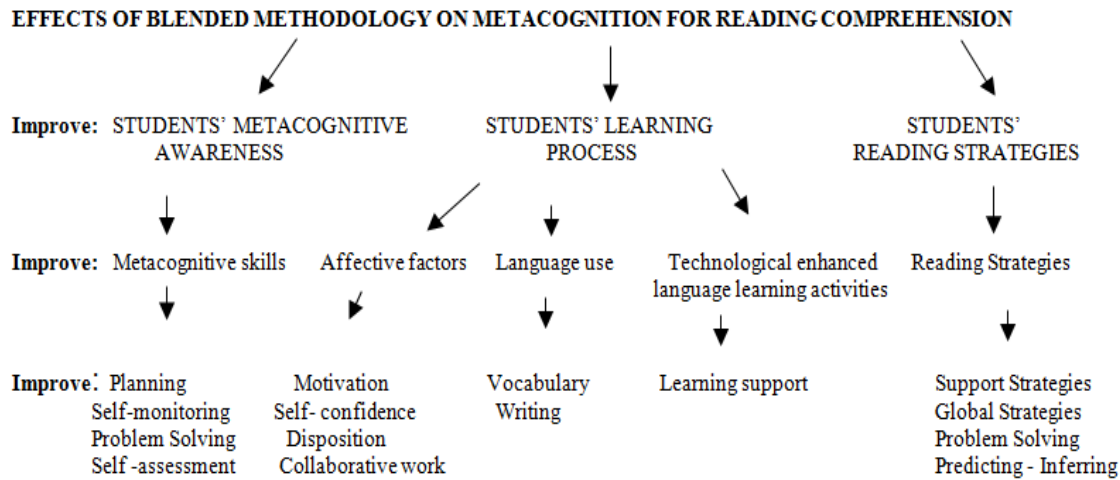


Figure 5. Axial Coding. This figure illustrates the association among categories.

The data analysis points out that the blended methodology has an impact on learners’ awareness in general terms. The qualitative analysis shows that the intervention increased learners’ reading metacognitive awareness, improved the students’ learning process as technology enhanced activities were used, and encouraged learners to use new reading strategies. Here, the main categories identified:

Student's metacognitive awareness. Taking into account the analysis of the results from the MARSJ, the interview and the teacher’s journal, the implementation of a blended methodology allowed learners to become more aware of the processes they went through when reading. One of the excerpts from the teachers’ journal supports this statement: “They were able to explain by themselves the need of an active role while reading, by imagining what is happening in the text and asking questions”. Data contained in the interview confirms the previous assumption: “actually, I imagine what the text will be about... for example, if the title is bullying ... suddenly I imagine someone will be hit”. Another learner states: “one of the things I do while reading is starting to make a summary ... at this point I realize if I have understood”

Learners were able to develop skills such as planning, problem solving, monitoring and self-assessing, in order to increase text comprehension. These learners started a transition from being unskilled readers who do little monitoring of their own memory and other cognitive tasks (Flavell,

1979), to taking the first step to become skilled readers. Additionally, learners were able to identify their strengths and weaknesses as well as to set the objectives for every lesson; they were aware of the need to improve their language abilities. Learners always had as personal goal to comprehend, and interpret the texts, as they stated in their reading logs (see Appendix E); some of them set as a goal to use the vocabulary learned in order to have a better comprehension of texts. Furthermore, learners found it useful and important to develop new reading skills: for instance, CJ stated since the first implementation and later on corroborated this affirmation during the interview, that the new methodology would enhance the development of new abilities not only for school but also for their future. Learners who attended 100 percent of the classes and had a high participation in the online activities; reported a significant increase on the use of reading strategies in MARSII questionnaire.

Students' learning process. The blended methodology encouraged learners to develop a positive attitude towards learning and fulfilling in a competent way all the tasks despite some difficulties learners had to face such as the long day, the tasks related to the end of the year, the stress of finishing their last year of school and other commitments related to their academic modality (humanities). Additionally, learners felt self-confident when they were able to participate in the class, when they remembered or recycled the strategies used in previous classes, and when they obtained good results in the reading evaluations; for instance one student stated in her reading log, after doing an online activity (see Appendix F) and answering correctly 9 of 10 questions, that she felt really confident because she was achieving her purpose. On the other side, even though those learners had a low language proficiency level, they attempted to complete some reflections in English, despite the many mistakes they would make; they also stated that they improved their vocabulary and at the same time they recognized they needed to gain more vocabulary and to practice more to improve their reading comprehension.

The use of affective strategies such as working collaboratively encouraged learners to face difficulties when reading. Students had the opportunity to analyze, comprehend and explain in groups some reading strategies in class before using them. Learners highlighted the importance of concentrating and avoiding distractions when doing the tasks in order to achieve their goals. Additionally, 55 percent of the learners who improved their results in the reading test attended 100 percent of the classes. The use of technology to teach reading in a more dynamic and autonomous way strengthen the communication among teacher and learners, and increased learners' attention while teaching the reading strategies by means of the direct instruction method. Learners use the ICTs as a bridge or scaffold to gain a better understanding of the tasks. ICT researchers state that the use of these tools improves education and provides more teaching and learning support for the teachers and learners (Westera & Sloep, 2001; Young, 2003). Learners who developed the online activities expressed in the interview that it was useful, entertaining and practical to implement ICTs in the learning process (see Appendix L); besides, some learners liked working at home because they could avoid distractions.

Yunus, Nordin, Salehi, Sun and Embi (2013) report that the use of ICT improves teachers' instructional process and facilitates students' learning process. The Access to a wide range of information in different formats and through different ICT devices makes teaching reading skills more effective and more fun for the students. Learners enjoyed when the teacher employed technological tools such as videos, and PPP presentations to introduce the reading strategies; they paid more attention to the explanations and it was easier to activate their prior knowledge.

Students' reading strategies. Based on the MARSII results, learners increased the use of some reading strategies such as taking notes, summarizing texts, and underlining information, which were promoted during the implementation. The Appendix O compares the frequency of use of the strategies promoted during the intervention, for example the strategy 12 "I underline or circle information in the text to help me remember it", which was taught directly, had an increase in the frequency of use after

the implementation. On the other hand, the learners who attended most of the classes (CY, CN and CJ, see Appendix P) and participated on the online activities demonstrated a high use of all the three different subgroups: global, problem solving and support reading strategies. However and as some researchers state, the results on the post-test were also subjected to the learners' language proficiency level. Furthermore, researchers as Pressley, El-Dinary and Brown (1992) argue that it takes as one year or more, for students to become strategic readers; so that, the implementation of 7 lessons was a good beginning towards that goal.

Qualitative and quantitative analysis. Summing up, the qualitative analysis demonstrated that the blended methodology had an impact on learners' reading metacognitive awareness enhancing the use of new reading strategies and taking actions such as monitoring their performance to develop their reading skills. Despite the quantitative analysis (based on the t-test) indicated that learners' reading proficiency in general did not have significant changes; the analysis per questions corroborates that learners improved their inference skills and that learners who participated in all the activities including the online ones (such as CJ and CY) improved their results and demonstrated high frequency usage of the 3 subscales of the reading strategies.

The next chapter will present the conclusions of this study and will describe the pedagogical implications of the findings and the limitations of this study. It will also recommend further research to keep investigating this issue.

Chapter Six: Conclusions

The research question asked the effects of using a blended methodology that involves technology enhanced language learning activities and face to face activities aimed at developing metacognition for reading comprehension in eleventh-graders at INEM Manuel Murillo Toro School. The data analysis demonstrated that learners were able to implement new reading strategies, monitor their learning but they did not improve their reading performance significantly.

First, technology enhanced language learning activities affected positively the reading performance and the metacognition awareness of some learners who were more engaged on developing the activities on-line and independently (CN, CJ & CY). Teacher and learners recognized the benefits of using TELL (Technology Enhanced Language Learning) such as facilitating greater student participation (Warschauer, 1996), addressing different learning styles and learning needs (Gimenez, 2000), and providing opportunities for communication (Sanders, 2005). Overall, the use of TELL contributed to the improvement of learning process, learners felt more motivated to work in class, they participated more and had a better disposition to develop the different activities. Nevertheless this methodology did not have a strong effect on the groups' performance due to several limitations, such as learners' responsibility, accessibility to technological resources and connectivity to the Internet at school and at learners' homes.

Secondly, face to face activities and teaching directly reading strategies encouraged learners to increase the frequency of use of some actions when reading, such as taking notes, using reference materials like dictionaries and checking understanding when facing conflicting information. Learners also improved their inference reading skills as the percentage of correct answers increased after the intervention. The MARSII results indicate that the frequency of use of global and support reading strategies was medium, while the problem solving achieved a higher use; this can be compared with Anderson's research (1991), which concluded that readers scoring high and those scoring low seem to

use similar strategies while reading and answering the comprehension questions. According to that, strategic readers need to know what strategy to use and how to use it effectively. As this study aimed to enhance the development of reading comprehension skills through the implementation of reading strategies through every one of the lessons, it is concluded it would be necessary more lessons and more practice for learners to effectively use the strategies taught.

Additionally, the quantitative results demonstrated that there was not a significant improvement of students' reading performance, which is connected to the fact that the use of the reading strategies depends on learners' reading ability in English (Mokhtari & Reichard, 2002); as these learners had a low reading comprehension level characterized by the lack of vocabulary, as it was expressed by themselves in the reading logs and the interview; it was also observed in the different interventions. Moreover, 80% of learners were characterized by a low English proficiency (A1-A2), being basic users of the language, who used to read very short and simple texts before the intervention; they only used to translate texts into Spanish and find specific, predictable information in simple material.

As for encouraging learners to monitor and evaluate their reading comprehension progress; the qualitative data indicated that learners were able to plan, monitor and self-evaluate their reading process. This implementation was the first step to provide learners with opportunities to get acquainted with metacognitive processes. Students were able to recognize their weaknesses and the actions they needed to undertake to improve their reading performance. Learners stated they were improving their vocabulary, and they were learning to interpret and analyze texts without translating into Spanish; additionally, the implementations helped learners develop productive skills; they attempted to answer their reading logs in English and tried to explain some strategies in class by speaking in English.

By self-assessment learners realized they needed more reading practice and vocabulary. Elley (1991) demonstrated the impact of extensive reading on L2 student reading performance and concluded

that “children who are exposed to an extensive range of high-interest illustrated books, and encouraged to read and share them, are consistently found to learn the target language more quickly” (p. 375).

In fact, this study encouraged learners to develop metacognition in reading, but this situation did not affect reading performance in general terms. Some learners also stated they needed to improve their language level to understand the texts. This study corroborates what Schoonen, Hulstijn and Bossers (1998) concluded in their study:

They found evidence for the so –called threshold hypothesis, according to which (metacognitive) knowledge of reading strategies, reading goals and texts characteristics cannot compensate for a lack of language-specific knowledge if the latter remains below a certain threshold level. The limited FL knowledge ‘short-circuits’ the transfer of reading skills to the FL”. (p. 72)

Despite the fact that these learners attempted to use the reading strategies, they faced many difficulties to comprehend some long texts or more complex texts with different styles; due to their limited FL knowledge and their limited language usage, which were made evident by their low skills to infer and make distinctions of style and implicit as well as explicit meaning; they also experienced difficulties with new vocabulary and idioms, and when drawing the main conclusions in a text. In a few words, learners’ reading performance corresponded to the one of basic users of the language. This study also agrees with Mokhtari and Reichard (2002), who state that the use of the reading strategies depends on learners’ reading ability in English and some factors like students’ age, their reading ability, text difficulty and type of material read.

In this context, some learners were able to develop more reading awareness than others by using problem solving, global and support reading strategies; however, there were learners who did not develop their independent work due to different situations, therefore, more implementations might be

necessary to enhance the effective use of new strategies. Additionally, the low language proficiency of many learners and consequently the lack of vocabulary did not contribute to the improvement of their reading skills.

Pedagogical Implications

Taking into account the findings of this study, some pedagogical implications can be proposed:

- Using technology enhanced language learning activities increases learners' concentration and motivation towards practicing language skills.
- Using ICTs in the classroom demands time to select, adapt, and implement the activities, as well as to design a B backup plan to face technological limitations.
- Teaching reading strategies directly takes time to plan the lessons as well as time and set many opportunities for learners to practice effectively the use of those strategies.
- Enhancing metacognitive awareness in learners is important to encourage them to monitor their progress and be aware of the actions they need to undertake to improve their performance.
- Teaching reading strategies directly enhanced learners to develop their reading skills and become active readers, "even if many L2 students will never become fluent L2 readers, they can be taught in ways that lead them in the right direction and help them make as much progress as possible" (Grabe & Stoller, 2002, p. 10).
- Providing learners with opportunities to explain by themselves the reading strategies in groups enhances significant learning by allowing them to discuss about the use and importance of the different strategies to face possible difficulties, and to help them to be aware of their weaknesses and strengths in the process of language acquisition.

Limitations

There were many factors that constrained the implementation of reading strategies to enhance reading skills development. This study agrees with Grabe and Stoller (2002) who state that “reading comprehension is remarkably complex, involving many processing skills that are coordinated in very efficient combinations” (p. 4), as a consequence more time and more implementations were required to develop the different processes involved in reading comprehension such as evaluating, comprehending, learning and linguistic process, etc. (Alderson, 2000). Moreover, learners’ language proficiency was a limitation at the moment of implementing certain reading strategies and reading more complex texts; as Grabe and Stoller (2002) state, “the ability to draw meaning from a text and interpret this meaning varies in line with the second language proficiency of the reader” (p. 11) a fact that made teacher also to use some time to explain certain topics, such the use of new grammatical forms and the formal discourse structure.

On the other hand, there was a limitation related to learners’ schedule, the day they had English class was the only day they had 11 class-periods (6 in the morning- 5 in the afternoon) and the 3 last class-periods were for English, a fact that could have affected learners’ performance and mainly when answering the post-test on the last day of the year for English class.

Further research

I would recommend starting implementing direct instruction to teach reading strategies to learners of lower grades (8th, 9th, and 10th) in order to enhance them to monitor their reading process and orchestrate strategies to become active readers. In addition, those implementations would allow to research in depth the effect of metacognitive strategies during a longer period of time. Some questions to answer in another project might be: What are the effects of implementing self-regulation strategies like planning on struggling readers? To what extent can the use of technology enhance language learning activities help learners to develop inference skills? What are the effects of enhancing

vocabulary learning while developing reading tasks? To what extent can learners develop guessing meaning skills to avoid the use of translators and dictionaries while reading?

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Appendices

Appendix A

Principal's Consent Letter



INSTITUCIÓN EDUCATIVA "MANUEL MURILLO TORO" INEM IBAGUE

Reconocimiento Oficial Resolución 1228 del 3 de octubre de 2002

Nit: 800.093.734-8

DANE 173 001001053

R.I. 116

Ibagué, 4 de Agosto 2014

Licenciada

YIRA ELIZABETH LIZCANO R.

Docente Departamento de IDIOMAS

INSTITUCION EDUCATIVA INEM MANUEL MURILLO TORO

Ciudad

ASUNTO: Autorización desarrollo de Proyecto

Para su conocimiento y fines pertinentes le informo que está Autorizada para que realice el Proyecto de Investigación en Metacognición y Comprensión de Lectura, con los estudiantes del grado Undécimo Sección 1102, para el mejoramiento de las habilidades de lectura de los estudiantes de esta Institución del 15 de Agosto de 2014 hasta el 15 de Octubre de 2014, espero que los resultados de dicho proyecto se ponga a disposición de toda la comunidad educativa.

Cordial Saludo.



MARIO CUBIDES OROZCO

Rector

Digitó: Myriam de Moya

Appendix B

Parents' Consent Letter

Ibagué, Agosto 1 de 2014

Apreciados Padres de Familia
Estudiantes Grado Once
Institución educativa INEM Manuel Murillo Toro

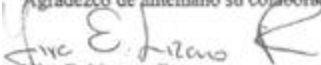
Cordial Saludo,

Como parte de los estudios que adelanto en la Maestría en Didáctica del Inglés en la Universidad de la Sabana, tengo el interés de iniciar un proyecto investigativo en el grado que su hijo(a) cursa actualmente. Dicho proyecto busca apoyar el proceso de comprensión lectora en las clases de inglés a través de la implementación de diferentes talleres y actividades. De igual manera, las estrategias implementadas para esta clase contribuirán al desarrollo académico del estudiante en la medida que fortalecen sus habilidades de lectura y de pensamiento.

La información que se obtenga de este proyecto investigativo servirá solamente fines educativos y las identidades de los estudiantes se mantendrán en estricta confiabilidad. Para recolectar la información se utilizaran encuestas, exámenes, trabajos y reflexiones de los estudiantes.

El proyecto tendrá una duración de dos meses, al final de los cuáles busco contribuir al desarrollo de comunidades de aprendizaje que reflexionan sistemáticamente.

Agradezco de antemano su colaboración e interés,


Yira E. Lizcano R.
English Teacher
Once Grado

Yo, _____
padre/madre

de _____
autorizo

a mi hijo (a) hacer parte del proyecto de investigación "Implementing Metacognitive strategies and ICTs to foster students' Reading Comprehension skills"

Fecha 1 agosto 2014

Firma _____

Appendix C (1 of 6)

Pre and Post-test

Name: _____ Age: _____ Date: _____ Grade: _____

The TOEFL Junior Reading Comprehension Test

The **Reading Comprehension** section tests your ability to read and comprehend both academic and non-academic texts.

After you read each passage, read the questions that follow it and the four possible answers. Choose the best answer by filling in the space — see sample answer below — that corresponds to the letter of the answer you have chosen.

Sample Answer



Reading Comprehension Questions

Questions 1–4 are about the following announcement.

Student Volunteers Needed!

On Saturday, December 12th, from 10 A.M. until 4 P.M., Carverton Middle School will be holding a music festival in the school gymnasium. The special event will feature a variety of professional musicians and singers.

Task	Time	Date
Make posters	1 P.M.–4 P.M.	December 5 th
Set up gym	11 A.M.–4 P.M.	December 11 th
Help performers	9 A.M.–4 P.M.	December 12 th
Welcome guests	10 A.M.–2 P.M.	December 12 th
Clean up gym	4 P.M.–7 P.M.	December 12 th

Interested students should speak with Ms. Braxton, the music teacher. Students who would like to help at the festival must have written permission from a parent or guardian.

1. What time will the festival begin?

- A. 10 A.M.
- B. 11 A.M.
- C. 1 P.M.
- D. 2 P.M.

2. In line 2, the word feature is closest in meaning to _____.

- A. look
- B. keep
- C. include
- D. entertain

Appendix D (2 of 6)

Pre and Post-test

3. What job will be done the day before the festival begins?

- A. Making posters
- B. Setting up the gym
- C. Cleaning up the gym
- D. Helping the performers

4. Who is told to talk to Ms. Braxton?

- A. Parents
- B. Students
- C. Teachers
- D. Performers

Questions 5–11 refer to the following story.

Line

"Did you see that?" Joe said to his friend Bill. "You're a great shooter!"
 Bill caught the basketball and bounced it before throwing it again. The ball flew into the net.
 "Bill, you never miss!" Joe said admiringly.

5 "Unless I'm in a real game," Bill complained. "Then I miss all the time."
 Joe knew that Bill was right. Bill performed much better when he was having fun with Joe in the school yard than he did when he was playing for the school team in front of a large crowd.

10 "Maybe you just need to practice more," Joe suggested.
 "But I practice all the time with you!" Bill objected. He shook his head. "I just can't play well when people are watching me."
 "You play well when I'm watching," Joe pointed out.
 "That's because I've known you since we were five years old," Bill said with a smile. "I'm just not comfortable playing when other people are around."

15 Joe nodded and understood, but he also had an idea.
 The next day Joe and Bill met in the school yard again to practice. After a few minutes, Joe excused himself.
 "Practice without me," Joe said to his friend. "I'll be back in a minute."
 Joe hurried through the school building, gathering together whomever he could find—two

20 students, a math teacher, two secretaries, and a janitor

When Joe explained why he needed them, everyone was happy to help.
 Joe reminded the group to stay quiet as they all went toward the school's basketball court. As Joe

25 had hoped, Bill was still practicing basketball. He made five baskets in a row without noticing the silent people standing behind him.
 "Hey, Bill!" Joe called out finally.
 Bill turned. A look of surprise came over his

30 face.
 "I just wanted to show you that you could play well with people watching you," Joe said. "Now you'll have nothing to worry about for the next game!"



Appendix E (3 of 6)

Pre and Post-test

5. What would be the best title for the story?

- A. Joe Joins the Team
- B. Practice Makes Perfect
- C. Bill Wins the Big Game
- D. Bill's Basketball Problem

6. In line 6, the word performed is closest in meaning to _____.

- A. acted
- B. played
- C. moved
- D. changed

7. Why is Bill upset?

- A. He plays better in practice than he does during games.
- B. The school yard is not a good place to practice.
- C. Joe watches him too closely when he plays.
- D. His team loses too many games.

8. Why does Bill play well when Joe is watching him?

- A. He is comfortable with Joe.
- B. Joe tells him how to play better.
- C. He does not know that Joe is there.
- D. He wants to prove to Joe that he is a good player.

9. Why does Joe decide to gather a group of people?

- A. Because he wants more players for his team
- B. Because he wants to help Bill feel less nervous
- C. Because he wants to show them his talent
- D. Because he wants more people to see the next game

10. At the end of the story, all of the following people watch Bill practice EXCEPT _____.

- A. Joe
- B. a janitor
- C. a math teacher
- D. the basketball coach

Appendix F (4 of 6)

Pre and Post-test

11. Why does the group have to be quiet when they go to the basketball court?

- A. Because Joe is telling Bill what to do
- B. Because they do not want Bill to know they were there
- C. Because Bill likes to practice alone
- D. Because the group needs to listen to Joe’s instructions

Questions 12–20 are about the following passage.

When another old cave is discovered in the south of France, it is not usually news. Rather, it is an ordinary event. Such discoveries are so frequent these days that hardly anybody pays heed to them. However, when the Lascaux cave complex was discovered in 1940,

5 the world was amazed. Painted directly on its walls were hundreds of scenes showing how people lived thousands of years ago. The scenes show people hunting animals, such as bison or wild cats. Other images depict birds and, most noticeably, horses, which appear in more than

10 300 wall images, by far outnumbering all other animals. Early artists drawing these animals accomplished a monumental and difficult task. They did not limit themselves to the easily accessible walls but carried their painting materials to spaces that required climbing

15 steep walls or crawling into narrow passages in the Lascaux complex. Unfortunately, the paintings have been exposed to the destructive action of water and temperature changes, which easily wear the images away. Because the Lascaux caves have

20 many entrances, air movement has also damaged the images inside. Although they are not out in the open air, where natural light would have destroyed them long ago, many of the images have deteriorated and are barely recognizable. To prevent further damage, the site was closed to tourists in 1963, 23 years after it was discovered.



Appendix G (5 of 6)

Pre and Post-test

12. Which title best summarizes the main idea of the passage?

- A. Wild Animals in Art
- B. Hidden Prehistoric Paintings
- C. Exploring Caves Respectfully
- D. Determining the Age of French Caves

13. In line 3, the words pays heed to are closest in meaning to _____.

- A. discovers
- B. watches
- C. notices
- D. buys

14. Based on the passage, what is probably true about the south of France?

- A. It is home to rare animals.
- B. It has a large number of caves.
- C. It is known for horse-racing events.
- D. It has attracted many famous artists.

15. According to the passage, which animals appear most often on the cave walls?

- A. Birds
- B. Bison

16. In line 8, the word depict is closest in meaning to _____.

- A. show
- B. hunt
- C. count
- D. draw

17. Why was painting inside the Lascaux complex a difficult task?

- A. It was completely dark inside.
- B. The caves were full of wild animals.
- C. Painting materials were hard to find.
- D. Many painting spaces were difficult to reach.

18. In line 12, the word They refers to _____.

- A. walls
- B. artists
- C. animals
- D. materials

Appendix H (6 of 6)

Pre and Post-test

19. According to the passage, all of the following have caused damage to the paintings

EXCEPT _____ .

- A. temperature changes
- B. air movement
- C. water
- D. light

20. What does the passage say happened at the Lascaux caves in 1963?

- A. Visitors were prohibited from entering.
- B. A new lighting system was installed.
- C. Another part was discovered.
- D. A new entrance was created.

Taken from:

https://www.ets.org/toefl_junior/prepare/standard_sample_questions/reading_comprehension

Appendix I (1 of 2)

Metacognitive Awareness Reading Strategies Inventory – MARSI

**Metacognitive Awareness of Reading Strategies Inventory
(MARSI) Version 1.0**

Kouider Mokhtari and Carla Reichard © 2002

DIRECTIONS: Listed below are statements about what people do when they read academic or school-related materials such as textbooks, library books, etc. Five numbers follow each statement (1, 2, 3, 4, 5) and each number means the following:

- **1** means “I **never or almost never** do this.”
- **2** means “I do this **only occasionally**.”
- **3** means “I **sometimes** do this.” (About **50%** of the time.)
- **4** means “I **usually** do this.”
- **5** means “I **always or almost always** do this.”

After reading each statement, **circle the number** (1, 2, 3, 4, or 5) that applies to you using the scale provided. Please note that there are **no right or wrong answers** to the statements in this inventory.

TYPE	STRATEGIES	SCALE				
GLOB	1. I have a purpose in mind when I read.	1	2	3	4	5
SUP	2. I take notes while reading to help me understand what I read.	1	2	3	4	5
GLOB	3. I think about what I know to help me understand what I read.	1	2	3	4	5
GLOB	4. I preview the text to see what it's about before reading it.	1	2	3	4	5
SUP	5. When text becomes difficult, I read aloud to help me understand what I read.	1	2	3	4	5
SUP	6. I summarize what I read to reflect on important information in the text.	1	2	3	4	5
GLOB	7. I think about whether the content of the text fits my reading purpose.	1	2	3	4	5
PROB	8. I read slowly but carefully to be sure I understand what I'm reading.	1	2	3	4	5
SUP	9. I discuss what I read with others to check my understanding.	1	2	3	4	5
GLOB	10. I skim the text first by noting characteristics like length and organization.	1	2	3	4	5
PROB	11. I try to get back on track when I lose concentration.	1	2	3	4	5
SUP	12. I underline or circle information in the text to help me remember it.	1	2	3	4	5
PROB	13. I adjust my reading speed according to what I'm reading.	1	2	3	4	5
GLOB	14. I decide what to read closely and what to ignore.	1	2	3	4	5
SUP	15. I use reference materials such as dictionaries to help me understand what I read.	1	2	3	4	5
PROB	16. When text becomes difficult, I pay closer attention to what I'm reading.	1	2	3	4	5
GLOB	17. I use tables, figures, and pictures in text to increase my understanding.	1	2	3	4	5
PROB	18. I stop from time to time and think about what I'm reading.	1	2	3	4	5
GLOB	19. I use context clues to help me better understand what I'm reading.	1	2	3	4	5
SUP	20. I paraphrase (restate ideas in my own words) to better understand what I read.	1	2	3	4	5
PROB	21. I try to picture or visualize information to help remember what I read.	1	2	3	4	5
GLOB	22. I use typographical aids like bold face and italics to identify key information.	1	2	3	4	5
GLOB	23. I critically analyze and evaluate the information presented in the text.	1	2	3	4	5
SUP	24. I go back and forth in the text to find relationships among ideas in it.	1	2	3	4	5
GLOB	25. I check my understanding when I come across conflicting information.	1	2	3	4	5
GLOB	26. I try to guess what the material is about when I read.	1	2	3	4	5
PROB	27. When text becomes difficult, I re-read to increase my understanding.	1	2	3	4	5
SUP	28. I ask myself questions I like to have answered in the text.	1	2	3	4	5
GLOB	29. I check to see if my guesses about the text are right or wrong.	1	2	3	4	5
PROB	30. I try to guess the meaning of unknown words or phrases.	1	2	3	4	5

Reference: Mokhtari, K., & Reichard, C. (2002). Assessing students' metacognitive awareness of reading strategies. *Journal of Educational Psychology*, 94 (2), 249-259.

Appendix J (2 of 2)

Metacognitive Awareness Reading Strategies Inventory – MARSI

**Metacognitive Awareness of Reading Strategies Inventory
SCORING RUBRIC**

Student Name: _____ Age: _____ Date: _____
 Grade in School: 6th 7th 8th 9th 10th 11th 12th College Other

1. Write your response to each statement (i.e., 1, 2, 3, 4, or 5) in each of the blanks.
2. Add up the scores under each column. Place the result on the line under each column.
3. Divide the score by the number of statements in each column to get the average for each subscale.
4. Calculate the average for the inventory by adding up the subscale scores and dividing by 30.
5. Compare your results to those shown below.
6. Discuss your results with your teacher or tutor.

Global Reading Strategies (GLOB Subscale)	Problem- Solving Strategies (PROB Subscale)	Support Reading Strategies (SUP Subscale)	Overall Reading Strategies
1. _____	8. _____	2. _____	GLOB _____
3. _____	11. _____	5. _____	
4. _____	13. _____	6. _____	PROB _____
7. _____	16. _____	9. _____	
10. _____	18. _____	12. _____	SUP _____
14. _____	21. _____	15. _____	
17. _____	27. _____	20. _____	
19. _____	30. _____	24. _____	
22. _____		28. _____	
23. _____			
25. _____			
26. _____			
29. _____			
_____ GLOB Score	_____ PROB Score	_____ SUP Score	_____ Overall Score
_____ GLOB Mean	_____ PROB Mean	_____ SUP Mean	_____ Overall Mean
KEY TO AVERAGES: 3.5 or higher = High 2.5 – 3.4 = Medium 2.4 or lower = Low			

INTERPRETING YOUR SCORES: The overall average indicates how often you use reading strategies when reading academic materials. The average for each subscale of the inventory shows which group of strategies (i.e., global, problem-solving, and support strategies) you use most when reading. With this information, you can tell if you are very high or very low in any of these strategy groups. It is important to note, however, that the best possible use of these strategies depends on your reading ability in English, the type of material read, and your purpose for reading it. A low score on any of the subscales or parts of the inventory indicates that there may be some strategies in these parts that you might want to learn about and consider using when reading (adapted from Oxford 1990: 297-300).

Appendix K

Reading Logs in Class

Self-assessment (20')

Learners answer these questions on their journal:

1. What does the score on the reading task tells you about your reading ability? Total score: 5/5	Hacer una lectura rápida del texto luego volver a leer buscando en el diccionario las palabras desconocidas
2. What goal would you like to have for next class?	Podría leer un texto sin necesidad de un diccionario
3. How may this goal help you out?	Si, porque con ella me puedo esforzar más
4. To what extent were you able to effectively apply the reading strategy you were taught?	Si, fue efectiva, pues al principio no entendíamos bien pero con ayuda fue más fácil

Learners answer these questions on their journal:

1. What does the score on the reading task tells you about your reading ability?	Tener en cuenta el vocabulario y anotar las palabras nuevas para acordarme de ellas.
2. What goal would you like to have for next class?	Espero que con el nuevo vocabulario comprender mejor los textos y así realizar mejores resúmenes
3. How may this goal help you out?	A buscar y centrarme en palabras claves que me ayudaran.
4. To what extent were you able to effectively apply the reading strategy you were taught?	Si creo q' es la mejor que he aprendido y aplicado

Learners answer these questions on their journal:

1. What does the score on the reading task tells you about your reading ability?	Fue buena aprendi un poco mas de comprension de textos
2. What goal would you like to have for next class?	Mejorar en la comprension de lectura
3. How may this goal help you out?	Me ayudaria a entender textos en ingles
4. To what extent were you able to effectively apply the reading strategy you were taught?	Lo pude hacer ya que entendi el texto y le saque resumen

Appendix L

Student's Reading Log Online (CY)

SELF-ASSESSMENT JOURNAL: (20')

Measuring my progress:

Answer the following questions:



Correct Answers	9 /10
Wrong Answers	1 /10
How well did I do?	I think I did well because I got a good result
How confident I feel with goal setting?	I am very confident because when I propose something fill up and more if it is for my good
Was answer "5" correct?	the answer was correct 5
If you answered correctly What strategy did you use to answer it?	strategy is to know that all people have their jobs and will not always be available
If you answered wrong Why didn't you know?	my answer was correct
Was answer "6" correct?	the answer was correct 6
If you answered correctly What strategy did you use to answer it?	strategy was to find the closest synonym to treasured
If you answered wrong Why didn't you know?	my answer was correct
Was answer "10" correct?	the answer was correct 10
If you answered correctly What strategy did you use to answer it?	While the strategy was to understand the picture of the previous activity
If you answered wrong Why didn't you know?	my answer was correct

Appendix M

Teacher’s Journal

TEACHER’S JOURNAL				
Research Question				
What are the effects of using a blended methodology that involves technology enhanced language learning activities and face to face activities aimed at developing metacognition for reading comprehension?				
GROUP: 1102		Nº Students: 20	Date: September 9	Time: 3:40-6:20
Reading Comprehension WEEK 2	Reading Strategies	Blended environment	Metacognition	Miscellaneous
Learners face many difficulties when they read texts in English. They try to translate the text into Spanish. For them it is also difficult to understand the instructions given to do the activities. For most of the learners is really difficult to accomplish the reading task at the time set by the teacher.	Teacher planned for this session to implement an online activity, but it was not possible. During the second part of the class the teacher was supposed to introduce note taking strategies. This was the main strategy for the lesson. Learners expressed they had not implemented this type of strategies before, since they never take notes while reading; if they read in Spanish they prefer to find the review of the book. In this lesson, they identified the importance of taking notes, but they found really difficult this process, because of their lack of understanding of some information. They also admitted the need to increase their vocabulary.	It was not possible to implement online activities during the second session because the Internet purveyor at school was fixing the connection at that exact moment. There was no access to Wi-Fi connection. 11 students have already joined the group on Edmodo.com at this moment. Learners will do the online activity at home. They will do a reading comprehension task implementing the strategies covered in the first lesson. They will also answer a quiz and they will complete their reading log.	Learners were aware they need to improve their reading skills. They accepted they need to interpret the texts. They had as main goal to comprehend what they read. Some of the learners argued they needed more effort and enthusiasm to do the activities. There were some others who said they would bring the dictionary for the next class.	Time: The time was enough for learners to develop the first part of the lesson; however, there were some learners who had to answer quickly the self-evaluation due to their reading weaknesses. Based on that, it would not have been possible to do the online task and the implementation of the second strategy during this class. Learners’ attitude: It improved in comparison to the first activity. Learners were more engaged in finishing the tasks. There were some students really interested in improving their skills. Learners preferred to work in pairs; they felt more confident when they do the activities in groups. Learners’ attendance: 20 students attended the class.

Appendix N

Focus-group Interview

- Greeting and Welcome
- Interview:

We are going to talk about your point of view about the process we have undertaken during the last lessons:

1. What do you think about the methodology we have implemented to develop reading comprehension activities?
2. What actions do you perform before reading a text?
3. What actions do you perform while you are reading a text to have a better understanding?
4. What do you do when you have any difficulty understanding a text?
5. How do you know if you understand what you are reading?
6. What do you think about the independent work you have developed online?

Appendix O (1 of 6)

Lesson Plan

**IMPLEMENTING METACOGNITIVE STRATEGIES AND ICTs TO FOSTER READING COMPREHENSION
(On-going Work) 2014**

LESSON PLAN TEMPLATE FOR INTERVENTION

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

Name of co-researcher: Yira Elizabeth Lizcano									
University Code Number: 201310303									
Institution: INEM Manuel Murillo Toro									
Date of Class: DAY MONTH YEAR 9 9 2014 16 9 2014 Week No. <u>2</u>	Time of Class: 3:45-6:20 Length of class: 2 hours and 35 minutes Time Frame: 3 class periods (Within which to accomplish the lesson; could take more than one class period)								
Class/grade: 11th grade (1102)	Room: Classroom 02-201								
Number of students: 26	Average age of Students: 17 years old								
Number of years of English study: 6	Level of students A1 A2 B1 B2 C1 C2								
Lesson Number <table border="1" style="width: 100%;"> <tr> <td style="width: 25%;">1</td> <td style="width: 25%;">2</td> <td style="width: 25%;">3</td> <td style="width: 25%;">4</td> </tr> <tr> <td>5</td> <td>6</td> <td>7</td> <td>8</td> </tr> </table>	1	2	3	4	5	6	7	8	Research Circle Leader: Alethia Bogoya
1	2	3	4						
5	6	7	8						

Appendix P (2 of 6)

Lesson Plan

<p>Set Lesson Goals</p> <p>(Select kind of genre or text you will work on and consider learners’ language level. Describe the session task)</p> <p>Enhance learners to implement note-taking strategies to increase their level of reading comprehension. Foster learners to assess their comprehension of texts by using self-monitoring strategies. Enhance learners to use their background knowledge to ask questions about a text. Enhance learners to select and implement reading comprehension strategies to develop reading-based activities Encourage learners to examine new reading strategies for dealing with basic texts associated with learners’ interests.</p>	
<p>Language Goal (This goal should be selected from where you are in your course/curriculum. What do you want students to know and be able to do? What important content and concepts will students gain? What competences will they be able to do at the end of the lesson?)</p> <ul style="list-style-type: none"> • Learners will be able to understand meaning by involving linguistic responses to the text such as matching words and synonyms. • Learners will be able to identify key words to understand the general sense of the text. • Learners will be able to practice the sub-skills of skimming for an overall idea and scanning for specific information. • Learners will be able to take notes of the information that they consider important in a text. 	<p>Assessment Criteria (How will <u>you</u> know that your students have reached the lesson goal? What evidence will you use to assure yourself that your students have reached the lesson goal?)</p> <p>Learners identify and represent the meaning of new words. Learners explain the intention of the author. Learners use a variety of strategies to achieve their reading goals. Learners identify key elements in the text. Learners recognize the main idea of the text. Learners anticipate the content of the text by making questions. Learners identify secondary ideas from the text. Learners classify information from the text.</p>
<p>Learning to Learn Goal Establish a Learning to _____ (Communicative Skill) Goal What aspects of planning do you want your students to be able to use: Goal setting, criteria setting, time-line setting OR Task Purpose, Task Classification, Task Demands. <i>This goal should be consistent with your language goal.</i> GOAL SETTING <i>Learners will be able to set their own goals before doing the reading task.</i> <i>Learners will have in mind the purpose of the activity they are going to develop</i> BACKGROUND KNOWLEDGE – MAKING CONNECTIONS <i>Learners will activate their previous knowledge by answering questions about the topic.</i> NOTE-TAKING <i>Learners will be able to take notes about the most important aspects of the reading.</i></p>	<p>Assessment Criteria (How will you know your students have reached the _____ communicative skill goal? What evidence will you use to assure yourself that you have done so?)</p> <p>Learners list their purposes before reading a text. Learners identify some aspects related to bullying before reading the text. Learners identify the organization of the text.</p>
<p>Identify a topic for the lesson</p> <p>The topic is not a goal, but it will help you develop your goals. The topic may be determined largely by your curriculum and textbook. If you have some flexibility in the choice of topic, consider your students’ interests and availability of materials at appropriate level. Personal Relationships: Bullying</p>	

Appendix Q (3 of 6)

Lesson Plan

<p>Assumed knowledge</p> <p>Write a description of the language/skills/competences that students already know/have that will serve as a basis for new language/skills input. Learners will use their background knowledge to identify the aspects related to bullying at school.</p> <p>1. They will relate some friends' experiences related to bullying</p>		
<p>Anticipated problems and planned solutions</p> <p>Describe briefly what problems may your students face in the lesson and the proposed solutions to overcome them</p> <p>1. Learners will not understand some expressions found in the activities. The teacher will use some pre-reading activities to introduce these expressions by providing some synonyms. Learners will create a symbol or picture to represent the new expression.</p> <p>2. Learners will not finish the activity in class. They will have the opportunity to finish at home.</p>		
<p>Materials and Resources Describe and write a rationale (why will you use it) for all the materials that you are going to use in the lesson, and attach copies/photocopies with their proper referring citation. Write a list appropriate level materials (video, audio, worksheets, copies, online resources, etc.) to support your goals. Include copies of your materials and number them.</p> <p>Material 1 Name: Word document (Bullying) Reading taken from: http://www.didax.com/articles/bullying-hurts.cfm http://26866a52b05332f6335894de1aa50843cd2cfcef.gripelements.com/pdf/AAS/Tutoring/effectivereading-andnote-takingstrategies.pdf</p>	<p>Rationale: This is a supportive material in which learners will practice reading comprehension based on the topic corresponding to the curriculum (personal relationships- bullying) and also will implement some reading strategies.</p>	<p>Annex 1</p>
<p>Material 2 Name: Teacher's Edmodo group Reading adapted from: http://www.didax.com/articles/bullying-hurts.cfm Word document (LESSON 2 Activity 2)</p>	<p>Rationale: This is a space for learners to develop independently some tasks as well as practice and evaluate their process.</p>	<p>Annex 2</p>
<p>Material x Name: Quiz 2- Bullying on Edmodo</p>	<p>Rationale: This is an opportunity to evaluate reading comprehension</p>	<p>Annex 3</p>

Description of language item / skill(s)	
Form	
Meaning	
Use	Writing goals. Matching synonyms. Identifying the meaning of some words. Identifying main ideas. Taking notes. Classifying information. Inferring information. Making questions.
Skill(s) and sub skill(s)	Reading: Global comprehension - Understanding meaning - Making predictions -Scanning Skimming
(For CLIL) Content Communication Cognition Culture	

Appendix R (4 of 6)

Lesson Plan

Teacher's role (facilitator, model, encourager, etc.)	Stage	Aim	Procedure Teacher and student activity	Interaction	Time
Encourager	Introducing (+SDL Learning Strategy highlighted)	Recycle the strategies implemented in the first lesson. Promote goal setting. Help learners identify relevant information in the text.	<p>Teacher explains that today's lesson will focus on taking notes as well as self-monitoring strategies. Teacher asks learners to identify the most important elements in a reading: learners design a spider diagram on the board including the elements.</p> <p>Teacher presents the schedule and the purposes of the activities learners will do during the class taking into account face to face interaction and the online environment. <u>F2F Activities Purposes:</u> Introduce the importance of note-taking strategies while they are reading a text. Enhance learners to set their own goals for improving reading comprehension. <u>Online Activities Purposes:</u> Practice new reading strategies to comprehend texts. Monitor the reading comprehension process. Undertake the goal setting plan to comprehend texts. Take notes to ensure comprehension</p> <p>Learners will access the following link : http://26866a52b05332f6335894de1aa50843cd2cfcef.gripelements.com/pdf/AAS/Tutoring/effectivereading-andnote-takingstrategies.pdf They will revise in pairs the terms: Previewing Highlighting Mapping KWL Method. They will choose the strategy they like the most and share their ideas with partners.</p>	<p>T- Ss</p> <p>S-S</p> <p>T-Ss</p> <p>S-S</p> <p>Ss-Ss</p>	<p>15'</p> <p>15'</p>
Facilitator	TEACHING (Presentation Modeling) (+SDL Learning Strategy highlighted)	<p>Present the stages for taking notes.</p> <p>Enhancing learners to identify new reading strategies.</p>	<p>Direct Instruction: Note taking</p> <p>Teacher explains learners they will develop an activity in which they will have the opportunity to take notes by using a chart in which they will include relevant information from the text.</p> <p>Teacher explicitly teaches learners how to take notes while they are reading by providing learners with a document in which they will identify some stages to take notes. They will read in pairs and comment with their partner. After that, learners will practice the strategy.</p>	<p>T- S</p> <p>S-S</p>	<p>5'</p> <p>20'</p>

Appendix S (5 of 6)

Lesson Plan

Facilitator	Practicing (+SDL Learning Strategy highlighted)	<p>Enhance learners to take notes while they are reading.</p> <p>Provide learners with opportunities to implement reading strategies</p> <p>Encourage learners to read texts related to their interests.</p>	<p>Learners will develop a reading task in which they will implement pre-reading, during-reading and after reading strategies. At first they will implement the strategy used in the first lesson. They will set their own goals and will say how to achieve them.</p> <p>Then, they will do a pre-reading activity in which they will activate some background knowledge about the topic, they will answer a question with a partner, then they will do an activity about vocabulary; here, they will match some key words with their synonyms. It will be necessary learners to scan the document to identify the key words in bold.</p> <p>Learners read again the stages for note taking and immediately they will complete a chart while they are reading a text about bullying. In the charts learners will identify the organization of the text, and they will have the opportunity to gather important information about the text which will allow them to comprehend the article.</p> <p>While learners are reading an introductory article about bullying they identify information such as the title, the author, the main idea in the introduction, the most important idea in the article, present ideas to past ideas and problems.</p> <p>Finally they include their opinion about the topic.</p>	S-S	30'
Evaluator	Evaluation	<p>Observe learners' performance at doing reading tasks.</p>	<p>When learners have filled in the chart, learners will answer three multiple choice questions based on the text. They will infer some information, they will identify the antonym of a word, and finally they will identify the authors' intention. After that, they will compare their answers with their partners.</p> <hr/> <p>Learners answer the following questions in their journal:</p> <ol style="list-style-type: none"> 1. What does the score on the reading task tells you about your reading ability? 2. What goal would you like to have for next class? 3. How may this goal help you out? 4. To what extent were you able to effectively apply the reading strategy you were taught? 	T-S	10'
				S-S	10'

Appendix T (6 of 6)

Lesson Plan

<p>Facilitator</p>	<p>Applying the strategy</p>	<p>Take notes while reading a text.</p> <p>Anticipate questions about the text.</p> <p>Inquire about the text content.</p> <p>Identify key information in a text.</p> <p>Establish strategies to comprehend texts.</p>	<p>Learners will access to Edmodo and will develop the Assignment 2. They will have to download a word document (Lesson 2 Activity 2) in which they will complete some tasks. At first, they will set their goals as well as the strategies to achieve them. After that they will do a pre-reading task: Pre-questions. Teacher provides some examples, learners will write 4 questions they expect to be answered when reading the text <i>Bullying Hurts</i> (Second part). Learners will read the text about <i>Bullying</i> and will take some notes by completing a chart. Learners will finally answer a quiz in which they should demonstrate they understood the text. This activity will be posted on Edmodo platform. Learners answer 9 multiple choice questions based on the article and 1 open-ended question.</p>	<p>Ss</p>	<p>30'</p> <p>50'</p>
<p>Facilitator</p>	<p>Learner self-assessment (+sdl learning strategy highlighted)</p>	<p>Evaluate reading comprehension.</p> <p>Enhance learners to monitor their reading process.</p>	<p>Taking into account the performance obtained after answering the quiz as well as the experience in the different reading tasks, learners will answer the following questions in their Self- assessment Journal in the last part of the Assignment document:</p> <p>How well did I do? How confident I feel with goal setting? Was answer "2" correct? If the student answered correctly What strategy did you use to answer it? If students answered wrong Why didn't you know? Was answer "7" correct? Was answer "9" correct?</p>	<p>S-T</p>	<p>20'</p>

Appendix U

Implementation on Edmodo.com

https://www.edmodo.com/home#/gradebook/group?group_id=9126795&uid=21484031

Search posts, groups, users, apps and more

s / READING COMPREHENSION EXPLORERS

Badges

Grade	Total	Hi dear students, Please develop the following tasks to achieve your	WEEK 4 Independent work -task 1	QUIZ 3	INDEPENDENT WORK 3 - SUMMARIZING	QUIZ 2	QUIZ 2	SECOND ACTIVITY
...	50%	-	-	0/10	Turned in	-	-	-
do nar...	88%	-	-	-	-	9/10	9/10	3.9/5
na Qui...	57%	-	-	0/10	-	8/10	-	-
nes	0%	-	-	-	-	-	-	-
a	60%	-	-	8/10	4.5/5	-	-	-

https://www.edmodo.com/home#/group?id=9126795

Search posts, groups, users, apps and more

Q 2 Replies Oct 30, 2014

Brigitte G. said Nov 3, 2014

5.1 How well did you do?
no me fue tan mal acerté en artas

5.2 What strategies did you use to understand the text?
saque apartes algunos datos importantes y busque el significado de palabras extrañas

5.3 Was answer "2" correct? What strategy did you use to answer it?
si recorde bien la fecha

5.5 Was answer "6" correct? What strategy did you use to answer it?
si super interpretar bien la pregunta ya sabia ms o menos de que trataba

Me said Nov 4, 2014

Thank you dear Brigitte for answering these questions. Your answers are really important for the improvement of our reading comprehension.
Regards,
Teacher Yira

Type a reply...

Me to **READING COMPREHENSION EXPLORERS**

ACTIVITY LESSON 6

Turned In (3) Due Nov 15, 2014

Hello dear students,

We are in the Week 6 of our journey.

Appendix V (1 of 2)

Mid-term Evaluation

Name _____ Date _____

The Rio Grande

Although not the longest river in America, the Rio Grande is one of the most important. But, unlike other significant rivers, it is not used for shipping. In fact, oceangoing ships cannot navigate the waters. No, what makes the Rio Grande so important is its location. Since 1846, it has been the official border of Texas and Mexico.

Rio Grande Geography

The Rio Grande is either the fourth or fifth longest river system in North America. It all depends on how it is measured. Because the river twists so much, it occasionally changes course. And these course shifts can cause it to be longer or shorter. At its last official measure, the Rio Grande clocked in at 1,896 miles. The river starts in Colorado and extends downward to the Gulf of Mexico.



Downward is the best way of describing it too. Not only does the river extend south, but it also starts in the mountains and gets lower and lower in elevation as it extends to the Gulf.

Its name is Spanish for the “Big River,” but the Rio Grande is actually known as Rio Bravo in Mexico. “Bravo” translates as “furious,” so the name makes sense. Because of its twists and turns, it certainly does seem to be angrier than most rivers!

The Rio Grande Today

The Rio Grande today is mostly used as a source of drinking water. Sadly, much of the water has been drained from the river. Parts of the river are almost dry! This is because people use more water from the river than the river can get back from rain and other sources. Experts are working to correct this, though, with hopes of restoring the river to its past strength.

Today, the river is important as a source of water for Texans and Mexicans. More important, it is a symbol of cooperation between two nations. Though borders like the Rio Grande separate nations, they are also shared spaces. The Rio Grande is therefore a symbol of friendship and peace between two peoples.

1) According to the passage, why is the Rio Grande so important?

- A. It is a source of drinking water for most of the United States.
- B. It is the border of Texas and Mexico.
- C. It is the longest river system in the United States.
- D. It is known by two different names.

2) In paragraph 3, the author most likely writes that “downward is the best way of describing it too” to

- A. prove that the Rio Grande’s water levels have gone down recently
- B. argue that the Rio Grande has changed shape over the years
- C. highlight the fact that the Rio Grande flows south and from high elevations
- D. explain why the Rio Grande is known as the Rio Bravo down in Mexico

Appendix W (2 of 2)

Mid-term Evaluation

- 3) Based on its use in paragraph 4, the word furious most nearly means
 - A. angry
 - B. large
 - C. twisted
 - D. dry

- 4) According to the passage, the Rio Grande has endpoints in
 - A. Texas and the Gulf of Mexico
 - B. New Mexico and Colorado
 - C. Texas and Mexico
 - D. Colorado and the Gulf of Mexico

- 5) What would happen if the river ever went completely dry?
 - A. There would be few opportunities to get a job in that zone
 - B. People would have to find new places to live
 - C. There would be a crisis for habitats and people living near
 - D. The ocean shipping wouldn't navigate the waters.

- 6. How does the river symbolize cooperation?
 - A. People are always working together to take care of the river and the forest
 - B. It is an important source of drinking water for people from the two nations
 - C. The companies can share the ships that transport the oil in that region
 - D. It represents the geographical border between the two nations

- 7) This word means: "to change in shape, as by turning the ends in opposite directions"
 - A. Twist
 - B. Dry
 - C. Border
 - D. Measure

- 8) At the beginning of the passage, we learn that the Rio Grande is "one of the most important" rivers in America. Can you think of another important landform that exists where you live? What makes it so important?

EXTRA ACTIVITY:

What strategies did you use for doing the reading activities?

Question	Correct	How did I know?	wrong	What difficulties did I have?
1				
2				
3				
Total correct	<i>/7</i>		Total Wrong	<i>/7</i>

Appendix X (1 of 4)

Transcript of the Focus-group Interview

T: What do you think about the methodology we have implemented to develop reading comprehension activities? What do you think about the activities we have developed in the last months?

CJ: Well, I have found them really good because we have been taught things that we did not know and that are useful for our lives and for learning to understand better the texts.

RA: It seems to me that the strategy that we have used is good, the one we are using nowadays, because we have learned a lot of vocabulary, and many ways to analyze a text and understand it.

GD: Uh ... to me it seems really good! Because... it is an aid to implement... to face the shortcomings we had when reading and... suddenly we did not understand some vocabulary and this methodology has helped us understand various texts.

CN: Excuse me teacher... to me, it was cool that you have given us some tips to interpret faster a text, such as... linking words, taking notes, I think everything is great...and after repeating and repeating, I have learned more vocabulary.

DL: I have not liked the self-evaluations, in fact, for me, they are boring, I do it just to make the matters easy and... the rest is good.

T: Well, the second question is: What actions do you perform before reading a text? What do you do before reading a text in English?

MJ: I see what the text is about, (DL agrees).

CN: Well ... I what I do is just to check and look if there are images that ... lead me to what is written. (Rodriguez agrees).

CY: Extract the main idea, right? (Teacher: before starting?) Campos: yes, to figure out what the text is about.

RA: me too...

CJ: Actually, I imagine what the text will be about... for example, if the title is "bullying" ... suddenly I imagine someone will be hit ... and suddenly someone will be killed, so I imagine.

T: The next question is. What actions do you perform while you are reading a text to have a better understanding?

CJ: I start reading, then, I identify the difficult words for my vocabulary and then uh ...I find the keywords and after that. I take ideas of each paragraph and then I summarize.

Appendix Y (2 of 4)

Transcript of the Focus-group Interview

RA: The first thing I do to understand a text is to concentrate...because if you are thinking in other things you won't understand the text. At first, I find the words that I know and which are key to understand the text.

GD: Uh ... Well when I start reading uh ... what I do is ... well, I entwine the words, the ones that I know ... then I find the words whose meaning I have no idea, uh ... and when everything is clear, I extract the main ideas and finally, I make a kind of summary.

DL: I simply read fluently, and the words that I do not understand I try to contextualize them. I use some context clues to understand unknown words, but if they are really hard to understand, I use the dictionary.

T: What do you do when you have any difficulty understanding a text?

CN: well ... the usual way is to use the dictionary because well ... the way I see, nobody is blowing you the answers, and I think that if you learn the words, it is by yourself; because if you are able to answer, it is because you understood and you are trying to make the effort to do it right.

CJ: The truth is that if I do not understand a text, I read it again the times I consider necessary to grasp the text.

DL: If you do not understand something from the text you can continue and try to find if there is a match between ideas.

T. How do you know if you understand what you are reading?

RA: Because I get to a point and then I imagine what the text is about and if I do not get a strong idea, I reread again.

MJ: Because I can give an idea about the text and in fact, I know what the text is about.

CJ: Or perhaps we can express the same idea in different words, and because we can draw our own conclusions.

GD: Because, when you read you say which part you do not understand ... so, you go back to the text to try to understand, and then, you have a clearer idea about the text, and you can imagine the content.

CY: Well, I think the title says something about the topic and while you are reading the text, you can take out pieces of information, which allow you to understand roughly the next ideas.

CJ: One of the things I do while reading is starting to make a summary ... at this point I realize if I have understood, and when I am able to socialize the topic.

Appendix Z (3 of 4)

Transcript of the Focus-group Interview

T: What do you think about the independent work you have developed online?

CY: I have found it good because you can work at home and feel relaxed by being alone without much distraction. Nobody distracts you.

RA: I think you feel more relaxed at home and you can focus on your work because no one is bothering what you are doing, but at school friends do it.

CN: Well, on my point of view ... on one hand I find it cool, if you have free time you can see what the topic is. You will try to interpret the text and learn more vocabulary, on the other side, it seems a bit boring (DL agrees) because sometimes you do not have the time or ... you do not have the resources; in this case the computer, Internet connectivity and you have to pay for the service, and due to the cost of the service, you have to work fast and use a translator, because if you use the dictionary, it will last longer and you will have to pay much more money.

T: But what do you think about the activities you have developed?

MJ: I think it is a didactic methodology, because you have more resources to read and it is more practical.

CJ: I would say it's good because we are using the ICTs in favor of schooling.

GD: It's a different way of working ... Well, very few teachers have told us to do this type of work, this activity in this page, no ... very few, then it is a different way of doing work and it is dynamic.

T: Has this methodology been helpful?

CN: I like that ... it is cool to start reading, because you can check the words you have learned and you can practice and practice, I enjoy this part.

CJ: It seems to me that it is good, because in English classes from 6th to 11th grades at Inem school, we never had to read, and when we had to do it, in most of the times we just translated the information in Google, or we did not have to do reading comprehension activities, those tasks were based mainly on grammar, then when you have to read... (Confused face)

CN: Has it been cool? The teacher does not make us to translate texts. So that's good because the work is about interpreting in English; otherwise, translating it is very boring, because... it is difficult... because it is in English not Spanish ... then it is good because the activity is only in English.

T: The last question is: How do you think you can improve your reading comprehension in English? How can you do it?

Appendix AA (4 of 4)

Transcript of the Focus-group Interview

MJ: I think the most important is getting more vocabulary and this way being able to socialize and read without stopping.

CY: I think, by reading more frequently; because while you are reading you are getting more vocabulary and when you know more words, you can link them with the text, consequently you can comprehend better.

CN: I agree with my partner CY, it is by reading. If you are reading and suddenly you find the same word you might say: I know this word, so, you will learn more vocabulary by reading.

DJ: I also agree, it is by reading, isn't it? Similarly, when you are answering the questions based on the text it is because you have acquired more knowledge about the text.

CJ: As well as the grammar, the tenses, the verbs for each tense, the auxiliary verbs, you will have a better comprehension if you know them.

T: What are your strengths and weaknesses when reading in English?

DJ: One strength that I have is that I can read without stopping and I can associate faster the ideas and parts of the text. But one weakness is that I lack vocabulary.

CJ: I am really good for grammar, and my weakness is the vocabulary.

MJ: My strength is that I read without stopping and I can interact with the text. And the weakness is the lack of vocabulary.

RA: One weakness might be when you know the word but suddenly you forget it, my weakness is that I forget the key words.

T: In this particular case: What would you do?

CN & CJ: Take notes.

CN: For me, one of the strengths is that if I have the time, I dedicate enough time to develop the tasks. My weakness is vocabulary...of course; I think it is what affects our performance.

CY: I think my strength is my ability to understand and link ideas. One weakness is that sometimes we are not interested in learning more.

T: Lack of interest.

GD: About reading, uh... while you are reading you are trying to do it faster, because you have more vocabulary, but... the lack of vocabulary is a weakness... sometimes you find words that you have never seen or perhaps you saw once, but you do not remember at that moment, so you get confused

T: Thanks a lot.

Appendix BB

Codes from Interview

#	1	2	3	4	5	6	7
Student	CY	RA	CN	GD	CJ	DL	MJ
Level	Low	Low	Mid	Mid	Mid	High	High
Students like the new methodology	yes	yes	yes	yes	yes	Yes	yes
Students have learned new tips to improve their reading comprehension. They had opportunities to analyze texts	yes	yes	yes	yes	yes	yes	yes
Students have learned new useful strategies for their lives and for their future	yes	yes	yes	Does not say	yes	Does not say	Does not say
Students have learned new vocabulary	yes	yes	yes	yes	yes	Yes	yes
Students need to continue building up their vocabulary	yes	yes	yes	yes	yes	Yes	yes
Students like to observe the pictures in the text to predict the general content and to increase their understanding	Does not say	yes	yes	yes	yes	Does not say	yes
Students try to guess the meaning of unknown words and they read again when the text becomes difficult	yes	yes	yes	yes	yes	Yes	yes
Students use context clues to understand. They consider important to focus on the text to avoid distractions	yes	yes	Does not say	yes	yes	yes	yes
Students try to identify key words and the main ideas in the text while they are reading	Does not say	yes	yes	yes	yes	Yes	yes
Students use reference materials such as dictionaries to understand the text	yes	yes	yes	yes	yes	yes	yes
Students find useful, entertaining and practical to implement ICTs in the learning process	yes	yes	yes	yes	yes	Does not say	yes
Some learners like working at home because they can avoid distractions	yes	yes	yes	yes	yes	no	no
Students think they need to read more to improve their skills.	yes	yes	yes	yes	yes	Yes	yes

Appendix CC

Properties and Dimensions of Categories

Preliminary categories	Properties	Dimensions
Affective factors	Motivation, Self-Confidence, Disposition and Collaborative work	Low and high
Language Proficiency	Language components and skills	Basic, intermediate
Meta-cognitive skills	Planning, Self-monitoring, Problem Solving and Self-assessment	Low and high
Reading skills	Support Reading Strategies, Problem Solving Strategies Global Reading Strategies and Predicting	Low, Medium, High
Technology enhanced language learning activities	Communication, Learner's attention-Motivation, Learning Support	Poor or excellent

Appendix DD

Comparing the Frequency of Use of the Strategies Promoted during the Intervention.

TYPE / STRATEGIES	BEFORE	AFTER
GLOB 1. I have a purpose in mind when I read.	3,15	3,47
*SUP 2. I take notes while reading to help me understand what I read.	1,89	2,42
GLOB 3. I think about what I know to help me understand what I read.	3,52	3,57
GLOB 4. I preview the text to see what it's about before reading it.	3,57	3,78
SUP 5. When text becomes difficult, I read aloud to help me understand what I read.	3,68	3,47
*SUP 6. I summarize what I read to reflect on important information in the text.	2,44	2,89
*GLOB 7. I think about whether the content of the text fits my reading purpose.	2,68	3,05
PROB 8. I read slowly but carefully to be sure I understand what I'm reading.	3,89	3,78
*SUP 9. I discuss what I read with others to check my understanding.	2,68	2,94
*GLOB 10. I skim the text first by noting characteristics like length and organization.	2,68	2,47
PROB 11. I try to get back on track when I lose concentration.	4,31	4,31
*SUP 12. I underline or circle information in the text to help me remember it.	2,73	3,47
PROB 13. I adjust my reading speed according to what I'm reading.	2,94	3,89
*GLOB 14. I decide what to read closely and what to ignore.	2,78	3,68
*SUP 15. I use reference materials such as dictionaries to help me understand what I read.	2,78	3,42
PROB 16. When text becomes difficult, I pay closer attention to what I'm reading.	4,21	4
GLOB 17. I use tables, figures, and pictures in text to increase my understanding.	3,36	3,42
PROB 18. I stop from time to time and think about what I'm reading.	3,47	3,36
GLOB 19. I use context clues to help me better understand what I'm reading.	3,47	3,52
SUP 20. I paraphrase (restate ideas in my own words) to better understand what I read.	3,21	3,47
PROB 21. I try to picture or visualize information to help remember what I read.	3	3,42
*GLOB 22. I use typographical aids like bold face and italics to identify key information.	2,57	3,05
GLOB 23. I critically analyze and evaluate the information presented in the text.	3,1	3,21
*SUP 24. I go back and forth in the text to find relationships among ideas in it.	2,89	3,05
*GLOB 25. I check my understanding when I come across conflicting information.	2,94	3,36
GLOB 26. I try to guess what the material is about when I read.	3,47	3,73
PROB 27. When text becomes difficult, I re-read to increase my understanding.	4,1	3,84
*SUP 28. I ask myself questions I like to have answered in the text.	2,78	2,63
GLOB 29. I check to see if my guesses about the text are right or wrong.	2,94	3,36
PROB 30. I try to guess the meaning of unknown words or phrases.	3,52	3,89

*Strategies directly taught in the seven lessons

Appendix EE

Comparing Test Results and Frequency of Use of Reading Strategies

STS	PRE-TEST	POST-TEST	GLOBAL STRATEGIES		Frequency	PROBLEM SOLVING		Frequency	SUPPORT STRATEGIES		Frequency
			Before	After		Before	After		Before	After	
BI	4	3	3,08	2,23	Low	4	3,12	Medium	3,11	3,11	Medium
BA	10	8	2,62	2,85	Low	3,37	3,37	Medium	2,67	2,78	Low
BC	6	2	3,15	3,38	Medium	3,87	3,75	High	2,89	3,22	Medium
CY	3	9	3,23	3,62	High	4	4	High	3,22	3,7	High
CN	7	8	3,85	4,38	High	3,75	3,75	High	3,44	4,22	High
CJ	8	16	3,15	4	High	2,87	4,25	High	3,44	4,22	High
GB	4	5	2,46	2,46	Low	3	4,25	High	1,67	2,22	Low
GE	5	9	2,77	3,23	Medium	4,37	3,62	High	2,56	3,11	Medium
GD	9	6	3,08	3,92	High	3,62	4,37	High	3,44	3	Medium
HY	8	7	3,08	3,38	Medium	3,75	3,5	High	2,78	3	Medium
MC	5	9	3,62	4,08	High	3,75	4,75	High	2,11	3,11	Medium
MJ	15	14	3,5	3,69	High	3,87	4	High	3,11	3,33	Medium
OM	5	3	3,31	3,08	Medium	3,87	3,12	Medium	3,33	2,56	Medium
QA	14	18	3	3	Medium	4,5	4,5	High	3,22	3,33	Medium
RA	6	4	2,69	2,38	Low	3,37	2,37	L	2,22	1,78	Low
RN	12	8	3	3,92	High	3	4,12	High	2,22	3,22	Medium
UV	8	8	3,38	3,77	High	3,87	4	High	3,22	3,22	Medium
ZA	12	15	3,23	3,38	Medium	3,12	3,87	High	2	3,33	Medium
DL	15	17	3,08	3,15	Medium	4	3,75	High	2,11	2,11	Low

Appendix FF

Comparison between Pre and Post-tests by Answer

Number of question	Reading Strengths according to TOEFL Junior	Question	Pre-test		Post-test	
			Sts	Percentage	Sts	Percentage
1	They can usually locate basic information in nonlinear texts, such as schedules and menus that use every day, non-academic vocabulary.	Literal comprehension- Scanning	15	78,95	18	94,74
2	They can sometimes determine the meaning of unfamiliar vocabulary words from context in simply constructed non-academic texts.	Inferential comprehension- guessing meaning	10	52,63	12	63,16
5	They can make simple inferences straightforward	Inferential- setting the title	9	47,37	11	57,89
15	They can sometimes identify main ideas that are explicitly stated in non-academic texts.	Literal comprehension- Scanning	6	31,58	11	57,89
11	They can make simple inferences straightforward	Inferential- statement's purpose	8	42,11	9	47,37
18	They can make simple inferences straightforward	Inferential - Supporting details	7	36,84	9	47,37
9	They can make simple inferences straightforward	Inferential- statement's purpose	7	36,84	8	42,11
14	They can make simple inferences straightforward	Inferential- Conclusion	7	36,84	8	42,11
20	They can make simple inferences straightforward	Inferential- Conclusion	5	26,32	8	42,11
19	They can sometimes identify main ideas that are explicitly stated in non-academic texts.	Inferential- Conclusion	3	15,79	4	21,05

Appendix GG

Results of Pre and Post tests

N°	STS	PRE-TEST	POST-TEST	TEST-SCORE
1	BI	4	3	N
2	BA	10	8	N
3	BC	6	2	N
4	CY	3	9	P
5	CN	7	8	P
6	C J	8	16	P
7	GB	4	5	P
8	GE	5	9	P
9	GD	9	6	N
10	HY	8	7	N
11	MC	5	9	P
12	MJ	15	14	N
13	OM	5	3	N
14	QA	14	18	P
15	RA	6	4	N
16	RN	12	8	N
17	UV	8	8	E
18	ZA	12	15	P
19	DL	15	17	P