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TITULO	Online Reading, Motivation, and Autonomy		
SUBTITULO			
AUTOR(ES) Apellidos, Nombres (Completos) del autor(es) del trabajo	Diana Paola del Pilar Nova Arias		
PALABRAS CLAVE (Mínimo 3 y máximo 6)	lectura en línea		nuevas literacidades
	autonomía		pensamiento crítico
	motivation		estrategias de lectura
RESUMEN DEL CONTENIDO (Mínimo 80 máximo 120 palabras)	<p>El estudio "Online Reading, Motivation, and Autonomy" intenta identificar la relación entre la lectura en línea y autonomía y analizar los efectos de las estrategias de lectura en la motivación. Para esta investigación, se escogió un grupo de adultos en nivel A1. Este estudio se llevó a cabo por investigación en acción cualitativa por medio de una intervención pedagógica. Se enseñó a los estudiantes las estrategias de lectura intensiva para proporcionar una mayor exposición a la lengua inglesa a los participantes. Los instrumentos de investigación fueron un diario del estudiante, un cuestionario del estudiante y un diario académico. Se encontró que la lectura en línea promueve la autonomía y que las estrategias de lectura fomentan la motivación.</p>		

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Online Reading, Motivation, and Autonomy

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Research report submitted

in partial fulfillment of the requirements of the degree of

Master in English Language Teaching – Autonomous Learning Environments.

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April 2013

Acknowledgments

I would like to thank Professor Luz Dary Arias for her incredible work leading this research process to a successful end and Dr. Pauline Ernest for providing solid advice in the writing of this dissertation.

Omi, thank you for your love and patience.

Family, thank you for your constant support.

Mon Amie, thank you for cheering me up.

Pelusas, thank you for your purring company.

Angels, thank you for leading me all the way through.

Abstract

The study “Online Reading, Motivation, and Autonomy” aims to identify the relation between reading online and students’ autonomy and to analyze the effects of reading strategies on students’ motivation. A class of adult learners at A1 level was selected for this investigation. The study was done through qualitative action research by means of a pedagogical intervention. The researcher trained the students in the use of reading strategies through intensive reading to provide a higher English language exposure for the participants. The research instruments provided for students were a student’s log and a student’s questionnaire while the researcher used a teacher’s journal. It was found that online reading helps promote autonomy and that reading strategies foster the learner’s motivation.

Key words: online reading, autonomy, motivation, reading strategies, new literacies, critical thinking.

Síntesis

El estudio “Lectura en línea, motivación y autonomía” tiene como objetivos identificar la relación entre la lectura en línea y la autonomía del estudiante y analizar los efectos de las estrategias de lectura en la motivación del estudiante. Para obtener esta información, se escogió una clase de estudiantes adultos en nivel A1 para esta investigación. Este estudio se llevó a cabo por investigación en acción de carácter cualitativo por medio de una intervención pedagógica. La investigadora enseñó a los estudiantes las estrategias de lectura a través de lectura intensiva para proporcionar una mayor exposición a la lengua inglesa a los participantes. Los instrumentos de investigación que emplearon los alumnos fueron un diario del estudiante y un cuestionario del estudiante mientras la investigadora usó un diario académico. Se encontró que la lectura en línea promueve la autonomía y que las estrategias de lectura fomentan la motivación.

Palabras claves: lectura en línea, autonomía, motivación, estrategias de lectura, nuevas literacidades, pensamiento crítico.

Table of Contents

CHAPTER 1	8
CHAPTER 2: THEORETICAL FRAMEWORK	12
Reading	12
Autonomous Learning	16
<i>Critical Thinking.</i>	18
Motivation.....	20
New Literacies	22
<i>Online reading</i>	25
State of the Art.....	28
CHAPTER 3: RESEARCH DESIGN	32
Qualitative Action Research	32
<i>Goals and Characteristics</i>	32
<i>Procedure.</i>	33
Research questions and objectives.....	34
Context.....	34
Participants.....	35
Students' role and researcher's role.....	35
Instruments.....	36
Ethical considerations	37
Validity and reliability	38
Action plan.....	39
CHAPTER 4: PEDAGOGICAL INTERVENTION.....	40
Implementation	40
<i>Teaching approaches/principles to be used.</i>	40
<i>Characteristics of texts.</i>	42
<i>Reading strategies</i>	43
<i>Description of an implementation class.</i>	44
Chapter 5: DATA ANALYSIS AND FINDINGS	47
Piloting.....	47

Online Reading, Motivation, and Autonomy

Data analysis	48
Procedures	50
Findings	51
<i>Category 1: Autonomy.</i>	51
<i>Subcategory 1: Autonomous learning development through self-instruction</i>	52
<i>Subcategory 2: Learner’s autonomy building through language enrichment.</i>	53
<i>Subcategory 3: Autonomous learning enhancement through critical thinking skills to solve problems.</i>	55
<i>Category 2: Motivation.</i>	57
<i>Subcategory 1: Learner’s motivation promotion by means of self-efficacy leading to self-determination.</i>	57
<i>Subcategory 2: Student’s motivation fostering by means of critical thinking to make decisions.</i>	59
Storyline	60
CHAPTER 6: CONCLUSIONS AND PEDAGOGICAL IMPLICATIONS	62
Conclusions.....	62
Pedagogical Implications	65
Limitations	67
Further research	68
REFERENCES	70
APPENDIXES.....	85
Appendix 1: STUDENT’S LOG.....	85
Appendix 2: STUDENT’S QUESTIONNAIRE.....	86
Appendix 3: TEACHER’S JOURNAL	88
Appendix 4: CONSENT LETTERS	89
Appendix 5: TEXT SAMPLE.....	92
Appendix 6: ICELT LESSON PLAN.....	94
Appendix 7: WORKSHEET	96

Table of Tables

Table 1: Comparison of Print and Electronic Reading (Hanson-Smith, 2003)	26
Table 2: Cycles of action research	33
Table 3: Action plan.....	39
Table 4: Pedagogical intervention timeline.....	46
Table 5: Questions, categories, and subcategories.....	51

CHAPTER 1

This chapter provides an outline of this research project and a short description of the participants. It also presents the researcher's motivation for doing this investigation and the rationale supporting her motives. Finally, it explains how the educational institution and the researcher benefited from developing this study.

The participants of this research were between 24 to 45 years old and worked as personnel at Universidad de los Andes. They were studying the first level (A1) of the program of English for university personnel and met three times a week for two hours per session. Most learners had not taken an English class in over 6 years and used different resources to deal with English. A major problem that arose from this situation was that students did not use the foreign language (L2) except in class.

The questions that this research attempted to answer were:

- 1) What insights into student's autonomy can be obtained from reading online texts?
- 2) How can providing adult learners with reading strategies encourage them to read online texts in English?

This project was necessary since its results would contribute to enriching this program considering the specific needs of these students. Moreover, this investigation aimed to identify the relation between reading online and students' autonomy and to analyze the effects of reading strategies on students' motivation.

Reading is a necessary skill to acquire proficiency in a second language. Van Patten (2007) made three observations relevant for this research. In the first observation, it is stated that is necessary to expose learners to input to learn the L2. In the second, it is explained that L2 learning occurs fortuitously while there is a communicative event,

Online Reading, Motivation, and Autonomy

including reading. In the third, it is asserted that students know more because they have acquired knowledge intuitively not solely from input by itself. The author affirms input “is defined as language the learner hears (or reads) and attends to for its meaning” (Van Patten, 2007; p.9). Through input of reading online in the L2, learners can “pick up” the linguistic characteristics; the information on the Internet provides students’ with information that varies, gaining more unconscious knowledge than with their textbooks.

In the last decade, text books have moved from a printed version to a digital version for free or at a very reasonable price. Now, people constantly use the Internet as a source of information to study or work, which implies that online reading must be considered by all educators, including those in the areas of ESL or EFL (Usó-Juan & Ruiz-Madrid, 2009) since a great number of learners are users of the Internet. As a result, teachers need to create new reading strategies for online texts and provide language instruction in the context provided by the Web so that students can become proficient in the new literacies of online reading comprehension (Leu & Zawilinski, 2007).

Harmer (2007a) states that time constraints and language complexity limit students’ possibilities to learn the language just through the knowledge imparted in the classroom. Therefore, teachers should encourage their learners to build their own learning strategies to become more autonomous. It is necessary to discover forms of aiding students to become more independent and providing strategies for online reading may facilitate this process, so reading would become enjoyable as well as useful for learning English.

Online reading has increased the reading rates in Colombia, which is very significant in a society without an ingrained reading habit. Gamboa and Reina (2006) analyze a survey carried out by CERLALC in 2005 that evidences this. According to these

Online Reading, Motivation, and Autonomy

authors, between 2000 and 2005, the amount of reading on the Internet grew 144% among surveyed people and 152% within the reading population. The amount of reading varied; people read online an average of 3.5 hours per day while they read books 32 minutes per day for pleasure or for fun. Furthermore, Uribe (2001) concluded that 50% of Colombians thought that the lack of reading habits is the main reason for not reading which supports the selection of online texts for this study.

To sum up, this research aimed to benefit students in varied ways. The participants used tools to read, providing more exposure to the FL/L2, which was restricted due to time constraints. The input material would offer varied contents, so students could acquire more unconscious knowledge. Since it would be online, the students would start to become autonomous and would increase critical thinking. Furthermore, teaching the participants reading strategies would help them enjoy reading and be able to read effectively. Thus, their work would be facilitated. Finally, students would acquire new technological abilities.

Regarding the benefits, both the teacher and the institution could profit by doing this research. While researching, the teacher reflected on her teaching so that she could modify her procedures to improve professionally and solve a problem. Moreover, the university would have more suitable personnel for its long and short term goals. One of them was in the third Comprehensive Development Program – PDI 2011 – 2015 that involves the availability of necessary, qualified, and motivated human resources the institutional development requires. The English course aimed to improve the development of such resources the university expects to have by 2015.

Following this general presentation of the research study, chapter two will develop the theoretical framework, chapter three will supply an overview of the research design and chapter four will focus on the different aspects of the pedagogical intervention. Chapter five will describe the data analysis and findings and six will offer the conclusions, pedagogical implications, and suggestions for further research.

CHAPTER 2: THEORETICAL FRAMEWORK

This chapter provides the main constructs of this study and the state of the art relevant for the development of this research.

Reading

According to McShane (2005), “reading is the most basic of skills. Reading provides access to other skills and knowledge, facilitates life-long learning, and opens doors to opportunity,” (p.viii). This author’s point of view is relevant for this study because it shows how reading is not an isolated ability. Moreover, it expresses that reading helps students develop life-long learning skills, which is what teachers intend to for their learners. Through reading, the investigator intended to strengthen her students’ abilities and widen their general culture.

Colombian culture plays a significant role when these learners read. This is what Usó-Juan and Martínez-Flor (2006) call intercultural competence which is the correct interpretation by the readers depending on the sociocultural context so that existent cultural knowledge helps avoid misconceptions. It is therefore essential to bridge the gap between cultures so that it is insured that the participants truly understand the content of the texts they may read.

The subject matter of this investigation concentrates on reading comprehension, so it is essential to define this activity in order to have a clear idea of the activity that students will do throughout the study. Françoise Grellet (1981) defines reading as “extracting the required information from it [the text] as efficiently as possible” (p.3). Unrau (2008) states that when reading, the reader interacts in a social context while building meaning. When

Online Reading, Motivation, and Autonomy

the reader is taken into account, it means this person's capacities, abilities, knowledge, and experiences are involved. The text might also include printed or electronic sources. Finally, Snow (2002) affirms that the activity implies the purposes, processes, and consequences of reading. Furthermore, the purposes for people to read should be considered since they drive students to read in different places: reading for pleasure (Grellet, 1981; Nuttall, 1982; McShane, 2005), to obtain information to do something with the information or to discover something (Grellet, 1981; McShane, 2005) as facts or ideas, but basically, to comprehend the message that the writer expresses (Nuttall, 1982; 1996).

Reading is not a collection of isolated acts, but an activity that requires them to be intertwined so that the learner achieves his goal and his purpose. Therefore, the researcher has to consider how people read in order to provide instruction to her students that may help them in their learning process. Grellet (1981) states that people read in four different ways:

- skimming
- scanning
- extensive reading (reading longer texts for pleasure and involves global understanding);
- intensive reading (reading shorter texts to obtain specific information and involves reading for detail) (p.4).

Nuttall (1996) considers the last two modes as complementary and necessary approaches. Moreover, she believes that extensive reading tends to be left aside in the classroom due to time constraints, so she suggests promoting reading outside the classroom.

This research concentrated on extensive reading because the participants have to deal with long texts in their posts. Nuttall (1996) also thinks that longer texts provide opportunities to practice certain reading strategies that cannot be applied to short texts. Learners' ages also allow them to deal with more complex FL/L2 input that may also prove to be challenging and motivating for these learners. According to Stephen Krashen (1993), extensive reading increases vocabulary, make learners aware of the sentence structure, and promotes passion for reading. Vocabulary development and the awareness of sentence structure are key due to students' low language proficiency level and time restrictions. It was hoped that the different texts used in this study would contribute to students' acquisition of the language, assimilating the structures learned in class. Therefore, the improvement of other skills may occur while practicing reading as part of their lessons.

How people read also includes other strategies and skills proposed by Nuttall (1982) who divides them in four categories:

- (a) Skills involving flexibility of technique: variations in reading rate, skimming, scanning, study reading, etc.
- (b) Skills of utilizing information that is not strictly speaking part of the text itself: reference apparatus, graphic conventions, illustrations and diagrams.
- (c) Word-attack skills: how to tackle unfamiliar lexical items by using morphology, inference from context, etc., or by using a dictionary.
- (d) Text-attack skills: the process of interpreting the text as a whole, using all the clues available including cohesion and rhetorical structure.

These four types are relevant for this investigation because one or two strategies of each type will be taught to students: a) skimming and scanning, b) images, c) cognates, and d)

Online Reading, Motivation, and Autonomy

conjunctions. The use of these strategies may contribute to augment the participants' self-assurance of their abilities (self-efficacy) as readers leading them to read long texts in the foreign language without feeling intimidated for their limited knowledge of it.

Consequently, the increase of reading in the L2/FL could expose students more to the language so that their acquisition process would be fostered.

The good readers' abilities proposed by Michael Pressley (2001) should also be considered; according to this author, good readers...

- Are aware of why they are reading a text
- Gain an overview of the text before reading
- Make predictions about the upcoming text
- Read selectively based on their overview
- Associate ideas in text with what they already know
- Know whether their predictions and expectations about text content are being met
- Revise their prior knowledge when compelling new ideas conflicting with prior knowledge are encountered
- Interpret the text
- Evaluate its quality (p.71).

Kruidenier (2002) explains that adults may not know the strategies to improve their comprehension, so the participants in this research needed to be trained in the use of these strategies.

Since autonomy is one of the main issues of this research, the role of the student was contemplated as to what he should be led to learn. Nuttall (1996) also supplies five

Online Reading, Motivation, and Autonomy

roles that reading involves. First, a student should take an active part in learning. If this does not happen, the process is hindered. Second, students should monitor their comprehension. Then, a student can realize he does not understand the text to apply some strategies to find a solution and to improve his comprehension. Third, learners should develop the ability to dialogue and interact with the text. Fourth, students should take risks; they must be willing to make mistakes and to understand such errors are learning opportunities to strengthen their language learning process. Moreover, students must accept the fact they do not understand a text. Finally, students should learn not to cheat themselves because cheating directly impoverishes their own learning.

Reading is one of the basic abilities that allows access to different types of knowledge, which may be interpreted correctly or incorrectly according to the reader's cultural background. This reader should use some strategies and take different roles to become an efficient reader who can easily access and use digitalized material.

Autonomous Learning

Language intricacy and diversity make classroom time insufficient for a student to acquire the language (Harmer, 2007). Regarding Colombian EFL learners, Fandiño (2008) states that it seems these students are unable to begin and maintain their learning process effectively. Therefore, including the development of autonomous learning skills in this study is indispensable for these adult learners. It is crucial to help them develop the capacity of learning to learn and to continue their learning process by themselves.

A short review of the history of autonomy could contribute to understanding how autonomy became part of education. According to Benson (2001), the concept of autonomy was introduced in the area of language teaching through the council of Europe's

Online Reading, Motivation, and Autonomy

Modern Languages Project created in 1971 with its, *Centre de Recherches et d'Applications en Langues* (CRAPEL) at the University of Nancy, France. It became the center of investigation and practice in the area with its founder Yves Châlon, who numerous people consider the father of autonomy in language learning. After his death, Henri Holec, a recognized character in autonomy, took his place at CRAPEL; Holec and his journal *Mélanges Pédagogiques* have represented a leading role promulgating investigation on autonomy from 1970 to this day.

Moreover, defining the term “autonomy” is essential to understand the purpose of this dissertation. Benson (2001) states, “[autonomy is] the capacity to take charge of one’s own learning....or learning in which the objectives, progress and evaluation of learning are determined by the learners themselves” (p.8). At the same time, Scharle and Szabó (2000) view autonomy as “the freedom and ability to manage one’s own affairs, which entails the right to make decisions as well” (p.4). Dickinson (1987) defines it as a situation in which the learner is entirely responsible for all his learning decision as their realization, and in the case of complete autonomy, there is no teacher or institution participation. However, Fandiño (2008) argues that autonomous learning does not mean “teacherless learning” because the instructor provides the student with the strategies to take control of his own learning.

Other concepts salient for this topic are responsibility, self-instruction, and self-direction. Scharle and Szabó (2000) describe responsibility as “being in charge of something, but with the implication that one has to deal with the consequences of one’s own actions” (p.4). Dickinson (1987) affirms that during self-instruction, students work without the personal control of the teacher, and during self-direction, the student assumes

Online Reading, Motivation, and Autonomy

responsibility for all his determinations about his learning but does not necessarily realize them. These concepts are highly relevant for this study since participants must develop their autonomy to have access to more input and become independent learners.

Furthermore, promoting the participants' independence is essential because they have taken teacher-centered classes in their previous language learning experiences.

Critical Thinking.

Since the participants in this research are adults, reading online using reading strategies may contribute to enrich their critical thinking skills. According to Unrau (2008), the evolution of Paul's (1982) theory and practice of critical thinking happened in waves. The first wave in the early 1970s focused mainly on the theory of logic and the techniques of argument. Then, the students were taught to disassemble arguments to see their structure but the context such arguments were part of was not taken into account. Furthermore, the idea of using these analytical techniques out of the classroom was not considered either. The second wave was in the mid-1980s and included a variety in theory, purpose and practice that was more inclusive. However, there were substantial disagreements about logic and reason to base critical thinking on. Contrary to the first wave, critical thinking was used in other fields different from academia. It was also included in school curriculums in some schools, but "no conceptual foundation grounded this work across the curriculum" (Paul, 1982). Lastly, there is a third wave emerging that may show a balance between "close scrutiny of thought and broad inclusiveness, while incorporating discoveries from cognitive science" (Paul, 1982).

Numerous authors have offered definitions of critical thinking. Bloom (1956) defined it as “the ability to gain knowledge through the exploration of ideas concerning the following six levels: knowledge, comprehension, application, analysis, synthesis, and evaluation” (n.p.). For McPeck (1981), “critical thinking is specific to a particular discipline and it depends on a thorough knowledge and understanding of the content and epistemology of the discipline” (n.p.). In the case of Paul (1982), he believes there are two types of critical thinking: “in the weak sense” and “in the strong sense”. The former involves critical thinking to consider ideas opposite to our own while the latter requires critical thinking to ponder on our own ideas. Then, the subject overcomes “egocentric and sociocentric thinking”. Xu (2011) argues that Scriven and Paul (1987) have provided very crucial aspects of critical thinking and intellectual standards. “They describes [sic] critical thinking as the intellectual process of actively conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to believe and action.” (n.p.).

In the 1990s there were other authors who proposed other concepts of critical thinking. Siegel (1990) stated that critical thinking “means to be ‘appropriately moved by reasons’ (n.p.). Ennis (1991; 1992; 1996) describes it as “reasonable, reflective thinking that is focused on deciding what to believe or do” (p.6). “His emphasis is on decision making about belief and action, the process of reflection and the rationality of reason.” (n.p.). Finally, Huitt (1993) defines it as “the disciplined mental activity of evaluating arguments or propositions and making judgments that can guide the development of beliefs and taking action” (n.p.).

Online Reading, Motivation, and Autonomy

In the 21st Century, Fisher (2001) argues that it requires analysis and creative thinking to defend an idea or an act. Paul and Elder (2005) affirm, “critical thinking is analysis of thinking by focusing on the parts or structures of thinking (the elements of thought), evaluation of thinking by focusing on the quality (the universal intellectual standards) and improvement of thinking by using what you have learned (the intellectual traits)” (n.p.). According to Xu (2001), in their framework, the learner will do some trial and errors that will serve to find a solution for any issue, which will allow him or her to “create quality reason”.

Due to the design and functioning of online texts, definitions that have to do with critical thinking to make decisions are essential for this research. The learners in this study have to make several choices when they face texts on the Web. Furthermore, as students had to work on their own, they had to find solutions to problems they encountered without the teacher’s help. As the participants develop their critical thinking skills, these abilities not only may help them to become efficient users of the Internet but also to be more analytical of the content of the texts they are exposed to in an academic environment as well as in a working environment. Thus, the promotion of these skills contributes to making the participants as valuable assets for their working units, families, and society.

Motivation

Due to the fact that motivation highly influences autonomous learners, it should be taken into account in this theoretical framework. According to Dörnyei and Ottó (1998) “motivation can be defined as the dynamically changing cumulative arousal in a person that initiates, directs, coordinates and amplifies, terminates, and evaluates the cognitive and motor processes whereby initial wishes and desires are selected, prioritized, operationalised

and (successfully or unsuccessfully) acted out” (p.65). Motivation includes three theories: expectancy-value theories, self-determination theory, and Gardner’s motivation theory.

Expectancy-value theories are based on the idea that humans are naturally curious learners driven to understand their context and experience challenges, so what directs and shapes motivation is the focus of these theories. The first is the attribution theory, in which people try to comprehend what causes their past successes and failures and the different types of creating attributions that affect behavior differently (Weiner, 1992). The second is the self-efficacy theory where people judge their abilities to perform certain tasks, and depending on their sense of efficacy, they will decide the activities, aspirations, effort, and persistence (Bandura, 1993). Bandura (1993) states that it is determined by four factors: “previous performance, vicarious learning, verbal encouragement by others, and one’s physiological reactions”. The third theory is Covington’s (1992) self-worth theory where people are extremely motivated to preserve a basic sense of personal value and worth, especially when they compete, fail, or receive negative feedback.

The self-determination theory was proposed by Deci and Ryan (1985) asserting that there are rules that can be placed on a sequence line from self-determined (intrinsic) to controlled (extrinsic) motivation depending on how much those rules have been assimilated. An internalized and self-determined rule may cause that extrinsic motivation become intrinsic motivation. When a person is more self-determined during an activity, this person may experience autonomy and competence.

In the case of this study learners, motivation plays a key role during their learning. The researcher considered self-determination theory (Deci & Ryan, 1985) and self-efficacy theory (Bandura, 1993). Deci and Ryan’s theory was selected because it is related to

Online Reading, Motivation, and Autonomy

intrinsic and extrinsic motivation and this research aims to see what can be revealed about their motivation. Bandura's theory was chosen because it is related to students assessing their own abilities, so they could decide whether or not to do the tasks assigned.

New Literacies

Cell phones, Blackberries ®, tablets, MP3s, MP4s, the Internet, and other technological advances have proven to be focal points in our lives during the 21st century. They have significantly contributed to enriching and facilitating our lives. At present time, we can even take several books in our bags or purses without adding the heavy weight of a paper back but rather storing all of them in Kindle; it allows us to buy books with a cheaper price, contributes to protecting the environment, and allows us to get and read an e-book anytime anywhere. These technological products are the reality we have to face in current times, but at the same time, the fact that they are such recent inventions makes us all “freshmen” in their use. Even though they are valuable resources, we have not been taught how to effectively deal with and to use them. It is, then, that new literacies come to play a central role in order to become efficient users of such technological developments.

To understand the term “new literacies” it is necessary to define “literacy”. López, Encabo, and Jerez (2011) define it “as the condition of being able to read and write” (p.166). Traditionally, texts used to develop literacy have been “written messages and symbols” in printed material as books and magazines (Larson, 2009). In contrast, text is currently described as “a unit of communication that may take the form of something written down but also a chunk of discourse, for example speech, a conversation, a radio program, a TV advert, text messaging, a photo in a newspaper, and so on” (Evans, 2005).

Online Reading, Motivation, and Autonomy

It has been stated that digital and media technologies are part of the new literacies, so it is necessary to account how computers have become part of education. Vacca, Vacca, Gove, Burkey, Lenhart, and McKean (2006) provide a very synthetic description of this technology's presence during classroom education. In the early 1980s, computers began to become relevant elements in classroom even though their technology was not as powerful as that existent today. Back then, classroom learning through computers was based on word processing and computer-assisted instruction (CAI) whose programs included the use of drills, tutorials, games, and simulations. A few programs were absorbing and interactive, but others such as drill and tutorial software were not. This changed in the 90s with the creation of the CD-ROM because learning to read became highly absorbing and interactive. At present, computers permit students to have access to and obtain information to create texts and interact with other people .

Technology has modified people's communications, the way to talk, write, view and read a text have become the world of new literacies (Wilson, 2007). According to Leu (2002), new literacies include abilities, strategies, and comprehension needed to profit from the rapidly changing information and communication technologies arising constantly. The world of these new literacies includes constantly changing digital and media technologies, so academia must prepare students to comprehend and accustom them to the new literacy requirements (International Reading Association, 2001; Leu, Marlette, Karchmenr, & Kara-Soteriou, 2005).

New literacies require understanding of information on the Internet, efficient use of search engines to find information, assessment of Internet sources, communication using e-mail, texts, and chats, and the usage of word processing program (International Society for

Technology in Education, 2007). According to Leu (2002), these literacies have six characteristics:

The first is their constant change; the second is their dependence on the skill of assessing information critically; the third is the knowledge to find, assess, and efficiently use the vast amount of information available; the fourth is the fact that they are highly social because some people may know something that someone else needs to do something; ... the fifth is the opportunities to comprehend the incomparable cultural attributes of cultural traditions; ... the last quality is their need to use previous literacies to continue their growth, which means that new literacies will not replace the preceding ones (pp.314-315).

Henry (2006) suggests a framework of important search skills she calls SEARCH to deal with the act of reading on the Internet involved in new literacies:

1. Set a purpose for searching
2. Employ effective search strategies
3. Analyze search-engine results
4. Read critically and synthesize information
5. Cite your sources
6. How successful was your search. (p. 618).

Having a purpose helps to reduce the search for information on a topic and contributes to guiding and focusing the search. Effective search strategies make the search more efficient and more fruitful, but to do so, it is necessary for students to activate their schemata and/or know something about the topic they are researching.

Online Reading, Motivation, and Autonomy

According to Henry (2006), analyzing the search-engine results is the first reading strategy that must be taught because it is necessary to read strategically and briefly to diminish the innumerable possibilities that may overwhelm the searcher. At this point, other reading strategies like skimming, scanning, and making inferences are required to achieve this purpose. Due to the fact that any information can be published on the Internet, students need to learn how to determine the source of the information and if it is reliable. Then, they have to be able to synthesize the information because the information comes from multiple sources and multiple contexts. After this, learners should cite their sources using MLA format or APA format. Finally, students must reflect on their search to identify the strategies they used during this process and realize if it was successful or not.

As technology has become more available, the Internet is used much more frequently as a means to find information. However, people may waste time searching for such information because they cannot find what they need or it takes them a very long time to find it. Henry's (2006) abilities are useful because people could learn to use a tool such as the Internet in a more efficient way. Then, people who are "digital immigrants", as the participants in this research study, may adapt more easily to the use of new technologies and acquire abilities that will facilitate their participation in autonomous learning environments.

Online reading.

There are differences between reading printed texts and reading electronically mediated texts. Hanson-Smith (2003) designed the following table comparing the different reading depending on the text:

Online Reading, Motivation, and Autonomy

Table 1: Comparison of Print and Electronic Reading (Hanson-Smith, 2003)

Reading Paper Print Texts	Reading Electronic Media	Reading Computer-Mediated Communications
Single or multiple columns	Scrolling multiple columns and/or frames	Single scrolling column, but interlaced, undefined threads; possible simultaneous audio, video, and multiple chats in several windows
Illustrations	Embedded or linked graphics, animations, sound files, movies	Embedded or linked media
Footnotes, appendices, references	Links to other pages, other portions of the text or other Websites, both embedded in the text and in frames, headers, and footers	Links
Limited functions for footnotes and references	Multiple functions for hyperlinks, e.g., illustration or example, mode-change (e.g., survey or shopping cart), etc. (see Harrison, 2002 , p. 7); advertising, etc.	Multiple functions for hyperlinks, perhaps fewer than in Webpages
Static advertising	Commercial distracters	Animated ads, pop-up-unders and -overs, buttons, scrolling banners, etc. May have commercial distracters, depending on the mail service provider; spam

This author argues that although printed texts are becoming more visual and have innovative layout, they may offer advantages as well as disadvantages in the material that could be distracting for the reader. This makes it imperative for students to have adequate instruction in the use of reading strategies and advice on becoming critical learners, when deciding the kind of text that is selected.

Coiro (2003) outlines three characteristics of electronic texts: nonlinear, interactive, and inclusive of multiple media forms. In nonlinear hypertext, the reader will have to deal with hyperlinks embedded in a passage so that he will have the total control of the direction the reading takes and he will infer whether the hyperlink helps or hinders his reading process. Interactivity is an innate part of texts in the Internet. People can interact with other

Online Reading, Motivation, and Autonomy

people by means of “electronic discussion boards and synchronous chat” and “simple design tools” allow them to create and publish information on the Internet so that others can see it. Finally, multiple media involves a variety of symbols and formats including “icons, animated symbols, photographs, cartoons, advertisements, audio and video clips, virtual reality environments, and new forms of information with nontraditional combinations of font size and color” (Brunner & Tally, 1999; Reinking & ChanLin, 1994). These characteristics of online texts mean that people read texts on the Internet differently to how they read printed texts. Nielsen (1997) affirms that when reading online, people usually scan the pages rather than reading them completely. Only 16% of people read “word-by-word”.

Kamil and Lane (1998) state that effective use of the Internet makes special demands on the reader. First, the reader has to deal with the huge amount of information available. Second, a reader has to be capable of selecting the features of a website that are the most useful to obtain the information he or she needs. Third, it is necessary to know the concept, vocabulary, and structure of expository texts since they are the most frequent on the Web.

As a consequence, it is critical for the students participating in this study to learn and apply strategies due to the nature of their jobs as university personnel. Usó-Juan and Ruiz-Madrid (2006) argue that “the flexibility inherent to the process [of online reading] forces readers to make a higher cognitive effort and therefore to widen the scope of strategy use and employ more strategies than they usually do to achieve text comprehension” (p.74). Hence, it is necessary for these students to apply the reading strategies provided in order to

ensure their understanding of the text, while facilitating their reading process and making it more efficient.

State of the Art

This section includes five studies: two local and three international. These studies have to do with reading strategies, online reading, online texts and printed texts, and reading comprehension. They were selected because they served as means to focus the subject matter of this study and as support for the different findings obtained after the data analysis of this research. Moreover, the following studies were useful because they provide valuable information that offered different perspectives allowing the researcher to take the authors' conclusions and comments of their researches into consideration.

Aguirre and Ramos's (2009) article "Guidance in reading strategies: a first step towards autonomous learning in a semi-distance education program" concentrates on providing guidance to adult learners in a semi-distance education program in the use of several reading strategies. The participants of the study did not know how to deal with reading while doing independent study, so their strategy was to translate a text word by word to get the gist. The researchers' question was, "what are the benefits for autonomy in an English semi-distance learning program from a reading strategy training?" (n.p.). Their conclusions were: the use of reading strategies contributed to increase these learners' knowledge of the language, the use of strategies promoted their metacognitive abilities so that their assurance to work independently increased, which itself is a key step to start developing their autonomy, and providing these strategies allowed them to select the most relevant strategies.

Online Reading, Motivation, and Autonomy

This study contributes to this research because it focuses on the relationship between reading strategies and autonomy. Moreover, their findings support the need to do this study to gather even more information than that revealed in their research project. The study done by the researcher is focused on the reading of online texts with adult learners who are not used to reading and are digital immigrants.

Poole's study (2009) "The reading strategies used by male and female Colombian university students" offers useful information about the use of reading strategies by Colombians. The author aimed to determine if there was a major variation in the use of reading strategies between male and female learners. Poole discovered women use significantly more reading strategies than men, but this discovery does not mean that male students are "poor strategies users". At the end of his article, he suggests the application of SORS and the application of direct strategies in case of gender difference in the class.

Poole's article supplies major information for this study since it deals with adult learners and reading strategies. It is highly pertinent to consider that adult learners participated in his research project since the students in this investigation belong to a similar population. Therefore, it may be expected similar attitudes be found in this investigation. The author states that his study "shows that both male and female Colombian English language learners are, in general, active reading strategy users" (p.37). This validates the fact that the students in this research would benefit and would take advantage of reading strategy instruction.

In "The new literacies of online reading comprehension", Leu and Zawilinski's (2007) argue that the role of the Internet for this generation is what determines how people read, write, and communicate. The writers describe how online reading differs from

Online Reading, Motivation, and Autonomy

reading printed texts so that learners need to acquire new skills to deal with texts on the Internet. They also provide five abilities reading online requires. Finally, some resources that may contribute to build up the skills mentioned in the article are provided.

This article supplies specific strategies to deal with online reading. Furthermore, the authors acknowledge how technology has changed literacy and that it is essential to teach learners the skills proposed in the text. Both authors are aware that digital natives as well as digital immigrants do not know how to fully take advantage of the Internet because the strategies are not taught yet in educational institutions. The participants need to be instructed in this aspect to acquire the skills that the authors propose in order to read online appropriately. Hence, the participants will receive a more comprehensive instruction that will lead to a more conscious research process and better pedagogical intervention.

Usó-Juan and Ruiz-Madrid's (2009) "Reading printed versus online texts. A study of EFL learners' strategic reading behavior" examines whether the environment of hypertexts affects the reading comprehension of learners and analyzes the use of strategies in printed papers and online reading contexts by learners. Their research findings revealed that the environment of hypertexts did not affect the comprehension and that it promoted the use of reading strategies.

Their study provides a significant contribution to this research. It includes both printed and online texts as is the case in this study where students used printed text and online texts to use the reading strategies. The findings of this research provide support for the idea of using online reading to promote the use of reading strategies by the learners participating in this research.

Online Reading, Motivation, and Autonomy

Anderson's (2003) "Scrolling, clicking, and reading English: Online reading strategies in a second/foreign language" is based on two research questions: (1) What are the online reading strategies used by second language readers? (2) Do the online reading strategies of English as second language readers (ESL) differ from English as foreign language readers (EFL)? The author provides a review of literature regarding the use of computers and language learning, the importance of language learning strategies, strategy identification, L2 reading strategy research, metacognitive strategy research, the role of strategy instruction, and ESL versus EFL reading strategies. The results obtained by the author seem to show there are no great differences between EFL and ESL readers especially due to the fact that exposure to English offered by different media around the world has recently increased.

Anderson's text is about online reading and the use of reading strategies, which is what this research is based on. The participants received training in such strategies and then, applied them, first in a printed text and after, in online texts. Furthermore, Anderson's findings support the selection of reading skills as the main focus of this study.

CHAPTER 3: RESEARCH DESIGN

Qualitative Action Research

This study was developed through action research in order to find the answers to two questions. According to Richards and Farrell (2005), action research is done in a classroom and intends to solve teaching problems while Cohen, Manion and Morrison (2005) define it as “a small-scale intervention in the functioning of the real world and close examination of the effects of such an intervention” (227). This study involves what Richard and Farrell and Cohen, Manion, and Morrison mention in their definitions. On one hand, this study was done in a classroom and was inspired by a problem that arose from it. On the other hand, a pedagogical intervention was done, and its effects were examined. Riel (2007) describes it as thoughtful analysis of our own actions and their effects within a working environment. Carr and Kemmis (1986) state that it is a “self-reflective enquiry” done by the participants so that their comprehension of their practices is bettered taking into account the increase of “social justice” and it leads to a fair environment for the research participants. This research not only requires a reflection from the teacher but also from the participants in this study. Moreover, action research promotes an environment where neither the researcher nor the participant may feel affected negatively.

Goals and Characteristics.

According to Richards and Farrell (2005), the main objective of action research is to “improve teaching and learning” in classrooms during the teaching process. They affirm it aims at solving a problem rather than just having investigation as its motive. The

Online Reading, Motivation, and Autonomy

researcher must be willing to transform his teaching methodologies to embrace other approaches to be used in his classroom and to become flexible in the expectations of the possible study outcomes.

Hult and Lennung (1980) and McKernan (1991) describe some action research characteristics. They state that action research allows the participant to improve his or her skills, happens *in situ*, gathers data from “an ongoing cyclical process” used for feedback, is done under a set of ethics, intends to enhance the value of human actions, centers in issues highly relevant for the practitioners and is participatory. Moreover, it implies an assessment and consideration, and it attempts to make participants use and share the research. These characteristics supply a set of suitable standards for the teaching context and the participants in this investigation so that the research fulfills social studies’ requirements.

Procedure.

The following table demonstrates the variety of steps outlined by four different authors.

Table 2: Cycles of action research

Harmer (2007)	Richards & Farrell (2005)	Burns (2002)
<ul style="list-style-type: none">➤ Identify a problem/issue➤ Think of questions to ask/information to be gained.➤ Collect data➤ Analyze data➤ Decide on future action➤ Start the cycle again	<ul style="list-style-type: none">➤ Select an issue➤ Collect information about the issue➤ Develop an action plan➤ Intervene➤ Observe effects➤ Reflect➤ Share findings with others	<ul style="list-style-type: none">➤ Exploring➤ Identifying➤ Planning➤ Collecting data➤ Analyzing/reflecting➤ Hypothesizing/speculating➤ Intervening➤ Observing➤ Reporting➤ Writing➤ Presenting

Online Reading, Motivation, and Autonomy

The models provided by Richards and Farrell (2005) and Burns (2002) complement each other. Their stages supply more detailed information to carry out an appropriate procedure to undertake this investigation. These phases imply that the researcher must pay close attention to each of the stages to avoid erroneous results.

Research questions and objectives

The questions for this research are:

- What insights into student's autonomy can be obtained from reading online texts?
- How can providing adult learners with reading strategies encourage them to read online texts in English?

The first objective was to identify the relation between reading online and students' autonomy. The second objective was to analyze the effects of reading strategies on students' motivation. This information would serve to establish how the reading strategies motivated students.

Context

The Language Learning Program belongs to the Department of Languages and Sociocultural Studies at Universidad de los Andes. From an intercultural perspective, its mission is to support students' initiation, development, and perfecting of linguistic and communicative abilities that allow them to access, produce, and convey information in a foreign language. It favors the consolidation of instruction, research, and assessment processes in the teaching of foreign languages while strengthening the ties to the pedagogical area and the Cultural Studies area.

The English Training Program for Employees was designed to train the University's administrative personnel and its main aim is for students to acquire the tools to efficiently

perform in their posts. The program was designed to develop students' autonomy and to enable them to continue learning by themselves. The program contemplates the development of reading, writing, speaking, and listening.

Participants

The fourteen participants were male and female adult learners whose ages ranged from 25 to 45 years old and who were administrative personnel at Universidad de los Andes. These students were in the English 1 (A1) class and were false beginners. Regarding the linguistic aspect, students were false beginners since they had a number of years of English language courses, but they may have had fossilized knowledge. However, most of them had not studied the language in over 6 years. In this course, learners were in a student-centered environment, which may have had an emotional impact in their affective area. It may have made them feel insecure since it was the first time they had to perform constantly in the L2/FL in such environment. This course was a job requirement, so some students may have felt especially anxious to perform well in class and to acquire the language.

Students' role and researcher's role

The role of the student was that of active participant in the study. Learners received the input to apply the information acquired in different tasks in class and at home, in order to produce a required product. Moreover, the students answered a questionnaire and kept a student's log. The role of the teacher in this research is that of participant researcher. According to Brewer (2003), this means that the participant researcher interacts with the persons that are being studied. For McTaggart (1991), "the role of the researcher in action research is that of a facilitator who works collaboratively to involve the

stakeholders in every aspect of the research process” (n.p.). This means that there is a constant interaction between the researcher and the participants of the study during the study so that a trustful relationship could be built. Thus, the answers and results of the research questions are reliable and the research objectives can be fulfilled. Curtis, Bryce, and Treloar (1999) maintain that the researcher’s role is significant and fruitful in the creation of knowledge within a group. Moreover, the question of reflexivity must be taken into consideration. According to Cohen, Manion, and Morrison (2005), “reflexivity recognizes that researchers are inescapably part of the social world that they are researching, and, indeed, that this social world is an already interpreted world by the actors, undermining the notion of objective reality” (p.141). It is only through the researcher’s serious commitment to the study and her role as researcher that true knowledge can arise from this action research. This is how valuable information can be gathered and analysed appropriately to enhance the understanding of the issue that this study is focused on.

Instruments

The instruments selected for this project were a student’s log, a questionnaire, and a teacher’s journal. The student’s log (see Appendix 1) was selected because it promoted students’ reflection, provided qualitative data such as learners’ insights, and recorded experiences out of the classroom. Hopkins (2008) argues it may serve to gather information regarding a specific situation, to learn more about the learning environment or to determine a student’s development.

The questionnaire (see Appendix 2) was selected because information about students’ insights and experiences inside the classroom can be gathered through this means. Dörnyei (2002) classifies the type of data that can be obtained from questionnaires; the

Online Reading, Motivation, and Autonomy

significant data obtained from behavioral questions (the respondent's current or past activities such as actions, habits, etc.) and attitudinal questions (the respondent's thinking, attitudes, opinions, beliefs, interests, and values). This research included both types of questions.

The teacher's journal (see Appendix 3) provided reflections and insights about the class and students' behaviors focused on certain aspects, from the teacher's perspective. It recorded facts and special "events" in the class so that the teacher could analyze them. Baily (2005) maintains that it serves for the keeper to study "the journal entries, looking for patterns and significant events" that allowed the teacher to obtain the necessary data for this study from her perspective.

Ethical considerations

The learners' participation in this study was voluntary, so they could withdraw at any stage. Consent letters (see Appendix 4) in Spanish were given to each student requiring the authorization to have access to, use, and publish the information gathered with the instruments. The head of the Department of Languages and Sociocultural Studies also received a consent letter to obtain her permission to do the study. These letters informed students about the purpose of the study, guaranteed the protection of their identity by using fictitious names, and confirmed the data obtained would not affect their grade in any way. Postholm and Madsen (2006) assert that the right to know the objective of the investigation and the role of the participants are ensured and explained to them. Furthermore, they are told they can withdraw at any point of the research taking their data with them.

Validity and reliability

Triangulation was the method used to insure the validity of this action research. Cohen, Manion & Morrison (2005) define triangulation as the use of more than two methods of data collection when studying “some aspect of human behavior” (p.112), and in social sciences, it intends to explain in a much more comprehensive way to examine such behavior from different perspectives by means of quantitative and qualitative data. The instruments used in this triangulation process were the questionnaires, the students’ logs, and the teacher’s journal. The questionnaires and the students’ log presented information from the student perspective while the teacher’s journal outlined the teacher’s view. The questions in the questionnaires and the items in the logs were similar to corroborate the truthfulness of students’ answers. The data gathered from these two instruments along with the data in the teacher’s journal should show similar findings for this investigation to be valid. The advantages of using triangulation were that “it compensates for the imperfections of data-gathering instruments. When multiple measures yield the same results, it can increase confidence in the results; when multiple measures fail to yield the same results, it can raise important follow-up questions” (Sagor, 1992).

Regarding reliability, Cohen, Manion, and Morrison (2005) state, “in qualitative methodologies, reliability includes fidelity to real life, context and situation-specificity, authenticity, comprehensiveness, detail, honesty, depth of response and meaningfulness to the respondents” (p. 120). The type of population selected for this study and their language proficiency level (context and situation-specificity) led the researcher to create instruments in Spanish (the participants’ first language). Otherwise, the data gathered would not have

Online Reading, Motivation, and Autonomy

been comprehensive, detailed and honest and would not have offered depth of response by the participants nor would have been meaningful for them.

Action plan

The following table presents the research action plan showing the different stages of this action research over a period of two years.

Table 3: Action plan

Activity/Date	February to June 2011				July to December 2011				January to June 2012				July to November 2012			
Steps	Week 1 to 4				Week 1 to 4				Week 1 to 4				Week 1 to 4			
1. Initiation	■	■	■	■												
2. Preliminary																
3. Literature review	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
4. Action plan design					■	■	■	■								
5. Pedagogical intervention design					■	■	■	■								
6. Data collection instrument design									■	■	■	■				
7. Instruments piloting									■	■	■	■				
8. Pedagogical intervention									■	■	■	■				
9. Monitoring data collection									■	■	■	■				
10. Analysis of data									■	■	■	■				
11. Reflection & decision making									■	■	■	■				
12. Selecting and analyzing									■	■	■	■				
13. Reflecting and concluding													■	■	■	■
14. Final paper and sharing findings													■	■	■	■

In this chapter, a review of this study research design was provided. It included a general explanation of what action research is, its goals, characteristics, and its procedure. The main questions, the objectives, the participants, the students and the researcher's roles were presented. Then, the instruments, the ethical considerations, and this study validity, and action plan were described. The next chapter will describe the pedagogical intervention.

CHAPTER 4: PEDAGOGICAL INTERVENTION

The researcher contemplated conclusions reached by National Institute of Child Health and Human Development - NICHD. The NICHD (2000) declares that teaching cognitive strategies to readers enhances their reading comprehension “measures” compared to those who were exposed to traditional teaching. The reading strategies could provide tools that empowered learners to control their reading comprehension, so their learning process would be enhanced. The investigator considered the following objectives:

- Enable students to enjoy or feel comfortable with reading in the FL/L2.
- Read without help unfamiliar authentic texts, at appropriate speed, silently, and with adequate understanding (Nuttall, 1996).
- Help adults become proficient in using the strategies and feel comfortable enough to use them outside of class in independent reading (McShane, 2005).

This last objective was selected to foster autonomous learning in the participants who were used to completely depending on the teacher.

Implementation

Teaching approaches/principles to be used.

The implementation was done following the approaches/principles outlined in McShane (2005): explicit instruction, scaffolded instruction, intensive instruction, and structured/segmented instruction. During **explicit instruction** (Ellis, Worthington & Larkin, 1994), the teacher explains clearly the objectives and purpose of an activity and the relation of that activity with wider learning goals. The activity is taught directly through

explanations and demonstrations done by the teacher. The participants were adults who needed overt explications to make sense of the activities during the lesson.

The second principle is **scaffolded instruction**. Here, the teacher assists the student in different manners that are progressively reduced so that learners can independently perform a task. This allowed the participants to be independent when reading a text in the L2/FL. By the end of the implementation, they were used to applying the strategies.

Intensive instruction has two main components: active learning and time. It requires “active learner engagement and plenty of time on task (Ellis et al., 1994; National ALLD Center, 1999). Students learn more when they are actively involved in an activity in different forms which may be seen like “overlearning” for average students, but it facilitates struggling students’ learning. There are plenty of opportunities for these learners to practice. Some participants had not taken English in a longer period of time than others, and they had different proficiency levels. Then, dealing with activities that required their “engagement and plenty of time on task” could enhance their learning of the FL/L2.

According to the National Adult Literacy and Learning Disabilities Center (1999), **structured/segmented instruction** is “systematically teaching information that has been chunked into manageable pieces” (p.129). A sequence is used to deal with complex pieces of information or skills so that afterwards those pieces have to be put together again; thus, the learners can view the information in one piece. This instruction made the material and strategies easy for the participants. Therefore, their self-confidence could increase when dealing with the texts and learning to use the strategies.

Characteristics of texts.

The readings for this implementation were selected considering Nuttall's (1996) criteria: the exploitability, readability, variety, authenticity, and presentation (see Appendix 5 for a sample text). When a text is exploitable, it means that it can be used for the development of the learners as readers. Therefore, the text is sufficiently rich to be able to offer countless options for the instructor to work with different perspectives and activities for students to apply the reading strategies. Readability refers to the text's complexity of vocabulary and structure. The teacher should consider an intermediate point between average students and struggling students. It should be challenging for both kinds of students.

Nuttall (1996) suggests courses can become more appealing and motivating if there is a variety of texts in different fields and with different topics; consequently, exposing learners to a diversity of readings may guarantee the unconscious assimilation of vocabulary due to the fact that vocabulary is recycled through the different texts. The author also argues that the text needs to be authentic in the sense that it was created for the foreign language community. She describes how those texts should "exhibit the characteristics of true discourse: having something to say, being coherent and clearly organized" (p.177). The exposure to texts with such characteristics was crucial for the participants because they deal with similar material out of the classroom environment.

Presentation is the last element. It involves the text looking authentic and attractive. The first aspect provides the student with the possibility of understanding more about the text depending on the context in which it may appear. The second aspect is significant to

attract and maintain the learners' attention which may be helpful when working on extensive reading, as it is the case of this research.

Reading strategies

The strategies chosen for this pedagogical intervention were: predicting, skimming, cognates, and scanning. This is the order used to introduce them to students so that they initially had the global comprehension of the text and later could focus on detailed information. Working on the comprehension of the text should begin with its entire meaning instead of vocabulary or specific ideas (Grellet, 1986).

Predicting: When students use predicting, they preview the text to foresee the content they will be dealing with. Learners may take advantage of their prior knowledge, the title, and pictures to produce coherent predictions (Oczkus, 2004). Students' prior knowledge and experiences is known as schemata; predicting helps students activate the schemata related to the content of the reading. Then, the understanding of the text is facilitated by making predictions about it (Nuttall, 1996). This strategy fosters interaction with the text, which stimulates the learner's interest in the reading as it improves comprehension (Oczkus, 2004).

Skimming: In this strategy, students read the text quickly to get the gist (Harmer, 2007b; Nuttall, 1996). This strategy allows students to become familiar with its content to confirm or discard the predictions they have made. As a result, they have a much clearer idea of what the text is about even though they are only focusing on superficial and general aspects of it.

Cognates: Cognates, according to García Rojas (2008), are words whose writing and meaning are identical in the L1 and the L2/FL. Asking students to identify these in a text

makes them aware of the fact that they know many more words than they think they know while alerting them to words they think they understand, but which in fact have a different meaning. Pointing this out to students highlights the fact that they must be careful when interpreting the text. Thus, students become aware that they must pay attention to words that do not make sense in the context where they are located and this makes them much more aware of their reading.

Scanning: in this strategy, learners read quickly the text to find specific information they are looking for (Harmer, 2007b; Nuttall, 1996). At this point, students should have learned the strategies that allow them to face detailed content of the text. Hence, students can find information faster and more efficiently than they did before learning the strategies. This means the participants could be equipped to deal with long readings on the Internet.

Description of an implementation class.

A typical lesson for the implementation only lasted 60 minutes. The lessons had the following stages: input, pre-reading, while reading, and post reading (see Appendix 6 for ICELT lesson plan).

During the **input stage**, an explication of each reading strategy and when it could be applied was provided, to insure students' familiarity with each of them. Next, there was a step by step modeling of the strategy to apply it, which may have facilitated its learning since students had received clear instructions on its use. After all of the strategies had been explained, this input stage was devoted to refreshing students' memory on the strategies.

The **pre-reading stage** came next. Students received a text and made predictions about it by using its title and the available images. This was done in pairs so that students could support each other in building up the possible information they may have found in

the text. It could also be done orally or in a written form. The written form could have contributed to increase the learners' confidence because they had some basis to report their predictions orally.

In the **while-reading stage**, students used skimming, scanning, and identifying the cognates in the text. The learners were given a worksheet (see Appendix 7) to apply these strategies. Some of these activities were:

1. *Tick (✓) the topics that are included in the text.* Here, several options are provided for learners to check.
2. *Decide if the following ideas are true (T), false (F), or not included (NI). The “not included” option refers to ideas that you cannot find in the text. Mark your selection with an “X”.* Because the participants are adult learners, they have the necessary cognitive development to deal with the third option of “not included”.
3. *Read the text and highlight the cognates that you found in the text. Then, classify them in two columns; Column A: True Cognates and Column B: False cognates.*

Learners would become aware of the types of cognates.

Finally, in the **post-reading phase**, students carried out performance tasks that demonstrated their understanding of the text. This type of activity helped students deal with the text as a whole, not as a group of separate pieces of information. For instance, *write one paragraph that summarizes the text that you have just read.*

Then, students were given a reading assignment as homework. They had to print a worksheet from the platform of the university, and they accessed the text by using the link uploaded in the platform.

Online Reading, Motivation, and Autonomy

These activities were done from the fifth unit because by then, students had the necessary linguistic input to deal with extensive reading activities. Therefore, the content of the texts could be richer, exploitable and interesting for adult learners. Furthermore, by the time students started working on this unit, there was a definite list of members of the class. In the previous weeks, some participants had dropped out due to different reasons.

The following table represents the time line for the implementation:

Table 4: Pedagogical intervention timeline

Book Unit	Time (hours)	Topic	Strategy
5	3	Time	Predicting, skimming, cognates.
6	3	Food & ordering	Predicting, skimming, cognates.
7	3	Free time	Predicting, skimming, cognates, scanning.
8	3	How do you feel?	Predicting, skimming, cognates, scanning.
9	3	Shopping	Predicting, skimming, cognates, scanning.
11	3	Fashion	Predicting, skimming, cognates, scanning.
PPT Presentation	2	Internet search	S.E.A.R.C.H.

Each book unit of implementation included 3 hours. One corresponded to activities done in the classroom and two corresponded to the activities assigned as homework. The texts for these home tasks were online readings. The outcomes of such tasks were corrected the following sessions so that students made the necessary corrections and clarified doubts.

Chapter 5: DATA ANALYSIS AND FINDINGS

Piloting

The piloting of the instruments was done before gathering data. For Cohen, Manion, and Morrison (2005), “[piloting] has several functions, principally to increase the reliability, validity and practicability of the questionnaire” (Oppenheim, 1992; Morrison, 1993; Wilson and McLean, 1994). The piloting was done by sharing the instruments (a student questionnaire, a student log, and a teacher’s log) with colleagues and the Research professor.

The original questions and objectives were:

- What insights about autonomy can be obtained from reading online texts?
- How can providing reading strategies encourage adult students to read online texts in English?

Objectives: General: Identify the relation between reading online and students’ autonomy.

Specific: Analyze the effects of online reading on students’ **autonomy**.

Both the professor and colleagues agreed that both objectives should not be divided in two types but rather, both of them should be the research objectives. The word autonomy was changed for motivation in what the specific objective so that it could be related to the second research question. Regarding the layout of the student questionnaire and log, it was recommended to include an introductory paragraph to provide context for the respondent and the corresponding instructions. A friendlier approach would contribute to the students’ willingness to answer the questionnaire. It was recommended to create questions (student questionnaire) and provide cue ideas (student log) that directly addressed the topics of the

research. Concerning the teacher's journal, it was suggested to focus on motivation and autonomy to notice behaviors that could be analyzed.

In the presentation of the second version of the instruments, some modifications were suggested. The final version of both instruments had more questions than their previous versions and the student log was converted from a questionnaire into a table. Moreover, in both student questionnaire and log, the questions and ideas were organized by topics; first, it was autonomy and then, motivation.

The second objective was modified again:

- Second version: Analyze the effects of **online reading** on students' motivation.
- Final version: Analyze the effects of **reading strategies** on students' motivation.

The questions were also modified after the dissertation director's suggestions; thus, their final version was:

- What insights into student's autonomy can be obtained from reading online texts?
- How can providing adult learners with reading strategies encourage them to read online texts in English?

Data analysis

Snape and Spencer (2003) mention two important aspects that were considered when doing the data analysis of this study. Qualitative research uses analysis methods and creates explanations that "reflect the complexity, detail and context of the data" and finds categories and theories that originate from the data instead of forcing preconceived "categories and ideas". These two aspects were crucial because by considering both, the researcher could analyze in depth the data to obtain the research findings and reach some conclusions.

Furthermore, according to Ritchie (2003), there are two approaches to collecting qualitative data: “those that focus on naturally occurring data and those that generate data through the interventions of research” (p.34). The second approach, called Grounded Theory by Strauss and Corbin (1990), was selected. Ritchie (2003) calls the data arising from these two approaches as “naturally occurring data” and “generated data” (p.34). In this research, “generated data” was used because “generated data” allows people to perceive their own points of view and not only explain “their beliefs and behaviours” but also more importantly, comprehend the connotation they have for themselves. For this reason, the instruments selected to collect data were a student questionnaire and a student log; data directly originated from the student insuring sufficiently rich information to be analyzed leading to interesting findings and conclusions.

Grounded theory was used for the data analysis. Strauss and Corbin (1990) state, “similar data are grouped and given conceptual labels. This means placing interpretations on the data...the concepts are related by means of statements of relationship...” (p.29). First, the data was collected through the students’ instruments. Then, it was grouped and assigned labels so that it was organized and analyzed at the same time.

This process of dealing with data is called coding. Strauss and Corbin (1990) maintain that coding is the set of procedures to analyze, “conceptualize”, and reorganize data in a different manner. The coding methods used were open, axial, and selective proposed by these two authors. They required examining the data in small parts to find similarities and differences to label them under concepts. Then, these concepts were compared to find similarities and differences allowing the researcher to put them together

Online Reading, Motivation, and Autonomy

in categories in a process called categorizing. Axial coding was the process used to discover the connection between the categories.

Procedures

This section describes how the data was managed after it was collected through the instruments. Two excel files were opened, one for all student questionnaire answers and the other for all student log answers. Each spread sheet had in its first column the students' fictitious names and in the first row, each of the questions in the questionnaire or cue idea in the student log. The data were transcribed onto the corresponding file, and then, those instruments were put in envelopes and stored away. The instruments received via email were organized in file folders on the researcher's computer hard drive with a copy in the sky drive of her e-mail. Then, the data included in these digital instruments were copied and pasted in the spread sheets in the corresponding file for each instrument. Each spread sheet was labeled with the date that the students had answered each instrument. The data was collected from March 14 to May 13, 2012.

The researcher had identified the questions and the cue ideas that related to autonomy and to motivation. She copied into the spread sheets all of the data dealing with the relation between reading online and autonomy and the relation between reading strategies and motivation. While transcribing the data, the researcher began to discover patterns so that some concepts arose from these patterns. Then, she organized the concepts and transcribed them on a separate Word document in a table. Such table permitted her to see which concepts were repeated. This repetition allowed the investigator to identify the main categories: autonomy and motivation.

Findings

This section presents the categories and subcategories with their interpretation. The following table contains the research questions, the categories and subcategories that were taken into consideration to obtain the findings.

Table 5: Questions, categories, and subcategories

Questions	Categories	Subcategories
<ul style="list-style-type: none"> • What insights into student's autonomy can be obtained from reading online texts? 	Autonomy	<ul style="list-style-type: none"> ➤ Autonomous learning development through self-instruction. ➤ Learner's autonomy building through language enrichment. ➤ Autonomous learning enhancement through critical thinking skills to solve problems.
<ul style="list-style-type: none"> • How can providing adult learners with reading strategies encourage them to read online texts in English? 	Motivation	<ul style="list-style-type: none"> ➤ Learner's motivation promotion by means of self-efficacy leading to self-determination. ➤ Student's motivation fostering by means of critical thinking to make decisions.

Category 1: Autonomy.

This category describes how online reading can be used to help the learner take control and decide what to do or not to do to continue learning. This coincides with Scharle and Szabó's (2000) definition of autonomy, which involves empowerment and making decisions. The analysis shows that students feel empowered to do the activities assigned, feeling capable of doing tasks and making decisions by themselves. This is a big step for students coming from teacher-centered environments and faced with a student-centered environment. Thus, they made the transition from complete dependence on the teacher to start becoming independent learners.

Online Reading, Motivation, and Autonomy

Quote set 1: quotes translated from the student questionnaires (March 28, April 25, and May 8, 2012) and logs (April 9, April 30, and May 9, 2012)

Ladybird: It has created autonomy to study, do homework, listen to music in English, change my cellphone in [sic] and social networks in English, that before, I never did out of fear of not understanding.

Gray Whale: I can do activities without the need to find personalized training.

Jaguar: I learn at my own pace and I have dealt better with the topics.

Whale: I have made a time table with the activities to be done and thus, being autonomous and having a sense of my things.

Subcategory 1: Autonomous learning development through self-instruction

The first subcategory is that online reading encouraged autonomous learning by means of self-instruction. The student works on his/her own without any type of control from the teacher or instructor. This agrees with Dickinson (1987) who affirms that during self-instruction, pupils work without the personal control of the teacher. The experience of reading online texts led students to take the initiative, finding more opportunities to learn on their own. Hence, they began to do other activities that were not related to the academic environment, but they may have felt helped them with their learning of the L2. Therefore, the learners themselves found ways to receive more input, the main reason the researcher had chosen online readings.

Quote set 2: quotes translated from the student questionnaires (March 28, April 25, and May 8, 2012) and logs (April 9, April 30, and May 9, 2012)

Eagle: It's a tool that helps in the autodidactic process and learning of topics of interest.

Ostrich: I am interested in knowing more articles and international news.

Dolphin: I don't expect that the teacher tells me everything but I look for other learning alternatives.

Whale: I devote time that I didn't devote to read even a paragraph of something that is interesting to me related to my studies or to the newspaper.

Dragon: I'm watching movies in English with subtitles in English. I'm organizing my time at home, to have more time to read in English.

Dickinson (1987) also develops the relationship of self-instruction and language learning aptitude. She asserts that some students may learn faster than others and that slow learners may be helped by means of providing strategies. "The development of individualized instruction (...) resulted partly from a wish to release learners from the need

for all to work at the same rate – to break the lockstep. This is a clear justification for self-instruction” (p.20). Therefore, the encouragement of self-instruction empowered learners because they could control the reading pace. Because students could tailor their reading process, slow readers and learners who did not read at all felt more comfortable.

Moreover, these learners realized they did not need the teacher to do activities that they could do on their own and that served to use what they had learned. Reading more online texts in English allowed them to become their own instructors. They could take control of their learning process, which is expected from an autonomous learner.

Subcategory 2: Learner’s autonomy building through language enrichment.

The second subcategory refers to the fact that autonomy is build through the language enrichment and relates to how learners improved their reading skills and increased their linguistic knowledge. The improvement of the students’ reading skills is a crucial finding in this research since the learners participating in this study belong to a society without a reading habit. Uribe (2001) concluded that 50% of Colombians from different socioeconomic status believed that the lack of reading habits is the main reason for not reading. During this study, these learners had to read more in the foreign language than they had done before in any other language learning environment. Reading online texts allowed the students to get more practice in reading in the foreign language, which is essential to improve reading skills. Improvement involves acquiring the skills that good readers possess. Such improvement is seen in the following quote set that illustrates this acquisition:

Online Reading, Motivation, and Autonomy

Quote set 3: quotes translated from the student questionnaires (March 28, April 25, and May 8, 2012) and logs (April 9, April 30, and May 9, 2012)

<p>Dolphin: I analyze, prepare and this way it is easier to do a more pleasant reading.</p> <p>Kangaroo: Now I know that with a title, key words and images [sic] I can understand what the topic is about.</p> <p>Ladybird: Learning and knowledge help to interpret a text in spite of my level of English.</p> <p>Hummingbird: I read straight through trying to understand as fast as I can, as I do in Spanish, I look for words that I don't know and join sentences.</p>

The acquisition of good readers skills is in accordance to Pressley's (2001) description:

- Gain an overview of the text before reading
- Make predictions about the upcoming text
- Read selectively based on their overview
- Know whether their predictions and expectations about text content are being met
- Interpret the text (p.71).

The second aspect of this subcategory involves the increase of the students' linguistic knowledge and is in agreement with Krashen's (1993) opinion about how extensive reading contributes to enriching vocabulary, raising awareness of sentence structure and promoting passion for reading. As the students read more online texts, they were able to widen their vocabulary and notice syntactic features while realizing the benefits that reading had on their language learning. This is seen in what learners wrote in their questionnaires and logs:

Quote set 4: quotes translated from the student questionnaires (March 28, April 25, and May 8, 2012) and logs (April 9, April 30, and May 9, 2012)

<p>Ladybird: I have learnt a lot not only vocabulary, but also to interpret the texts and that motivates me to read even the billboards on the street.</p> <p>Hummingbird: I have learnt a lot of vocabulary and ways to write sentences.</p> <p>Pelican: I know I can learn faster and easier the English language with the help of information on the internet [sic].</p>
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Moreover, it can also be concluded that online readings served as a means of reinforcing the topics taught in class. Each text was selected so that its topic was related to the unit it was worked on at the time taking into consideration that it may contribute to the acquisition of the FL/L2.

Subcategory 3: Autonomous learning enhancement through critical thinking skills to solve problems.

The third subcategory is related to the fostering of critical thinking to solve problems so that autonomous learning is enhanced when reading online texts. This has to do with the ability that students developed of analyzing a situation where they faced a problem while reading an online text and finding a solution for it. These learners' attitude while reading is connected to the definition of critical thinking provided by Hartman (n.d.). He states that critical thinking is a procedure to examine in a logical manner and to provide a solution for a problem "accurately and efficiently" based on facts. Moreover, Paul and Elder's (2005) critical thinking framework shows how "each learner's point of view will use some useful attempts to solve any problems being discussed in any given situation or material presented" (p. 138). In their responses, learners explained what they did in case of having a difficulty when reading, which, in none of the cases involved contacting the teacher to help them solve the problem. When learners ran into a problem while reading, the solutions they came up with helped them deal with the texts. As the pedagogical intervention advanced, their ability to use critical thinking to solve problems became stronger as they read more and more.

Online Reading, Motivation, and Autonomy

Quote set 5: quotes translated from the student questionnaires (March 28, April 25, and May 8, 2012) and logs (April 9, April 30, and May 9, 2012)

Whale: I look for it in the dictionary, I ask someone.

Crab: I use the dictionary on the Internet, if the reading is very dense, I look for other readings of the same author or the same topic so that I understand what it is being said. I use the translator, as last resource.

Koala: If it is of vocabulary, I search in the dictionary, if it is of comprehension [sic] I read the text several times.

Dragon: I always continue even if I don't understand. When I finish the exercise sometimes [sic] I go back to the parts where I had a problem [sic] read again and look for the meaning of words.

Fostering these students' critical thinking skills was crucial for their performance at their posts at the university. These learners belong to the university administrative personnel so that they have to deal with and constantly find solutions with a wide variety of situations that may arise throughout their working hours. This has to do with one of the goals included in the third Comprehensive Development program – PDI of the university. It is linked to administrative effectiveness and intends to strengthen its government and institutional administration; it implies the availability of necessary, qualified, and motivated human resources that the institutional development requires. These learners are part of the university human resources that must be qualified so that its administration is truly effective. By participating in this study, the learners reinforced their critical thinking skills which make them even more valuable members not only for los Andes community but also for any other workplace they work at. These skills can be used in an academic context and at a workplace, which is essential for life long learning. Moreover, these learners may eventually transfer them to other contexts as the need may arise.

Category 2: Motivation.

The category motivation refers to what drives a learner to do a task (reading a text) and to use the necessary tools (reading strategies) to accomplish it. This is consistent with Dörnyei and Ottó's (1998) description of motivation as the constant changing excitement that triggers, controls, and assesses all the mental and physical processes that make the conscious selection of the wish or desire to be fulfilled and carried out with positive or negative outcomes. Providing students with reading strategies motivated them to read online texts by making them feel that they were able to face long texts in English and understand their content by means of applying the strategies taught in class.

Quote set 6: quotes translated from the student questionnaires (March 28, April 25, and May 8, 2012) and logs (April 9, April 30, and May 9, 2012)

Dragon: [the use of predicting, skimming, and cognates has affected] positively my motivation, because predicting through the title and reading quickly and see that I do have the idea of the texts [sic] interests me and motivates me to read it later.

Peacock: [learning to use predicting, skimming, and cognates] has motivated me because it has raised my interest for reading and besides I have used them with my son.

Jaguar: [predicting, skimming, cognates] have motivated me, because now I do understand what I read.

Ostrich: Reading has been more pleasant and learning from the reading has been faster and easier.

Subcategory 1: Learner's motivation promotion by means of self-efficacy leading to self-determination.

The first subcategory argument is that reading strategies increase self-efficacy, which has to do with the learner's realization of the skills needed to do the reading task and make decisions about doing other readings or other activities while learner's motivation is promoted. This relates to Bandura's (1993) self-efficacy theory which consists of students assessing their own skills on some activities, then, according to their sense of efficacy, they decide the tasks, expectations, effort and continuity. These learners are part of a culture

Online Reading, Motivation, and Autonomy

which does not have reading as a common habit. If they were not habitual readers in their F1, they would not read in the FL/L2. Both in the past and the present, these learners avoided reading because they believed they did not have the ability to understand. This means they did not have any motivation to even attempt to read in the FL/L2. After they were instructed in the use of reading strategies, they reassessed their ability to read in the FL/L2. Their change of heart is illustrated in the following quotes:

Quote set 7: quotes translated from the student questionnaires (March 28, April 25, and May 8, 2012) and logs (April 9, April 30, and May 9, 2012)

Eagle: [S.E.A.R.C.H.] motivates me to read more because I have knowledge that allow me to assimilate the information in the texts.

Hummingbird: [the use of scanning] has motivated me positively, [sic] it helps me being more skillful with the general idea of the text

Jaguar: [the use of predicting, skimming, and cognates] have helped me to deal with the topics of the texts more easily.

Crab: To do my job I have to read a text in English, at least three times a week, I've used scanning to select readings that contain the topics I'm looking for and I've obtained satisfactory results.

Teacher's excerpt1: Taken from teacher's journal on March 14, 2012

There was an increase in students' participation in class. The risk taking seemed to have increased within the group; some students that do not participate frequently raised their hands to share their answers.

Once the learners realized they were able to read long texts in English, they decided to read even more texts on their own. This suggests that self-efficacy led to self-determination, which relates to the way that an external stimulus that forced the learner to read can eventually develop into intrinsic motivation to do the reading task independently, with a sense of achievement. This coincides with Deci and Ryan's (1985) self-determination theory, which asserts that there are rules that can be placed on a sequence line that goes from self-determined (intrinsic) to controlled (extrinsic) motivation depending on how much those rules have been assimilated. An internalized and self-determined rule may cause extrinsic motivation to become intrinsic motivation. These

Online Reading, Motivation, and Autonomy

authors also affirm that when a person is more self-determined during an activity, this person may experience autonomy and competence.

Training students in the use of reading strategies motivates them to read online texts by transforming an external obligation into an intrinsic motivation to read. At the same time, they could read independently and feel they had succeeded in the activities they had decided to do. Here, it should be highlighted that they were not used to reading in English at all. They have moved from having the obligation to read for this pedagogical intervention to using the reading strategies to read something that was interesting for these students.

Quote set 8: quotes translated from the student questionnaires (March 28, April 25, and May 8, 2012) and logs (April 9, April 30, and May 9, 2012)

Whale: It's not a drag to look for something [on the Internet] because now I know that I'll find it and I won't waste my time.

Koala: [S.E.A.R.C.H.] has motivated me to search and read articles interesting to me and even for my everyday activities.

Crab: The impact [of scanning] has been positive, because it has motivated me to apply the strategy in my job.

Dragon: I'm applying them [predicting, skimming, cognates] in my job, every time that I have to read a text. Having a method gives you some organization.

Ladybird: [scanning has contributed] motivation to read not only on the internet [sic], but also to look at advertisement, hair product labels that I always asked for help [sic] now I try

Teacher's excerpt 2: Taken from teacher's journal May 9, 2012

Today, I realized that students are doing the reading worksheets in class without asking me to check whether the answers are correct or incorrect. I believe they have realized they are able to do the activity by themselves.

Subcategory 2: Student's motivation fostering by means of critical thinking to make decisions.

The third subcategory arising from the instruments is that reading strategies foster critical thinking skills to make decisions so that motivation is fostered when they used reading strategies. This refers to the assessment of a webpage to decide whether an online

Online Reading, Motivation, and Autonomy

text was reliable or not. This ability to assess the quality of a text is related to Ennis' (1991; 1992; 1996) critical thinking definition, "reasonable, reflective thinking that is focused on deciding what to believe or do" (p.6). For this author, the person focuses on making a decision regarding actions and ideas so that critical thinking not only helps him to decide something but also to find solutions for a range of problems. Scriven and Paul (1987) state that critical thinking is an intellectually complex procedure by which information is "conceptualized, applied, analyzed, synthesized and/or evaluated" (n.p.). Students could adopt a critical attitude towards the content of online texts so that they could discriminate which offered accurate information and which did not. It showed how they engaged in a careful process of analysis that led them to select appropriate texts.

Quote set 9: quotes translated from the student questionnaires (March 28, April 25, and May 8, 2012) and logs (April 9, April 30, and May 9, 2012)

Eagle: [the use of S.E.A.R.C.H. has affected my motivation] positively – it allows me to filter the information that I need, [sic] so that I can choose and differentiate if the information is adequate for each case.

Gray whale: (...) it helps me identify valid information and not wasting time with websites that objectively are of no use.

Peacock: This strategy [S.E.A.R.C.H.] has had a profound impact on my motivation because it has allowed that I check the information of the texts before starting to read if they are reliable.

Pelican: The strategy [S.E.A.R.C.H.] has motivated me positively, because I liked a lot knowing when and how to detect false information, and having the opportunity of selecting the information that is valuable and that is useful for my purpose.

Storyline

After several semesters of teaching A1 level adult learners who needed English for their posts at Universidad de los Andes, the researcher realized these students avoided the use of the FL/L2. She decided to use online texts as tools for her pedagogical intervention; they were cheap, easily accessible, manageable, and provided more exposure to the FL/L2. Next, the pedagogical intervention was done. First, explicit input of reading strategies was

Online Reading, Motivation, and Autonomy

provided. Second, online texts were supplied. Third, worksheets to apply the reading strategies were given. Finally, correction as a class was done or individual written feedback was given. After the data was gathered and analyzed, several results were obtained. It can be said that reading online texts contributed to developing students' autonomy in different forms. It encouraged self-instruction, enriched the learning process by improving the learners' reading skills and increasing their vocabulary, and fostered critical thinking skills to solve problems. On the other hand, reading strategies promoted learner's motivation in two different ways. They promoted self-efficacy that led to self-determination and supported critical thinking skills to make decisions. During the investigation, the researcher realized that the participants were willing and committed learners. Moreover, these learners definitely used the reading strategies when answering the worksheets and considered the feedback provided as means for improving their work on the following worksheet.

This chapter explained the piloting of the instruments, the data analysis, and the procedures. It also elaborated on the findings of this research and provided the storyline of this study. The next chapter will supply the conclusions, the pedagogical implications, the limitations, and further research suggestions.

CHAPTER 6: CONCLUSIONS AND PEDAGOGICAL IMPLICATIONS

Conclusions

The objective of this research was to identify the relation between reading online and students' autonomy and analyze the effects of reading strategies on students' motivation. After gathering and analyzing the data, two main categories were identified:

1. Autonomy
2. Motivation

The first category answered the first question: "What insights into student's autonomy can be obtained from reading online texts?" While the second category answered the second question: "How can providing adult learners with reading strategies encourage them to read online texts in English?"

An initial conclusion is that reading online texts promotes autonomy by empowering students to decide by themselves. This is in contrast to the teacher-centered system of learning the students came from where the teacher was the one who made most of the decisions. Reading online texts made students independent so that they began to take control of their learning process moving towards autonomy. This means that they have given their first steps towards becoming autonomous learners because based on a pedagogical intervention that only lasted a few months, it can only be said that they have developed some skills that will eventually lead them to autonomy.

Reading online texts also encourages autonomy fostering self-instruction in the learners. The online texts that the students read during this pedagogical intervention

Online Reading, Motivation, and Autonomy

triggered their interest to read more. This initiative is significant because they previously avoided reading in English, and it supports the effectiveness of online texts for increasing FL/L2 exposure. Moreover, self-instruction personalized reading, so students paced their reading; this means slow readers or those developing their reading habit could adapt the reading process considering their needs.

Reading online texts promoted autonomy enriching the language by improving the learners' reading skills and increasing their linguistic knowledge. The second finding partially coincides with Aguirre and Ramos' (2009) investigation. They found that the use of reading strategies increased these learners' knowledge of the language, but in this study, the online texts the tools augmented the learners' linguistic knowledge. The participants asserted these readings had helped them develop a reading habit. They also described many things that they could do now after reading online texts, so learners began acquiring good reader's abilities.

It was also concluded that reading online texts fostered autonomy increasing critical thinking skills to solve problems. During this pedagogical intervention, they worked at home, so the teacher was unavailable to offer a solution. They had to find ways to solve the difficulties while carrying out the reading tasks. Strengthening critical thinking skills also makes these students valuable administrative personnel of the university. Their participation enhanced their performance at their posts making them capable of finding solutions more effectively to the problems at work.

After doing the process of open coding, axial coding, and selective coding, it was determined that reading strategies foster motivation. Students were reassured about their ability to read in the FL/L2 so that reading strategies helped promote students' self-

Online Reading, Motivation, and Autonomy

efficacy increasing their motivation. Self-efficacy happens when the student assesses his own abilities to determine whether he can do an activity or not and to decide to do other activities, and these learners assessed their ability to read texts in English. They realized reading strategies were the tools to understand a text, so they decided to read more in English. The fact that these learners began using the reading strategies outside of the classroom agrees with Pool's (2009) finding that "both male and female Colombian English language learners are, in general, active reading strategy users" (p.37) and with Usó-Juan and Ruiz-Madrid's (2009) investigation whose findings revealed that the environment of hypertexts did not affect the comprehension and that it promoted the use of reading strategies. Students felt they could read in the FL/L2 in spite of their level of English (A1). This shows that the intervention was successful because they began to use what they had learned in contexts different to the in English classes. Besides, they discovered the usefulness of the class content.

After assessing their new ability to read in English (self-efficacy), learners' extrinsic motivation became intrinsic motivation (self-determination). The students moved from carrying out the assigned reading task to reading on their own (intrinsic motivation). These learners went from hardly reading any printed texts in Spanish to successfully reading online texts in English. This may mean that their self-confidence may have increased, so they may be willing to take more risks regarding learning the language. Moreover, it is a major advance in their acquisition of new literacies necessary for this technological age.

Finally, it was determined that reading strategies promoted learner's motivation so that critical thinking to make decisions was supported. This was connected to the strategy S.E.A.R.C.H. which taught students to discriminate whether a text available on the Internet

Online Reading, Motivation, and Autonomy

was reliable or unreliable. The students felt they could make a decision about the quality of a text, which they could not do in the past. They believed it made the online search more efficient avoiding wasting time finding information. They felt their searches were more effective because they could find information faster. The students who participated in this research now have acquired abilities that many people do not have: they have begun to deal better with all the available information and to use technology more efficiently. This is in line with Leu and Zawilinski's (2007) study where they affirmed that online reading differs from reading printed texts so that learners need to acquire new skills to deal with texts on the Internet. The findings reflect that learners acquired at least one of the skills to become fluent in new literacies.

Pedagogical Implications

The first pedagogical implication is that frequently, students do not read instructions or do it incompletely. As a result, training students in reading and following instructions was necessary for students to do the worksheets for each online reading at home. In class, learners dealt with the instructions individually, so students' autonomy was fostered. These students could have become used to reading instructions. Therefore, in the next language courses, they may read instructions more carefully so that their performance may improve.

As the course started, the researcher noticed that students did not know how to use the bilingual dictionary correctly. Learning to use the dictionary appropriately was essential because strategies dealing with vocabulary were not included. To help solve this problem, two worksheets were provided: one explained the parts of speech and the other included different activities teaching the use of the bilingual dictionary. The appropriate use of the

Online Reading, Motivation, and Autonomy

dictionary would benefit these students because it means that the resources available for them would be used more efficiently in future language courses as well as in their posts.

Since the readings were posted on the university platform, it was essential to train learners on how to use it. Thus, by the time the intervention started, learners did not have to deal with technical problems and could concentrate on doing the assigned tasks. Using the university platform may have also contributed to developing the participants' new literacies making them more apt in the use of Web 2.0 tools and virtual learning environments.

Another implication was that working in pairs fostered student interaction, making activities more lively and stimulating. Learners had to negotiate with their peers the possible answer or solution to a problem. The need for negotiation also increased their amount of speaking – one of the main goals of the course. Such negotiation could also help learners to become more flexible because they had to consider another perspective different from their own. Then, they may become more open to accept new ways of learning different from that they were used to.

As regards the timings for each task, at the beginning, the teacher assigned each of the readings and the worksheet in the previous lesson. Some students felt frustrated because they thought they did not have sufficient time to deal with the assignment. Therefore, the researcher decided to assign both online reading tasks to do at home on Monday so that learners could manage their time better. They had the possibility to decide when they would complete the assignment. This may have also contributed to the learners' development of time management skills which are and will be highly important to deal with their numerous commitments as adults.

Lastly, it was crucial to correct the worksheets and to make the pedagogical intervention meaningful. It is critical to correct the worksheets in class or collect them and return them with corrections to keep the students motivated. The teacher can assess the reading process of the learners while they feel their effort is valued. The teacher must make explicit the different uses of the reading strategies and the reading of online texts in the learners' contexts: work, family, and/or studies. Otherwise, the learners may not see the value of participating in the study and doing the assigned reading tasks.

Limitations

One of the main constraints in carrying out this study was the infrastructure. The laptops that should have been used were not available because they had already been reserved for undergraduate courses, which have priority over this English course. Furthermore, the location of the classroom assigned made it impossible for the laptop cart to be brought to the classroom. If the technological resources had been available, learners' workload to be done at home would have been reduced. Thus, they would have had more time to devote to their family and other non-academic activities so that their motivation may have increased even more throughout the entire study.

Another limitation was the students' attendance in class. Due to the type of population, students sometimes were absent because of meetings or events in their work units. This may have meant that students could not be present for a session when input on a new strategy was given. As a result, some students were at a disadvantage with respect to the other learners because they may not have really understood how to appropriately use the new strategy.

The final constraint was students' withdrawal. The course began with 18 students, and it ended with 14 students. Situations such as work duties and family problems may force students to drop out of the course and the research study. This should be considered as an important limitation since this may affect any study. If there had been a significant reduction in the quantity of learners that could participate in the study, this research may not have been considered a reliable source of information.

Further research

A research project that focuses on new literacies in undergraduate students could be interesting since they have not been trained on the effective use of the Internet. It is clear from the results obtained that reading strategies used with printed texts definitely help students deal with online texts in English. Furthermore, the fact that people are devoting more time to reading widely available texts on the Internet increases the need to train people in new literacies.

Researching on how the exposure to online texts may improve learners' ability to write could be valuable for teaching practice. Investigators could take advantage of the frequent use of the online texts to see whether it contributes to improving writing by increasing "grammar intuition", language awareness and the ability to use online texts as models for writing.

Another topic of interest would be to do research on how the vocabulary acquired by reading online texts could contribute to improving students' speaking. The study of this type could serve to analyze the effects of reading texts on the Internet in relation to the improvement of speaking ability. Then, it could be seen whether the new vocabulary helped learners to speak in the foreign language.

Online Reading, Motivation, and Autonomy

It would be useful to do a follow up in a year with the group that participated in this study. Then, it could be seen whether they still continue applying the reading strategies they learned or not. It may be especially significant to see if they still continue to use S.E.A.R.C.H., which is crucial for all users of the Internet.

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APPENDIXES

Appendix 1: STUDENT'S LOG

DIARIO ACADÉMICO

NOMBRE FICTICIO: _____

FECHA: _____

A continuación encontrará algunas oraciones acerca de estrategias de la lectura de textos en la Internet y autonomía, estrategias de lectura y motivación. Es muy importante su amplia colaboración completando toda la tabla de forma cuidadosa. Le agradeceré ponerla en consideración de acuerdo con su experiencia personal.

En caso de haber opciones, por favor, escriba en un círculo su selección.

<p>a. La lectura de textos en Internet ha incrementado mi autonomía de la siguiente manera:</p> <p style="text-align: center;">O SINO</p> <p>La lectura de textos en Internet NO ha incrementado mi autonomía porque...</p>	<p>f. Con esta experiencia, siento que tengo el control de mi proceso de aprendizaje porque...</p> <p style="text-align: center;">O SINO</p> <p>Con esta experiencia, NO siento que tengo el control de mi proceso de aprendizaje porque...</p>
<p>b. Después de haber leído los textos asignados para clase, LEERE – NO LEERE textos de mi interés en la Internet porque ...</p>	<p>g. El uso frecuente de estrategias de lectura ha afectado POSITIVAMENTE – NEGATIVAMENTE mi motivación porque...</p>
<p>c. La lectura de textos en la Internet me ha aportado...</p>	<p>h. Aprender y usar técnicas de estrategias de lectura me han MOTIVADO – DESMOTIVADO a leer más porque...</p>
<p>d. Cuando tuve un problema al leer, yo...</p>	<p>i. El uso de técnicas de estrategias de lectura me ha aportado...</p>
<p>e. La lectura en la Internet ha impactado mi autonomía de la siguiente manera:</p>	<p>j. Después de estrategias de lectura ha impactado mi motivación de la siguiente manera:</p>

Appendix 2: STUDENT'S QUESTIONNAIRE

NOMBRE FICTICIO: _____

FECHA: _____

A continuación encontrará algunas preguntas acerca de la lectura de textos en la Internet y de autonomía, estrategias de lectura y motivación. Su amable colaboración respondiendo de forma anónima todas las preguntas es muy importante. Le agradezco ponerlas en consideración de acuerdo con su experiencia personal.

En caso de haber opciones, por favor, resalte en gris su selección.

1. ¿La lectura de textos en la Internet ha incrementado su autonomía?

➤ SI – ¿Cómo? _____

O SINO

1. NO – ¿Por qué no? _____

2. ¿Después de haber leído los textos asignados para clase, leerá usted textos de su interés en la Internet?

➤ SI – NO porque _____

3. ¿Qué le ha aportado la lectura de textos en la Internet?

4. ¿Cuándo encuentra un problema al leer, cómo lo soluciona? _____

5a. ¿Ha tenido algún impacto la Internet en su autonomía? Si ____ No ____

5b. En caso afirmativo en la pregunta anterior, ¿qué impacto ha tenido la lectura en la Internet en su autonomía?

Online Reading, Motivation, and Autonomy

6. ¿Después de esta experiencia, siente que tiene el control de su proceso de aprendizaje?

➤ SI – NO porque _____

7. ¿El uso de la estrategia *S.E.A.R.C.H.* ha afectado positivamente su motivación?

➤ SI – NO porque _____

8. ¿Aprender y usar la estrategia *S.E.A.R.C.H.* lo ha motivado a leer más?

➤ SI – NO porque _____

9. ¿Qué le ha aportado el uso de la estrategia *S.E.A.R.C.H.*?

10. ¿Qué impacto han tenido la estrategia *S.E.A.R.C.H.* en su motivación?

Appendix 3: TEACHER'S JOURNAL

DATE: _____

Student's engagement to see motivation

Students' participation (speaks to the class, what is said, how is said)

Students' risk-taking (asks questions, types of questions asked, provides answers)

Student's autonomy

Solution to problems (asks the teacher, asks a classmate, uses online resources/dictionary)

Self-monitoring (manages time to fulfill a task, applies feedback given)

Appendix 4: CONSENT LETTERS

Consent Letter 1

Bogotá, D. C. 25 de octubre de 2011

Señora:
Alcira Saavedra
Departamento de Lenguajes y Estudios Socioculturales
Facultad de Ciencias Sociales
Universidad de los Andes
La ciudad

Apreciada Señora:

Actualmente llevo a cabo una investigación titulada “Reading Strategies, Online Reading, and Autonomy” dirigida a los estudiantes que cursen Inglés 1 del Programa de Inglés de Capacitación para Empleados. Esta indagación intenta enriquecer los procesos de aprendizaje de la lengua extranjera y mejorar las prácticas docentes. Asimismo, se busca contribuir al mejoramiento del desempeño laboral y al desarrollo profesional del estudiante.

El objetivo de este estudio es identificar la relación que existe entre la lectura de textos en la Internet y la autonomía del estudiante. Igualmente, se pretende analizar los efectos de la lectura en línea en la autonomía de los estudiantes. Cabe anotar que dicha investigación hace parte de mi trabajo de grado de la Maestría en Didáctica del Inglés con Énfasis en Ambientes Autónomos de la Universidad de la Sabana.

Por lo anterior, comedidamente solicito su consentimiento y colaboración para realizar mi propuesta de investigación, que se llevará a cabo durante el primer semestre académico del año 2012. Esto implica recolectar datos por medio de cuestionarios, diarios académicos y memorias del docente, y emplear apartes que escribieron los estudiantes para analizar los resultados. Por este motivo, debo tener acceso a las bitácoras y cuestionarios.

Igualmente, a los participantes se les garantizará el uso de nombres ficticios para mantener su identidad en el anonimato, así como estricta confidencialidad con la información que se recolecte. La participación en esta investigación es voluntaria por lo cual los estudiantes podrán retirarse en cualquier momento si así lo desean. El proyecto no tendrá incidencia alguna en las evaluaciones y notas parciales y/o finales del curso.

Agradezco de antemano su valioso aporte para llevar a buen término mi investigación.

Atentamente,

Diana Nova

Profesora de cátedra

Departamento de Lenguajes y Estudios Socioculturales

Consent Letter 2

Bogotá, D. C. 25 de octubre de 2011

Señores:

Estudiantes Inglés 1

Programa de Inglés de Capacitación para Empleados

Universidad de los Andes

La Ciudad

Apreciados estudiantes:

Actualmente llevo a cabo una investigación titulada “Reading Strategies, Online Reading, and Autonomy” dirigida a los estudiantes que cursen Inglés 1 del Programa de Inglés de Capacitación para Empleados. Esta indagación intenta enriquecer los procesos de aprendizaje de la lengua extranjera y mejorar las prácticas docentes. Asimismo, se busca contribuir al mejoramiento del desempeño laboral y al desarrollo profesional del estudiante.

El objetivo de este estudio es identificar la relación que existe entre la lectura de textos en la Internet y la autonomía del estudiante. Igualmente, se pretende analizar los efectos de la lectura en línea en la autonomía de los estudiantes. Cabe anotar que dicha investigación hace parte de mi trabajo de grado de la Maestría en Didáctica del Inglés con Énfasis en Ambientes Autónomos de la Universidad de la Sabana.

Por lo anterior, comedidamente solicito su consentimiento y colaboración para realizar mi propuesta de investigación, que se llevará a cabo durante el primer semestre académico del año 2012. Esto implica recolectar datos por medio de cuestionarios, diario académico y memorias del docente así como emplear y publicar apartes que ustedes los estudiantes escribieron tanto en los cuestionarios como en las bitácoras para analizar los resultados. Por este motivo, debo tener acceso a sus bitácoras y a sus cuestionarios.

Igualmente, a los participantes se les garantizará el uso de nombres ficticios para mantener su identidad en el anonimato, así como estricta confidencialidad con la información que se recolecte. La participación en esta investigación es voluntaria por lo cual usted podrá

Online Reading, Motivation, and Autonomy

retirarse en cualquier momento si así lo desea. El proyecto no tendrá incidencia alguna en las evaluaciones y notas parciales y/o finales del curso.

Agradezco de antemano su valioso aporte para llevar a buen término mi investigación.

Atentamente,

Acepto participar

Diana Nova
Profesora de inglés

Nombre del participante: _____

Firma del participante: _____


Número de cédula: _____


Appendix 5: TEXT SAMPLE


Get-Organized-Mom.com


- [Home](#)
- [My Family](#)
- [My Home](#)
- [My Finances](#)
- [My Blog](#)
- [Newsletters](#)
- [About Us](#)
- [Contact Us](#)
- [Privacy Policy](#)
- [Tell Your Story](#)


[?] [Subscribe To This Site](#)

 [RSS](#)

 [Google](#)

 [MY Yahoo!](#)

 [MY MSN](#)

 [Bloglines](#)



Family Routines

[How To Discipline Kids](#) ParentsLearningClub.com
Simple tips to get your child to listen, pay attention and behave.

[Phuket Safari Activities](#) www.tourism-phuket.com
Bamboo Rafting, Elephant Trekking Canoeing, Camping, Jungle Trek

[Social Stories Software](#) www.triplestories.com
Easily create Social Stories & more Starts at \$99. Free Shipping!

[Anti Snoring Treatment](#) www.MarcKemperMD.com
Snoring prevention procedure in Encino, Los Angeles

 [AdChoices](#) 


Family routines are different from the family schedule...and probably more important.

What's the difference? Schedules tell you exactly when something is going to happen. Routines, on the other hand, consist of the regular actions that occur for a specific event each time it occurs, such as bedtime, getting ready to go somewhere, or dinner time.

When we put routines in place for our families, it brings a sense of security that children really need. When kids know what to expect, and know what's expected of them, their behavior will also improve.

Many times, routines happen naturally in our lives. We go through the same ritual as we get ready for bed, for instance, because certain things just have to be done before we go to bed.

Other times, routines will have to be learned. Having the kids help set the table, sitting down to dinner together as a family, and then everyone clearing the table as dinner is finished would be a family routine that most of us would have to learn.



There are certain event routines that normally benefit every family. Bedtime, morning routines, getting ready to go somewhere, homework, and meal times are included in this list.

It's impossible for someone else to tell you exactly what these routines should be. Every family is different. What works for one may not work for another. We can offer some suggestions to give you an idea of what a routine would consist of. But ultimately, you must create your own family routines with your own family.

Diana Nova 92

Examples of Family Routines

Bedtime

Bedtime routines are very important to children. It will help them feel more comfortable as they go to sleep, so they will fall asleep sooner, get a better night's sleep, and stay in their own beds all night.

One family we know has a bedtime ritual that goes like this...

The kids take a bath (another opportunity for a routine) and put on their pajamas. Then they brush their teeth and it's off to bed. Once they're in their beds, mom and dad say prayers with them, sing them a song of their choice, and give hugs and kisses.

The important thing is that the routines are pretty much the same each night. You can change up the song or story, for example, but make sure that you sing a song or tell a story each night, if that is your routine.

Morning Routines

Morning routines can vary greatly from family to family, and even from child to child within one family because of differing schedules. A family with both school-aged children and toddlers, for example, might have one routine with the older kids and another with the younger ones who don't wake up until after the older ones are gone to school.

A family with a stay-at-home parent will most likely have a different routine than families that have two parents working outside the home.

Here's an example...



For school-aged kids: wake up, go to the bathroom, get dressed, eat breakfast, take vitamin, brush teeth, wash face, fix hair, gather items needed for school, out the door.

For toddlers: Wake up, go to the bathroom, eat breakfast, take vitamin, get dressed, brush teeth, fix hair, watch a cartoon.

When you do things in the same order each time, it will become habit for your family. Children will know what's expected of them next. It will save time and frustration for the whole family!

Getting Ready to Go

Getting ready to go somewhere can be a chaotic experience if expectations are not set ahead of time. Give your kids a time frame to get ready and make sure they do not have to be rushed. That will cause someone to have a meltdown every time!

Try this routine...

Tell the kids that they have five minutes to finish what they are doing, and then it will be time to get ready to go. When the five minutes is up, announce that you are setting the timer for 30 minutes (timers are a mom's best friend!).

Have everything the kids will need set out for them—clothes, socks, shoes. They will get dressed first. Then brush teeth, wash faces, fix hair, and gather anything they need to take with them.

Give a prize to everyone that gets completely ready before the timer goes off. It doesn't have to be anything fancy—maybe a sticker.

Retrieved on October 29, 2011 from <http://www.get-organized-mom.com/family-routines.html>

Appendix 6: ICELT LESSON PLAN



MASTER IN

ENGLISH LANGUAGE TEACHING

AUTONOMOUS LEARNING ENVIRONMENTS

DEPARTMENT OF LANGUAGES AND CULTURES

ICELT LESSON PLAN FORM

Name of teacher: Diana Nova	
Institution: Universidad de los Andes	Level of students: Elementary
Date of implementation: DAY MONTH YEAR	Week number: 3
Number of students: 23	Average age of Students: 33

<p>Main Aim(s): Students will be able to find specific information by scanning the text.</p> <p>Subsidiary Aims: Students will be able to make predictions about the text. Students will be able to identify true and false cognates. Students will be able to write a summary about the text.</p>
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RUNNING HEAD: Online Reading, Motivation, and Autonomy

Stage	Aim	Procedure Teacher and student activity	Time and interaction
Input	<ul style="list-style-type: none"> Students will be able to remember the strategies taught before. 	The teacher asks students to get in pairs. Discuss what the names of the three previous strategies are and how they are used. Then, the pairs report to the class.	5 min T-ss s-s -- s-ss/T
	<ul style="list-style-type: none"> Students will be able to understand how to scan a text 	The teacher explains how to use scanning. Then, she will hand present a text to students. After, the teacher shows and hands out some questions about the text. The teacher uses the questions to model how scanning is used to find specific information.	5 min T-ss
Pre-reading	<ul style="list-style-type: none"> Students will be able to make predictions about the text and talk about them. 	The teacher hands in a printed copy of the text "Family Routine". Then, asks students to look at the title and the photos in the text. Then, asks them to write in their notebooks two ideas that they believe are going to be included in the text. Then, different students share their ideas with the class.	5 min T-ss s-ss/T
While-reading	<ul style="list-style-type: none"> Students will be able to get the gist of the text. 	Teacher asks students to read skim the text. The teacher provides a list of ideas, so students select the one that best describes the general idea of the text.	5 min T-ss ss-T
	<ul style="list-style-type: none"> Students will be able to identify cognates. 	Teacher asks students to highlight in the text the words that they consider cognates. Then, they should place them in two columns: Column A→false cognates and Column B→ cognates. Then, in pairs, students compare their answer. Next, the table is corrected as a class.	5-10 T-ss s-s S-ss/T T-ss
	<ul style="list-style-type: none"> Students will be able to find specific information in the text. 	Students are handed out a set of questions multiple choice questions about the text. (10 minutes) Next, students will play "Who wants to be a millionaire" with the questions and answers of the activity they just did (10 min).	15-20 T-ss S T-s/s-ss
Post-reading	<ul style="list-style-type: none"> Students will be able to summarize the text in one short paragraph. 	Teacher asks students to summarize the text in one paragraph and give it to the teacher when they finish it.	10 min

Appendix 7: WORKSHEET

The Value of Family Routines – Workshop

Predicting (Use the title and images to make predictions about the text)

1. Look at the title of the text and look at the aspect of the website. Answer these questions based on your predictions about the text.
 - What is the text about?
 - Who is included in the text?
 - What part of the day is described in the text?
 - What activities are described in the text?
2. Tick (✓) the topics that you consider that are included in the text.
 - a. ___ morning routines
 - b. ___ lunch time
 - c. ___ children's homework
 - d. ___ family dinner
 - e. ___ Weekend activities

Skimming (Read rapidly to get the **general idea** of the text. Details **are not** important.)

3. Read the text quickly. Write four general ideas of the text.
 - a. _____
 - b. _____
 - c. _____
 - d. _____
4. Read the text quickly one more time. Are your predictions in points 2 and 3 correct? Make a happy face 😊 next to the predictions that are correct.

Cognates or transparent words (words similar in meaning and writing in Spanish and English.)

False cognates (words that appear to be “cognates” but they are not.)

5. A. Read the text one more time.
- B. Mark with one color the cognates that you discovered in the text.
- C. Check meanings of the words that you marked in the text.
- D. Classify them in two columns:
 - Column A: Cognates or transparent words
 - Column B: False cognates