

**The Implementation of Three Reading Strategies to Tackle Basic Texts for Tenth  
Graders in a State School in Pereira**

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### **Abstract**

The present classroom project describes the implementation of three reading strategies called reading speed, word attack, and text attack, proposed by Quiroga (2010) to improve reading comprehension skills. The implementation was developed taking into consideration the learners' needs to use different sort of strategies in readings, so they required an exposure to reading strategies in order for them to tackle a text accurately. The population involved in this project consisted of 32 students from 10<sup>th</sup> grade of a public school in Pereira, Risaralda. The participants were exposed to readings for a period of two months, one hour per week in which they accomplished with certain tasks that consisted on practicing each strategy with 4 readings. Teachers' journals, teachers' observations, and students' interviews were used to collect information. Concerning the outcomes, two positive aspects such as an increase in learners' reading comprehension level as well as an improvement in teachers' capability to adapt material were improved throughout the implementation of the project. With this in mind, this project contributes to the implementation of similar type of projects in order to benefit and develop further reading strategies in the field of teaching and learning a second language.

## **Resumen**

El siguiente proyecto de aula describe la implementación de 3 estrategias de lectura llamadas lectura rápida, ataque de palabras y ataque del texto para mejorar las habilidades de comprensión lectora propuestas por Quiroga (2010). La implementación se llevó a cabo teniendo en cuenta la necesidad de los estudiantes de utilizar diferentes estrategias a la hora de leer; por eso, ellos requirieron de una exposición más cercana a estrategias de lectura para abordar textos apropiadamente. La población envuelta en este proyecto consistía de 32 estudiantes de 10° grado de una escuela pública en Pereira, Risaralda. Los participantes fueron expuestos a lecturas por un periodo de dos meses, una hora por semana en la cual ellos realizaban tareas que consistían en practicar cada estrategia con 4 lecturas, las cuales les ayudaron a tener una idea más clara sobre cómo abordar una lectura satisfactoriamente. Además, los profesores utilizaron diarios, observaciones y entrevistas a los estudiantes para recolectar información. En los resultados obtenidos, es importante mencionar dos aspectos positivos como lo fue el mejoramiento de la comprensión lectora de los estudiantes, así como capacidad de los profesores para adaptar material los cuales fueron mejorados durante la implementación del proyecto. Teniendo en cuenta esto, este proyecto contribuye a la implementación de estudios similares para beneficiar y desarrollar más estrategias de comprensión lectora en el campo de la enseñanza y el aprendizaje de una segunda lengua.

## 1. Justification

Graddol (2006) asserts that the use of English language has grown throughout decades until it has evolved into the world's primary language for international communication, education and business. In this sense, English language is nowadays a priority at global ranges; therefore, the Colombian ministry of education (MEN) implemented the national bilingual program “Colombia bilingüe” (2014- 2018) to promote better competences in students and citizens to be properly skilled on English language. This idea comes from MEN (2006b:6) which suggests that the proposal about implementing this bilingual program will offer the citizens the chance to be able to communicate in English and embed the country within the processes of global communication, economy and cultural openness.

In order to design this bilingual program, the MEN established its parameters from the CEFR, which contains the expertise and knowledge for the elaboration of language syllabi, curriculum guidelines, examinations and textbooks. Nevertheless, this program has confronted some issues for its accurate achievement. According to the *El Tiempo Newspaper*, the Colombian students pass the ICFES exam with the minimum scores established by the MEN (2015), and they do not reach the gratifying level. Likewise, they state that Colombia is far from being the most educated country in the region since most students in the country are barely able to understand and explain the elements of the cohesive structure at the level of basic sentences and paragraphs.

In the same line, the students in Colombia are repeatedly confronted with the problem of the lack of strategies for presenting an English test in any academic level, especially within the Colombian context where the ICFES results do not accomplish the expected outcomes (B1.3) established in the Suggested Curriculum of the MEN (2016). According to *Universia Colombia Newspaper*, the Colombian students have a low English language proficiency as demonstrated in the results obtained in the ICFES exam in 2015. The newspaper stated, “El estudio arrojó que el 90 por ciento de los estudiantes de bachillerato que presentaron las más recientes pruebas Saber 11 se ubicó en la categoría A1, el nivel más básico del idioma inglés.”

The idea about English as the dominant business language motivates most of the students to desire to have access to higher education or to get deserving job opportunities in a near future; hence, this requires to have better results in English in the ICFES exam. This



goal can be achieved by the development of the strategies and the students' autonomous work to help them to strengthen their abilities. Nonetheless, the main core of this project is not the ICFES exam, but the usage of these strategies in different contexts. Therefore, as students might have different needs such as the access to a varied and wide range of information in English language they need to be capable of decoding what they read in order to facilitate the comprehension of information. Thereby, most of the learners comprehend this lack of skills and look for external establishments and institutions to enforce these abilities which should be taught in classrooms so as for them to avoid spending time and money out of school.

The institution where this project will be carried out is not exempt of this problem since the general scores for the school in the ICFES exam showed that 43.2% of the students obtained (A-), 47.7% of the students obtained (A.1), 9.1% of the students obtained (A.2), and 0.0 % of the students obtained (B.1 or B+). In order to fulfill this problem, this project attempts to contribute to the students reading comprehension skills by the development of three out of five reading strategies proposed by Nuttall (1982) and implemented by Quiroga (2010) that will help the students of the institution Hugo Angel Jaramillo to achieve better results in different English academic test. These three reading strategies are reading speed, word attack skills, and text attack. They were so much successful that the institution received some rewards from the government for being the third best results in English in the ICFES test, in 2007.

Based on the previous information, the implementation of these strategies into the classroom will grant the students to use them as personal tools to facilitate English reading comprehension in every real life situation in which they need to read and understand a text. Firstly, the practitioners' purpose is to increase the average of students' possibilities to identify and analyze a text and its specific information. In addition to the benefit to the English language teaching is that the practitioners will have the chance to grow professionally by applying all the knowledge they have into different context which aid to improve learners ability in short and long terms. Subsequently, the institutional expected goal of this project is to encourage the students, who will leave the school at the end of 2018, to implement the three reading strategies when they present the ICFES exam so as to increase the possibilities of obtaining better results. Furthermore, we will share the results of this project with the public school; thus, the institution based on the results can design different strategies to achieve the challenge of becoming a bilingual institution.

## 2. Objectives

### 2.1. Learning objectives:

- ❖ To use reading strategies to comprehend different reading texts.
- To identify general and specific ideas of a text employing three reading strategies such as text attack, word attack, and reading speed.
- To identify author's purpose and make inferences and predictions of a text.

### 2.2. Teaching Objectives:

- ❖ To implement reading strategies learnt throughout the lessons for the comprehension of basic academic text
- 4 To adapt material that fosters the use of reading strategies in learners.
- To report student's' learning process through the employment of journals, observations, and artifacts.

### **3. Conceptual Framework**

#### **3.1. Introduction.**

The upcoming chapter explores detailed concepts attempting to cover the main objectives of this study. Those concepts are as follows; reading, which shelters a wide definition of itself and covers relevant blueprints for the comprehension of a text; reading strategies, which are explained as tactics, or habits that allows learners clarify issues and finish duties alone. Micro and macro skills, with reliable stratagems surrounded of helpful factors for the optimization of reading comprehension; types of reading, which refers to two strategies playing an important role in learners capability to emphasize their reading comprehension; reading task, which is introduced as a methodological and assessment device which is enrooted in a varied series of assumptions. And in the remaining section, there will be presented assessing reading, which is focused on gathering data from learners' reading skills so as to exploit that data in preparing and applying improved reading lessons. These concepts will enable the study to consider relevant and varied strategies to maximize the purpose of the research. Therefore, reading definition will be referred by authors such as Dole, Duffy, Roehler & Pearson (1991), Paran (1996), and Klein Peterson & Simington (1991). Reading strategies will be addressed taking into account Katims (1997), Gunning (1996) propositions, and articles retrieved from academic web pages such as "Reading Strategies to Save Time" (n.d). Micro and macro skills, will be explored through the contribution of Brown (2001), and Isisag (2010). Types of reading will be explained based on Anderson, G. (2006), and Dawson (1992). And in the remaining two sections, reading task will be covered by contributions of articles retrieved from relevant universities web pages such as The Australian National University with its article "Reading resilience, a skill-based approach to literary studies" (n.d), and Brophy (n.d). Assessing reading will be contemplated by authors like Gersten, (1999), and endorsed by international documents like the Common European Framework of References for Languages (2001). Finally, at the end of each section there will be shared the researchers` perspective explaining the contribution of each concept to their study.

### **3.2. Reading definition.**

The following chapter aims to analyze three different definitions about reading which are set out to identify relevant and intertwined terms concerning the reading comprehension skill, this project attempts to work out in detail the knowledge and skills that learners will use to practice the language thoroughly throughout the intervention of a traditional view, following a cognitive view and consolidating into a metacognitive view. Dole, Duffy, Roehler & Pearson (1991) point out that in the traditional view, a beginner, in terms of reading, acquires a set of organized sub-skills such as drawing inferences about the significant of a word in a text and recognizing the writer's intention, to develop an ability of comprehension. Once this beginner has mastered these skills, the pupil can be considered as an expert who grasps what the student reads. This traditional view lacks linguistic characteristics which are necessary to its utmost level; therefore, its counterpart, cognitive view, exposes this features carefully. The definition provided by Dole (1991) is similar to what Paran (1996) states; when he explains that reading is like a psycholinguistic guessing game in which a text is showed to the readers; these readers confirm or reject the text, create new hypotheses about it, and continue doing the same process as a sequence where the reader interprets the reading by his own conception. At this point, the reader rather that the text is considered as the main character of the reading process; in a like manner, the cognitive view of reading focuses on the constructive nature of understanding and the interactive nature of the reading. After the definitions of the two before concepts, the metacognitive view appears to go beyond, trying to establish the role of the text or the readers; this view focuses on the control that the reader has when the student attempts to understand a text. Klein Peterson & Simington (1991) consider that the metacognitive view implicates what the reader is doing while the learner is reading. For example, he states that a strategic reader tries to identify the purpose of the text before reading, identify the kind of text before reading, and some other characteristics that a strategic reader should equip.

It is considered that the metacognitive view tries to involve the other two views (the traditional and the cognitive view) and aggregates other aspects that reading comprehension should include; for instance, in this metacognitive view, the reader needs to find in the reading deeper aspects such a what is the topic sentence, what are the followed details of the reading to design a conclusion supported by prior information, and what is the purpose of the author for writing the reading. All of these aspects of the metacognitive view could be included into our project depending on the student's' needs since this view takes into

account detailed information about the reading that can be joined with different strategies in which the students will be able to classify, compare and contrast, establish relationships among distinct parts of the reading, summarize, anticipate, assume, and wrap up certain information about the text to facilitate the reading comprehension.

### 3.3. Reading strategies.

The previous definitions of reading help us grasp a better understanding about the reading interpretation; nonetheless, it is necessary to have some relevant strategies to facilitate reading comprehension. Katims, 1997 (as cited in Casper, M. Catton, J. & Westfall, S, 1998) pointed out that learning strategies are tactics, or habits that allows learners clarify issues and finish duties alone. In other words, a “strategy is an individual’s approach to a task”. Thus, Gunning, 1996 (as cited in Casper, M. et al. 1998) analyze four kind of “comprehension strategies” which are Preparational, Organizational, Elaboration and Monitoring. The first has to do with the activation of previous information regarding a specific theme. The second strategy means the action of picking out the main parts and creating connections between them. Elaboration includes creating relations between the document and the reader’s previous knowledge of the topic. The last one is defined as the awareness of the person’s “mental process” while reading.

In the same way of thinking, “7 Critical Reading Strategies” (n.d) from Salisbury University, USA, complements Gunning (1996) definition of *preparational* strategy by implementing the *previewing* blueprint which are close related since previewing allows readers to have an idea of the document structure and organization previous to the analyzes of the reading. Furthermore, “7 Critical Reading Strategies” (n.d) contributes Gunning (1996) strategies by adding *Outlining and summarizing* which is devoted to understand the gist and paraphrase it.

“Reading Strategies to Save Time” (n.d) from University of New South Wales, Australia, also complements Gunning (1996) strategies by including *skimming and scanning* tactics. Skimming implicates giving a rapid observation of the document while scanning intends to scrutinize the document to seek important details. Therefore, “Reading Strategies to Save Time” (n.d) agrees with the definition of *previewing* suggested by “7 Critical Reading Strategies” (n.d) which implies having an interpretation of the text before reading the whole document.

Finally, there is identified several significant strategies within the overall implicated studies for the reading comprehension objective. This is to say that, strategies such as preparation, previewing, and outlining and summarizing play an important role in our study because their procedure is well-articulated, and close related to the learners needs.

### **3.4. Micro and macro skills for reading comprehension.**

Along the former study, it has been disclosed applicable strategies instruments which contributes to better the interpretation of a text. These additional blueprints include reliable stratagems surrounded of helpful factors for the optimization of reading comprehension. Brown (2001) exposes on his book *Teaching by principles: An interactive approach to language pedagogy*, p. 307 a list of adapted models of micro skills where he shares the ideas of “Reading Strategies to Save Time” (n.d) about skimming and scanning strategies by adding that through the inclusion of skimming and scanning, plus identifying discourse markers, divining words from context and enacting schemata heighten the interpretation of a text. In addition to these strategies, Brown also highlighted within those micro skills one component whereby he explains that intertwining concepts, circumstances and affairs, anticipates causes and effects and distinguishes those associations as “main idea, supporting idea, new information, given information, generalization and exemplification”.

Isisag (2010) contributes to what Brown (2001) implies about micro skills throughout the explanation that linguistics can be broken down into two major categories, micro-linguistic and macro-linguistics. Regarding micro-linguistics, it involves the organization of language systems, regardless to the process by which languages are acquired, gathered on the brain or implemented in their diverse roles; regardless of their physiological and psychological systems which are implicated in language behavior. In brief, regardless to anything other than language system. Furthermore, Lyons, 1981 (as cited in Isisag, 2010) gives a slight explanation about macro-linguistics, in which he asserts that, macro-linguistics belong somehow to all languages, so reading comprehension needs acknowledge that the reader commits in processing at pragmatic, psycholinguistic, neurolinguistics and sociolinguistic scales.

Micro and macro skills bring to light cues indicating that increase learners’ comprehension levels of a reading text. Therefore, it is imperative to consider including in

our project those factors such as, discourse markers, guessing words from contexts and activating schemata in our learners with those models presented on the study carried out by Brown (2001) so as to help our students with concepts which can facilitate their interpretation and understanding of a text and increase their life-long learning as they can continue applying those strategies when they happen to scrutinize a document.

### **3.5. Types of Reading.**

The preceding definitions of micro and macro skills left an opportunity to simplify the comprehension of a text. In order for this to be correctly applied, two different types of reading are going to be presented to create a clearer idea of how reading comprehension must be interpreted. These two types are intensive and extensive reading. Anderson, G. (2006) illustrates that intensive reading (IR) is the learner's capability to emphasize his/her reading comprehension in the language rather than the text. For sample, the pupil may be looking intensively (inside) the text, learning vocabulary, studying the grammar, and answering comprehension questions. One advantage of IR is that the learner centers his attention in specific aspects of the language. One disadvantage is that it is often done with difficult text in which many unknown words appear; for that, the dictionary is sometimes required. This type of reading is considered the most typically taught method of teaching reading. However, some teachers believe that vocabulary and grammar is all the learner needs, but this is not sufficient, the student needs to develop other reading skills.

Dawson (1992) comes up with an alternative reading type, which is the extensive reading (ER). This ER is what a pupil needs to do when learning to read in a second language. He declares that the focus this ER is done on maximizing the input rather than the output through the selection of a variety of possibilities (the possible material to select) that do not require in almost all the cases post-reading tasks given the fact that it is done with sympathy and pleasure. In a like manner, Anderson, G. (2006) states that it involves many simple materials that allow to the learner to read slowly with confidence. To say more, ER is focused on the general understanding of the text rather than the language internal rules, and one important advantage of this type of reading is that students can select what they want to read and it is usually done out of class.

These two different types of reading will be implemented into our project since IR can be taught into the classroom and guided closely for the teachers, and ER can be given as a chance to improve learners' reading skills that they are going to do as a hobby or selection.

### **3.6. Reading Tasks.**

Types of reading contributes to the following chapter acknowledgment of significant principles related to the students' flexibility to continue with an ongoing process of reading whether they perform reading extensively or intensively, this coming models represent students' improvement when they implement either of them with practical tools. The Australian National University in his article "Reading resilience, a skill-based approach to literary studies" (n.d) publishes and interprets the reading task as a methodological and assessment device which is enrooted in a varied series of assumptions. Those principles are portrayed as follows. First, reading is an ability forge over habit, and it is not a passive action; second, learners will turn into more flexible readers crossing by continuous practice of reading and echoing in their reading; third, flexibility can be expanded through the administration of reading guides and relevant approaches that empower learners to critically attack a text (instead of "from the instinct"). Four, providing ongoing and constructive feedback on learners' process will attract and motivate students to read and write more often. Plus, this amount of information will improve students' skill to employ critical concepts to texts and to include significant relations among documents. Finally, practice guarantees skills for students to improve on reading more rapid and cautious.

With a closed related perception suggested by "Reading resilience, a skill-based approach to literary studies" (n.d) about Reading Tasks, Brophy (n.d), argues that the function of the "after-reading" step is to consolidate or "synthesize" the document just read in order to incorporate it into the learners' information about the theme. In order to accomplish this, it is necessary to promote different strategies or tasks. Brophy (n.d) suggest that these tasks can be "answer question in writing" since replying these questions, learners associate the ideas of the reading as well as they recreate what they grasp about the reading into statements. She also recommends the utilization of "learning logs" as they are identical to "journals" that promotes the articulation of what learners understand into statements and then allows them to think about their own learning process. ; moreover, she proposes the use of "summary writing, and K-W-L Charts". K-W-L Charts means "K = What do I **know** already about this topic? W = What do I **want** to know? L = What did I **learn** from this reading?" Brophy (n.d) suggest the "L" interrogation as the most suitable to work with in this stage. Finally, she recommend some classroom activities so as to aid students with the



understanding of the readings which are “(a) concept maps, (b) role-play, (c) quiz making, and (d) research fairs.”

Reading tasks bring up the relationship between the meaning of the text and what is been interpreted by the reader. For this reason, it has to be taken into account at the end of every reading that is implemented as crucial part of the reading process to reinforce what was just taught or learned; it allows to the learners to know if they comprehend all the passages of the reading by implementing different types of tasks, and it allows to the teachers to continue applying the same kind of tasks or to change them to increase pupils' reading comprehension.

### **3.7. Assessing Reading.**

The contribution of key principles and models along the previous study expand learners' awareness over their implementation of different task. This not only makes students mindful of the form reading is develop, but also have students perform tests thoughtfully. Hence reading assessment goes beyond seeking to analyze formats to ease the reading process. Gersten, 1999 (as cited in Muñoz, 2009) argues that the recognition of prosperous readers is frequently an exercise that facilitators carry out in the class throughout “assessment practices”. Furthermore, in reading as foreign language skill, assessment needs to focus on gathering data from learners' reading skills so as to exploit that data in preparing and applying improved reading lessons.

Following the same interpretation about reading assessment, (Common European Framework of References for Languages [CEFR], 2001), exposes that each language “test” is a model of assessment. However, there are some models of assessment that are not described as “tests”. Thus, the word “evaluation” is wider than assessment. Nonetheless, each assessment is a model of “evaluation”. This means that the CEFR is focus on assessment rather than evaluation.

(CEFR, 2001) suggests three main concepts for the analysis of assessment such as validity, reliability, and feasibility. The first concept means that a test or assessment is lawfulness in the way that it can be shown than what is being assessed is what “should” be assessed in the “context”, and that the data obtained is a precise image of the competence of the aspirants. The second idea, according to “Reliability and Validity” (n.d) from University of South Florida, USA, has to do with the consistency of the assessments. In other words, it must not be different when a learner presents the assessment in the first part of the day or in

the evening; one time or another. The third concept, based on (CEFR, 2001), means that an assessment has to be functional, namely “feasible”.

(CEFR, 2001) also presents thirteen types of assessment; nonetheless, as it is exhaustive to present them, this stage is only focus on “Direct assessment/indirect assessment” which concern with reading assessment. The first term means assessing what the aspirant is really performing. Indirect assessment. On the contrary, applies a “test”, generally on paper sheet. This means that reading must be only assessed by indirect assessment approach since it demands the proving of comprehension by “ticking boxes, finishing sentences, answering questions, etc.”

Reading assessment is a complementary topic playing an important role. Thence, our proposal is meant to collect the most reliable information so as to apply pertinent ways of Reading assessment. Therefore, we will attempt to rely our assessment techniques on the veracity and feasibility of the CEFR information to implement adequate structures with international endorsement and qualification.

### **3.8. Conclusion.**

This framework presents different perspectives about what is concerned with Reading and their connection with our project. It provides the foundations for elaborating a coherent application of reading strategies inside of an English class that can be associated with a wide range of theories laid out by different authors around the world. This conceptual framework will support the development of reading strategies in an EFL class of tenth and eleventh graders.

This paper has been designed with the companion of various authors’ contributions that allow us to know distinct outlooks. These outlooks will help our project to choose the suitable ones and the most appropriates depending on the students’ needs and contexts. The implementation of reading strategies in an EFL classroom will provide the students with diverse ideas that will help them to improve their reading comprehension looking towards presenting the ICFES exam. In connection with the ICFES, according to Colombian Ministry of Education, in the list of the best high schools of Pereira (based on the ICFES 2011), none of the high schools from the public sector got a certification of “very superior”, being the private schools who obtained this achievement. In the same line, only eight schools from the public education got the certification of “superior”. Consequently, there is a challenge with

the public schools in Pereira to improve the English area regarding the ICFES exam. That is why this project will attempt to benefit students with reading strategies so as to have more chances to access higher education.

#### 4. Literature Review

In this chapter, some related studies are described in order to support this project, which is called “The implementation of three reading strategies to tackle basic texts for tenth graders in a state school in Pereira”. In a general view, a national assessment has been developed in order to test learners` abilities on language performance in the English area as it is in the ICFES exam. Therefore, there are some articles within the Colombian context providing strategies to support students for the development of their reading skills and those studies are focused on the ICFES which is the national exam required to access to higher education.

The following studies contribute to the development of this project by providing specific reading blueprints for the improvement of the reading comprehension skill. Thus, Mahecha, Urrego & Lozano (2011) conducted a study called “*Improving Eleventh Graders’ Reading Comprehension Through Text Coding and Double Entry Organizer Reading Strategies*” in Bogota, Colombia with thirty-three students belonging to the lower middle socioeconomic class with an A1 English level based on the Common European framework. The aim was to guide 11<sup>th</sup> graders to read short passages through text coding and double entry strategies and explore their outcomes; besides, a wide quantity of learners at the School were eager to learn English, but struggled when reading texts and attempting to reply questions which required deep understanding. They had difficulties in class as well as in a variety of assessment diagnosis which dealt with the reading ability. The methods used to collect data were surveys, class observation and note- taking. Moreover, initially, the findings checked of the 11th grade students on the ICFES examination 1, English area, in the last three years, inquired the learners` emotional interests concerning their likes, predilections and issues when taking reading texts. Therefore, they determined to carried out a project in which learners were asked to implement equipment and workshop intended to English for academic

purposes. Still, the major factor, which was identified as a key hindrance in both academic development and the outcomes of the ICFES examination, was reading comprehension. Students demonstrated that it was not their strength.

Nonetheless, when implementing both text coding and double entry strategies, the results demonstrated that students attained to improve their reading comprehension skill. First, the text coding strategy consists in the implementation of colors, stickers or any code to guide the students to the identification of related vocabulary, grammar categories, and the finding of relations among them which, eventually, allowed learners to state their topics. The latter has to do with the writing of journals so as to reflect upon a lesson and remember vocabulary. These also aid the learners to understand the gist of the topics and contributed with a successfully answer to a comprehension question. That is why our study should take into account these strategies in order to keep our learners on track. Thus, they can develop general understanding of what they read in order to avoid frustration when they feel unable to analyze academic documents, which require better understanding and enact their comprehension abilities through key components such as those reading strategies proposed in this study.

Although the project was carried out successfully, there appeared different circumstances such as the time of the lesson, the quantity of students, and the learners reading routines that stopped the usual development of the lessons and disrupted the continuity and rationality of the study carried out by Mahecha et al. (2011). They proposed two research lines for future investigation “the use of TICS (Technologies of Information and Communication) in the reading comprehension process and the comparison between the reading process in L1 and L2.”

Similar positive results derived from another classroom study which contributes to the first study conducted by Mahecha et al. (2011) is the one carried out by Quiroga (2010) who investigated about what sort of reading strategies could be implemented into the classroom to improve students’ reading comprehension in academic text. The strategies carried out on her study were designed by Nuttall (1982). These reading strategies are reading speed, non- text information, word attack skills, text attack, and discursive strategies. These blueprints were implemented in a certain group of students who were required to present the ICFES exam. Quiroga (2010) analyzed a group of students of the public school San José de Castilla in

Bogotá, Colombia. Thirty-eight students composed the course with 21 boys and 17 girls who were tenth graders between 14-17 years old.

The results in the study conducted by Quiroga (2010), showed that learners had the chance to practice with reading strategies and identified those that help them in their reading comprehension. For example, they were more aware of the relevance of titles, pictures and other graphics to recognize the data granted. Moreover, they comprehended how relevant was to obtain a main concept of the text. Likewise, the students learned that recognizing the keywords helped them to obtain clues in a lower time. The results obtained with the application of the proposal demonstrated that the five strategies selected for promoting reading comprehension abilities of academic documents were valuable for learners. Nevertheless, it is required to guide them to find which ones are the better so as to achieve great results.

Even Though this project was carried out successfully, the researcher exposed the time as the main problem. Hence, she suggested that the institute prolong it, to enhance it and to develop it subsequently. It is noteworthy that as this project carried out by Quiroga (2010) was improved annually, the institute obtained a reward since they were the third superior scores in English in the ICFES evaluation, in 2007. Thus, the institute was selected to participate “in the secretary of Education of Bogotá Distrito program related to specialized high education”

Both studies developed by Quiroga (2010) and Mahecha, Urrego & Lozano (2011), Give this project a broad understanding about how reading strategies can be implemented in an English course to improve reading comprehension texts. Furthermore, this study is going to be focused on replicating three out of five reading strategies designed by Nuttall (1982), and implemented by Quiroga (2010) since the results obtained by the development of these strategies were highly significant. Therefore, the school in which Quiroga carried out her study earned a reward as they obtained the third superior scores in the ICFES exam, in 2007. Nevertheless, this project does not attempt to prepare students specifically for the ICFES exam, but to use these strategies in different types of texts in order for them to be prepared and get a chance to use these strategies during their reading lessons during their time at school to get a better reading instruction to face the ICFES Exam.

## 5. Methodology

### 5.1. Introduction.

In the coming chapter, the reader will be able to obtain all the data allied to how the study was guided, saying the arguments for selecting those appropriate methods, and also backing those arguments with authentic authors' contributions to this peculiar field. The type of study will be explained, the context and the setting where the study was carried out with the participants implicated on it. Additionally, the investigators' role in the project will be explored deeply, the methods that were used to gather the data, and how the data was analyzed. At the end, some ethical implications will be considered due to the fact that they were important to the study, so we will explain how they were developed during their application.

### 5.2. Context

This specific section is intended to provide a solid explanation regarding the context where the project will be carried out, taking into account location, type of school, grades, teachers, etc. So as to make the reader aware of the context, a broader explanation concerning the state school *Hugo Angel Jaramillo* will be included. Firstly, this school belongs to an institutional organization called *Sueje* (Sistema Universitario del Eje Cafetero), created in September 2000, this organization is an integration of two public universities: *Universidad del Quindío*, and *Universidad Tecnológica de Pereira*. *Sueje* purpose is to consolidate social and educational projects so as to improve the quality of life, specially, in the coffee region. Therefore, the school provides accessible resources such as updated libraries, sports, musical and recreational facilities; consequently, the endorsement from local public universities and *Sueje* allows to develop various educational and social projects. Furthermore, one academic program at the *Universidad Tecnológica de Pereira* linked to *Sueje* is *Licenciatura con Énfasis en Bilingüismo*. This program was required to be involved at this public school by carrying out a bilingual project called *Change*.

### **5.3. Setting**

As previously mentioned, the project will be implemented in the state school *Hugo Angel Jaramillo* located in the neighborhood of Malaga, Pereira- Risaralda, which was founded in 2011. It has around 1080 students, between 40 and 45 learners per classroom, with 36 teachers. The school has eight English teachers; three of them graduated from an English Language Teaching degree, the other five work as classroom assistants aiding the English educators in the lessons. Even though this proposal is focused only in tenth graders, it has been asserted that pupils from all graders (from transition to eleventh grade) receive five hours a week of English lessons.

### **5.4. Participants**

This section intends to describe the population which will be the core of the project, on the one hand, there will be exposed the students who are the main audience; on the other hand, the practitioners who are in charge of carrying out the project.

#### **5.4.1 Students:**

This classroom project will be carried out with thirty four students from a public school situated in Pereira. From these thirty four pupils, eighteen are girls and sixteen are boys. These tenth graders ages range are between 15 and 17 years old. Moreover, Learners are exposed to five hours of English lesson per week which seeks to enhance their proficiency level.

#### **5.4.1 Practitioners:**

In this stage, we will present the roles that the three male teachers practitioners will perform during the implementation of the project. As the aim is to implement the plan, one of the teacher practitioners will be focused only on the implementation of the project whereas the remaining two will play the role of observers (see appendix A for the institutional letter permission).

## **5.5. Design.**

The classroom project will be framed under the backward approach to analyse students' outcomes throughout the implementation of a pre-test so as to verify the level of proficiency of learners from the very first lesson. According to Richard (2010), "Backward design starts with a careful statement of the desired results or outcomes: appropriate teaching activities and content are derived from the results of learning" ( p, 20). Which explains the importance of analyzing the learners' capabilities to use the language from the outset. In so doing, practitioners can continue to put into practice the activities and strategies which best fit the learners needs to improve their reading skill; furthermore, the test that will be implemented is found on the TOEFL webpage intended to be used as the pre-test and post-test to analyze learners outcomes.

In the same line, the methodology that will be implemented for this project is PPP which is interpreted for Tomlinson (1998) as a series of presentation of the information, practice of the information and then production of the information. Therefore, this project attempts to develop this methodology by starting the lessons engaging the learners eliciting information about 21st century topics; then, the facilitator will explain the strategy that will be covered during the session; for instance, the facilitator will distribute material for the presentation of the topic where students will be exposed to the reading speed strategy; eventually, the learners will be working in pairs during the practice stage where they are going to practice with easification technique which aim is to make the text easier to comprehend for learners throughout the inclusion of pictures, keywords, and highlighted words with synonyms found at the bottom of the document. Then, they are going to reply to some multiple choice questions in pairs using technological devices to work in the production stage as it is explained in the appendix. (see appendix B- Lesson plan)

### **5.5.1. Development and Implementation.**

In order to accomplish the execution of this project, there will be special emphasis on three out of five strategies proposed by Nuttall (1982) and implemented by Quiroga (2010). These strategies are reading speed, word attack skills, and text attack. Reading speed, will be implemented taking into account two sub strategies scanning and skimming , the former will deal with a rapid look so as to search for specific information or to get the required purpose while the latter, skimming, will be implemented having students look over a reading passage quickly to get general information; word attack skills, will be focused on letting students



ignore difficult words, those which are irrelevant, and use technological devices to implement reliable monolingual dictionaries so as to expose them to the language, subsequently, learners will use inference by getting the meaning of a word throughout the context in which it occurs; finally, text attack, will be implemented by having students predict what the text will be about, also they will be exposed to the “easification”; technique to make the reading more enjoyable, relevant and above all more realistic. Consequently, Tenth- graders will take advantage of them for the presentation of the ICFES exam. This project seeks that students get benefit from those strategies previously mentioned during 8 sections of one hour every lesson; thus, the development of the project consists in one session per week on wednesdays from 8 a.m. to 9 a.m. The practitioners focus their attention on implementing relevant material concerning reading comprehension where they are exposed to multiple choice activities based on a given test which is retrieved from reliable sources such as IELTS and TOEFL for low-proficient learners.

### **5.5.2. Resources or Material.**

This project aims to implement materials concerning readings and texts for the implementation which will deal with a receptive skill like reading attempting to help the students to get a global idea for the achievement of better outcomes in the ICFES exam. Referring to Shoebottom (2011) who states that, “Good readers can understand the individual sentences and the organizational structure of a piece of writing. They can comprehend ideas, follow arguments, and detect implications”. Shoebottom expresses in this short quote that reading is the best way to acquire new vocabulary; besides, he states that students have also the chance to recognize words and expressions that they already have learnt in class and reinforce them. It is important to highlight in this part that using authentic readings will allow the students to learn about idiomatic language that so much of English language is based on. Another benefit of using this type of material is that it will grant the students to notice the connection between reading and writing given the fact that when they read a specific text, they will use the same grammatical model already read to implement it in their own writing, helping them to become more original when they write.

### **5.5.3. Assessment**

According to Walvoord (2004) who defines assessment as, “the systematic collection of information about student learning, using the time, knowledge, expertise, and resources

available, in order to inform decision about how to improve learning”. Based on the given definition and the linguistic objectives of our project, the assessment of each lesson will be guided by the implementation of handbooks taken out from three different sources such as TOEFL, New Headway, and Read Theory (English for everyone). These handbooks are intended for elementary learners deemed to assess students’ proficiency in terms of reading skill. Thus, throughout the use of multiple choice questions, the teachers can evidence the progress and outcomes of the students. In so doing, the practitioners will consider the students’ strengths and weaknesses.

#### **5.5.4. Instruments.**

Based on the learning teaching objectives provided at the beginning of the proposal, the students’ linguistic outcomes will be collected using different artifacts that consist in tasks and quizzes taken from TOEFL handbooks. The use of these handbooks will aid the practitioners to realize about the real English proficiency of the students. In addition to this, the practitioners’ professional development will be registered in a journal in which practitioners will write everything concerning to each lesson, it is relevant to underline in this part that the practitioners will be critical and reflective to have an ongoing progress with the integrated parts of the project (practitioners, students, school and university). The use of observation methods will be used in every written journal since analyzing the students is a key component to determine in what aspects students should require more attention. Ultimately, the practitioners will make use of interviews in order to realize which strategies were more significant for the learners throughout the learning process.

## **6. Linguistic Outcomes.**

### **6.1. Introduction.**

This chapter reviews the work developed along the sessions where were put into practice all three strategies regarding reading skill (reading speed, word attack, and text attack). Thereupon, the chapter concentrates on demonstrating what outcomes were achieved in terms of linguistic competence focusing on positive and negative aspects evidenced during the implementation.

## 6.2. Positive linguistic outcomes.

### 6.2.1. Reading comprehension and Lexical items

In terms of positive outcomes, we noticed that after the presentation and explanation about reading speed and its techniques (skimming and scanning), which concentrated on reading only the main ideas within a passage to obtain a broader idea of the content (skimming) and to find specific or detailed information within a passage (scanning). Most of the students were able to tackle a text by having a general view of the text and read for detailed information making use of visual aids within the text, reading titles and subtitles to find whether there was further information regarding synonyms of difficult words on the footer of the document. Moreover, during the following sessions, the learners attempted to look for visual aids within the text, read titles and subtitles and to find out whether there were synonyms of difficult words, which were highlighted in the document in order to broaden their understanding of the document based on the ideas presented in the skimming and scanning techniques. Moreover, in accordance with Brown (2001) in his book “Teaching by principles: An interactive approach to language pedagogy, P. 307”, the inclusion of skimming and scanning plus the incorporation of inferring from context help learners to increase their comprehension of a text. Therefore, in order to illustrate how the reading speed strategy took place, when the learners were exposed to read out loud and the teacher asked them questions regarding the paragraph covered during “the white house” text E.g. *¿De qué creen que tratará el texto haciendo uso de las técnicas de la estrategia de reading speed?* They could provide an accurate answer concerning the content found in the text based on the images and the information found on the introduction of the text, which in turn discloses that they could infer the information and they had some prior knowledge in regards to the vocabulary found in the text, which was for elementary levels.

Furthermore, when presenting the word attack strategy in which one of its techniques was “lexical items” students had a previous knowledge in regards to the words that had to be learned as a whole like the phrasal verbs and collocations. They provided basic vocabulary for phrasal verbs such as wake up; get up and collocations like have dinner and have lunch. After presenting some true and false cognates, the learners became aware of some of those words that were alike in Spanish such as exit, actually, assist, attend and asserted to be

confused by those words, but ultimately, they learned them and some students write them down on their notebooks. Additionally, the “ inferring from context” technique, which belongs to the “word attack” strategy helped learners to judge and suggest ideas of certain difficult words found on any paragraph in the text called “living in space” where they found words which they did not know their meaning. Nonetheless, they read what was before and after that word and in turn, they came up with the accurate meaning or any similar idea of the word. For example, the word “spoon” was unknown for them, so they read what was before and it said “they ate with a metal spoon” so they came up with the Spanish meaning of “cuchara, tenedor”.

What is more, when presenting the text attack strategy, the explanation about the cohesive devices and discourse markers terms helped learners to become aware of the appropriate structure of a text. When I explained them words like firstly, secondly, thirdly, next, additionally, and the “fanboys” in order to comprehend the content of the document and identify whether they were providing contrast, reason, addition or opinion. Thus, the students could easily identify those words concerning “fanboys” and asserted what they were used for. Besides, since I provided examples for other words which were subject to contrast ideas such as though, even though, although, and however, the students were able to identify those words in a text called “Rio Grande”, which was provided for the presentation stage and they had to highlight the cohesive devices to eventually read the paragraph in which those words were found. After that, they were asked to translate the meaning of that sentence, this demonstrated that they comprehended that vocabulary and identified what the function of those words were for.

### **6.3. Negative Aspects**

#### **6.3.1. Low range of vocabulary, grammatical issues, and false cognates.**

When it comes to mention the negative aspects, it is really important to mention that the learners were always exposed to A1 and A2 texts due to the low English level they obtained in the diagnostic test where nobody even accomplished successfully the minimum level established. It was observed during the implementation that the learners had difficulties in terms of low range of vocabulary that do not allow them to comprehend basic texts as well as some grammatical issues. Those issues were evidenced in all the sessions since they barely could recognize the simple present with the verb to be, yet the teacher had to explain them the

past tense and the future simple. As examples of those vocabulary and grammatical issues, the learners expressed continuously that they did not comprehend a significant variety of vocabulary found in the texts. Besides, it was noticed that they did not recognize the difference among the tenses found in most of the readings. In a similar way, it was observed that most of the students had difficulties with false cognates; for instance, when the learners were asked to give the definition of *actually*, most of them answered to this question by giving the definition in Spanish “*actualmente*”. The previous phenomenon occurs sometimes because most of the students present L1 language interference. Therefore, The Canadian Center of Science and Education (CCSE), (2014) argued that grammar and vocabulary were the most affected areas by L1 language interference in Ecuadorian ELF learners when carrying out their study; furthermore, when translating using exactly the same words from English into Spanish had as consequence false cognates and invented words. In this sense, given that Spanish and English languages share many of the same Latin and Greek roots, it could provoke the L1 language interference in our study.

## 7. Results

This chapter presents the results obtained from the learning and teaching outcomes as well as the difficulties and challenges, and learners` affective responses gathered through the implementation. Learning outcomes describes with detail information the achievements obtained before and after the implementation. Teaching outcomes covers the material adaption, and classroom management process whereby the teachers were exposed to carry out the project. Difficulties and challenges provides information in terms of texts length, and subjects` assignments. Eventually, learners` affective responses discusses the perception of students towards the implementation of the project.

### 7.1. Learning Outcomes

In this section, outcomes of the implementation of a test to determine the level of reading comprehension skills of 31 students from 10th grade of Hugo Ángel Jaramillo school in Pereira are presented. The scores obtained before and after the implementation of three reading strategies called reading speed, text attack, and word attack were compared. It was used a diagnostic test called “Sixteen Now What?”, which was retrieved from TOEFL for A2

level of proficiency found in Examenglish webpage. Figure 1 provides detailed information of the first test's results.

**Figure 1**

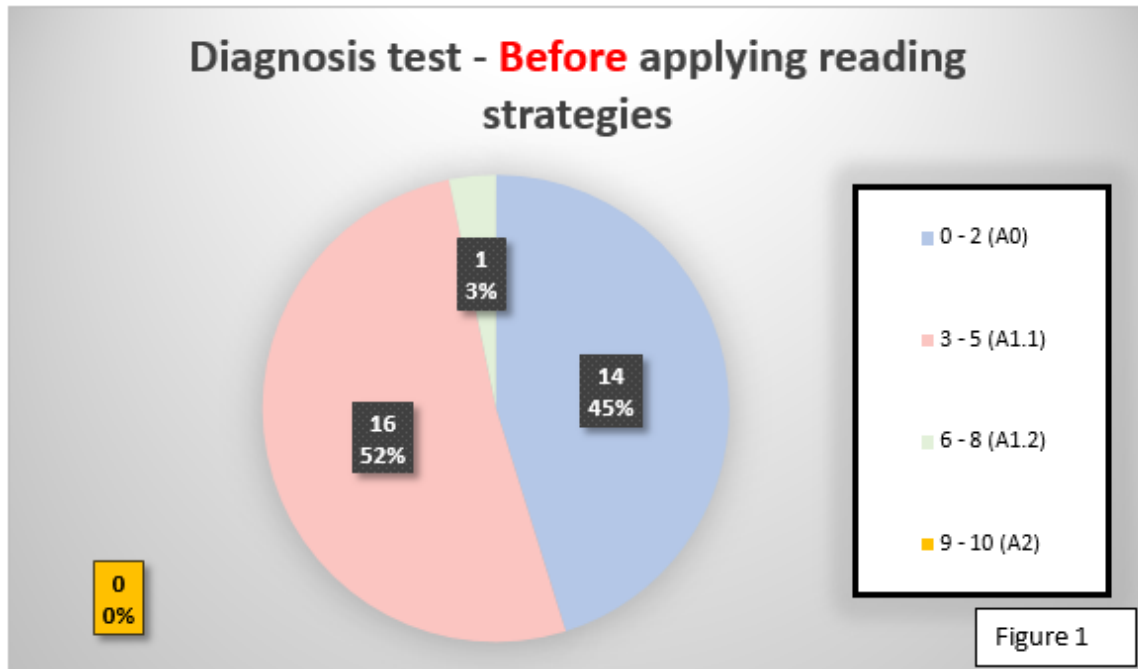


Figure 1 describes the outcomes gathered during the diagnostic test at the beginning of the implementation. It can be observed that from 31 learners, a range of 52 % obtained between 3 to 5 right answers, achieving an A1.1 level of proficiency, 45 % obtained from 0 to 2 right answers, achieving an A0 level, and 1 learner standing for the 3 % of the population obtained from 6 to 8 right answers, accomplishing an A1.2 level. It can be also observed that none of them attained an A2 level. These results will be compared with the scores of the post-test, presented in figure 2.

Figure 2

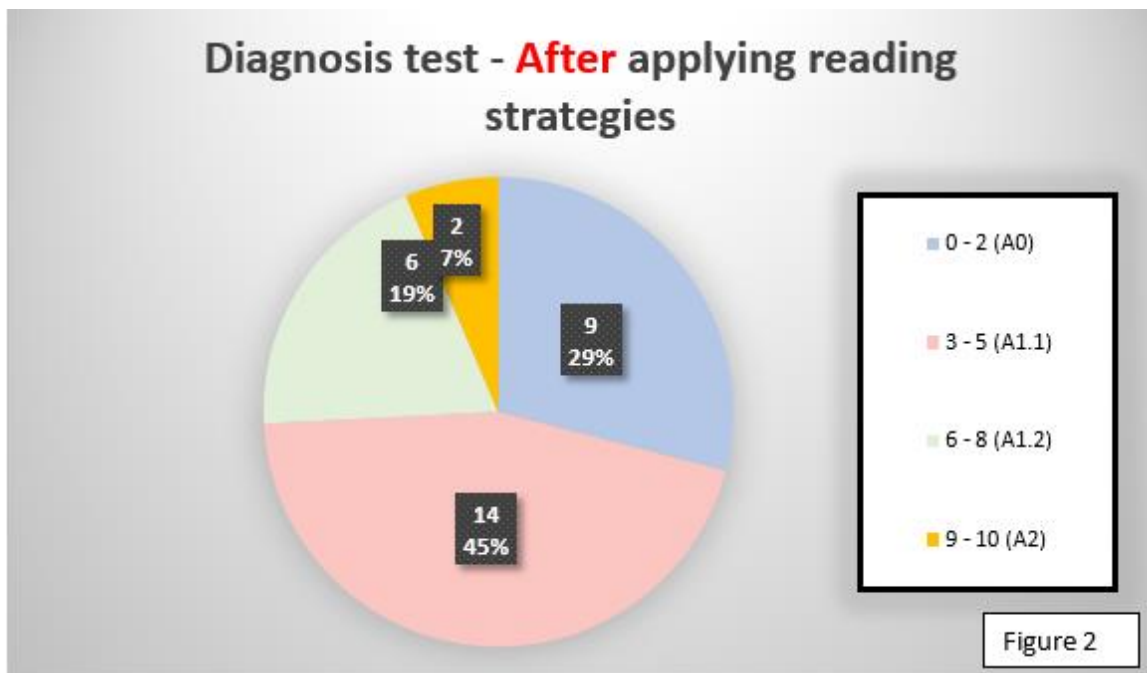


Figure 2 shows the results that learners obtained from the test after being exposed to the input of reading speed, word attack, and text attack strategies. Accordingly, 14 students obtained A1.1 level that accounts for 45% of the total, 9 students obtained A0 level that accounts for 29% of the total, 6 students obtained A1.2 level that accounts for 19% of the total, and 2 students obtained A2 level that accounts for 7% of the total. It can be observed that results of both tests are different, which was systematized in table 1.

Comparative Table N°1

<i>English Level</i>	<b>Figure 1</b>	<b>Figure 2</b>	<b>Outcome</b>
<i>A0</i>	45%	29%	Decrease 16%
<i>A1.1</i>	52%	45%	Decrease 7%
<i>A1.2</i>	3%	19%	Increase 16%
<i>A2</i>	0%	7%	Increase 7%

It was found that results from the pretest and the posttest differed in terms of the amount of learners who demonstrated different levels in reading skills. The first test aimed at making a diagnosis of the learners' reading comprehension, and the latter aimed at evaluating students' progress after the implementation of the reading strategies. It can be observed that there was an increase of 16% in the A0 level, of 7% in the A1.1 level, of 16% in the A1.2 level, and of 7% in the A2 level. Therefore, it is interpreted that during the final test there was an improvement in terms of reading comprehension since it is evidenced in the outcomes, increasing in A1.2 and A2 levels and decreasing in A0 and A1.1 levels. In the former, the decrease was from 45% to 29%, and in the latter it was from 52% to 45%. In the same line, there was an increase in the A1.2 level from 3% to 19%, and even 7% of the students obtained the A2 level. The outcomes achieved after the implementation of the reading strategies show that they contributed to the learners' improvement in reading comprehension skills. How each strategy contributed to these results will be described in the following segments.

### **7.1.1. Reading Speed**

Reading speed strategy refers to the learners' capability to identify general information and specific details in a written text. Results for this strategy show that 1) it was used for a comprehension of given requests, and 2) learners developed awareness with the use of the strategy. Information taken from the observations reveals that reading speed strategy was used by some learners to identify general ideas and details of a written text. To illustrate, segment O2J shows how learners used titles and subtitles for this strategy.

*O2J. "Teacher gave the learners one minute to obtain detail information about the text such as where the president's bedroom was as well as where the president's business office was, and he also asked whether they used skimming or scanning. It was noticed that most of the learners replied the right information. Besides, some students answered that they used skimming as they read quickly the titles and subtitles, which were related to the The White House, and its characteristics. Besides, some other learners replied that scanning had other purpose such as finding specific details during the reading process. Some students were asked to answer if the first read the text or the questions, and all of them answered giving the right answer which*



*was they first read the questions. They expressed that it helped them to go directly to the required info”.*

It can be seen that during the reading of the text about “The White House” students were able to recognize two important rooms of the house. In the same line, other learners said that they first looked at the questions of the text to have a better idea of what was required to answer. Besides, information taken from the interviews shows that with the application of this strategy, it can be said that learners were capable to obtain some achievements because of the appropriation of this strategy. It is observed in a fragment of the interview INT2 how one learner answered to the question *¿Cuál de estas estrategias utilizaría en un futuro (reading speed, word attack o text attack? y ¿por qué?* to reveal that he could read all kind of texts by using this strategy:

INT2. *“Utilizaría reading speed porque con esta estrategia pude abordar cualquier tipo de texto, no importa que tan difícil sea. También, pude comprender la idea general y de partes específicas solo siguiendo algunos pasos para detectar palabras o aspectos claves relacionados a las lecturas”.*

In the utterance, the student expresses that with the application of this strategy, he could tackle different sort of texts. In addition, he states that he just needs to follow some steps so as to understand the text satisfactorily. Taken into consideration the data, it can be interpreted that this strategy was an useful tool to comprehend general and specific ideas of a text through skimming and scanning.

Taking into consideration the previous evidence, the learners’ usage and awareness of reading speed strategy obtained along the learning process were closely aligned to Quiroga’s (2010) view for reading speed strategy in that *“scanning helps to identify what information is relevant for a specific purpose. Skimming, in contrast, refers to looking over a reading passage quickly to get general information”*. It can be said that the outcomes achieved are linked with the theoretical ground of this project as most of the learners could use scanning and skimming skills to tackle a text in a general and detailed form by making use of reading speed.

### 7.1.2. Word Attack

Regarding word attack strategy, whose main purpose is to identify lexical items, establish structural clues, ignore difficult words, and infer from context, two aspects were identified. The first one has to do with students' use of the strategy and the other with students' awareness of the strategy. In regards to the use of the strategy, it was noticed that most of the students were able to identify the type of grammatical category of words, which is known as structural clues. This is evidenced in O5J as they applied this technique for the identification of verbs in future, past, or present so as to determine in which tense the text was written.

O5J. *“I noticed some students could provide examples for structural clues. They remembered using this technique for the identification of past, present, and future to realize in which tense was written any text”.*

We also observed that many of the learners figured out how to identify lexical items since some of them highlighted phrasal verbs and idioms so as to ask for their meaning and pronunciation. To exemplify, O4J shows how learners applied this strategy.

O4J. *“I also noticed that many SS highlighted some phrasal verbs like set out, and come up. Then, they asked the teacher for its meaning so as to take notes of its pronunciation and definition. Learners also asked for idioms like the early bird gets the worm, and when in Rome do as the Romans do. They wrote down those phrasal verbs in the chart they had on their notebook's last page”.*

Thus, it is evidenced the use of the strategy as learners could identify these idioms and phrasal verbs that helped them either comprehend or ignore difficult words, which are two of the features of word attack strategy.

In the same line, students showed awareness of the possible uses of word attack strategy, specially for identifying verb tenses. To illustrate, in INT3 the learner said that *“Yo usaría Word Attack porque me ayuda a identificar el tiempo en el que está escrito un texto”*. Additionally, other learners also showed preference towards word attack since this strategy allows them to ignore words which are not important for the immediate purpose, as it is evidenced in INT4 in that *“me gusta la estrategia word attack porque me ayuda a identificar palabras o frases que no se necesitan inmediatamente y que se pueden ignorar”*. Thus, it can

be inferred that two different features that belong to word attack strategy were assimilated by some learners. It can be said that students were aware of the use of the word attack strategy in further readings. Also it can be said that not only was the strategy taken into account in future readings, but also students were aware of when and how to use the strategy in order to avoid reading disoriented, so this built a level of consciousness whereby learners could face other sort of readings with the implementation of word attack.

All in all, the students use of the strategy, and the achievements obtained by the implementation of this strategy were as expected since the results earned are closely related to what Quiroga (2010) proposed for word attack strategy in that *“it is related to the way we tackle difficult lexical items. We can do so through lexical items, structural clues, ignoring difficult words, and using a dictionary”*. In this sense, and as mentioned before, most of the students could identify structural clues to figure out the tense of a reading. Likewise, they identified lexical items to find out the meaning of some words. Eventually, they ignored words that were not needed for the urgent purpose. Therefore, it can be said that the theory proposed and the results obtained are intertwined.

### 7.1.3. Text Attack

Text attack is the strategy which aims to identify discourse markers and cohesive devices to recognize the sequence of a text and to compare and contrast ideas. This strategy also helps the learners to recognize implicit information. During the implementation, two different elements in terms of learners' outcomes for this strategy were recognized: 1) it was evidenced the learners' use of the strategy, and 2) it was noticed the learners' awareness of the strategy. In terms of use of text attack strategy, it was evidenced in O6J when they highlighted discourse markers and coordinating conjunctions to identify what the purpose of the author was.

O6J, *“The facilitator wrote on the board a question retrieved from a fragment of the reading “Living in Space”, ¿pueden los astronautas comer en el espacio? then, most students highlighted a paragraph which announced, “Astronauts may have plenty of food to eat; nonetheless, being in space can put a damper on their appetites because of the dehydration process which they are required to apply”. later, one student after using his dictionary looking for unknown words, asserted the following “al parecer pueden comer pero tienen algunas limitaciones en los procesos”, the facilitator*

*enquired the student, “si ahí dice que hay bastante comida, ¿por qué dice que hay limitaciones?”, the student replied, “porque después de la palabra nonetheless está el contraste de esa información”.*

This utterance evidences that a student used text attack strategy to identify the cohesive device (nonetheless) in order to infer what the paragraph intended to convey.

The use of this strategy was also noticed in the journal O6J2. During the practice stage, in which learners had to answer one of the questions related to the text. This question implied the identification of a cohesive device in order to answer.

O6J2. ”It was observed when learners had to answer to the question, “it is true/false that the astronauts always eat three times in a day?”. The facilitator asked a pair-group how they used the strategy to answer this question. These learners answered that they went over the fragment “*Astronauts can eat at least three times in a day, but sometimes they only have time to eat twice*” to identify the cohesive device “*but*” which entails that the author contrasted the ideas.”

In other words, it means that these learners were able to use this strategy in order for them to answer accurately to one of the questions provided after the reading. In the same line, students’ awareness was evidenced in J6R when the student acknowledge the use of the cohesive devices .

J6R1. “*One student asserted that the word ‘although’ was used to contrast ideas when the facilitator asked what the word although meant in the following sentence ‘although the space agency work to minimise the possible problems on space, astronauts still face difficulties on their spacecraft’*”.

This evidences that the student was conscious about the use of the cohesive device *although*, just by the context of the reading. Similarly, after the implementation most students claimed they could read a text more confidently since they could easily identify the discourse organization of a document as long as the text contained a sequence such as *first, second, third, then, after, or in conclusion*, as reported in a segment of the interview INT5.

INT5. “*Text attack me dio mucha más confianza al leer el texto porque cuando yo utilizaba los coordinating and subordinating conjunctions notaba una estructura más organizada en los textos para tener en cuenta la secuencia que lleva siempre y*

*cuando tenga claro esas palabras que el profesor enseñó cómo first, second, then, after, later, in conclusion”.*

This entails that the student was capable to go over a text as long he evidenced sequence adverbs which help them to identify a well-organized structure. Moreover, it was observed in a fragment of the interview INT6 how one learner expressed that he could identify the sequence of a reading.

INT6. *“Noté que al practicar con esta estrategia (text attack) pude identificar lo que el profesor me preguntaba, que iba primero, segundo, en la conclusión. pero claro que siempre y cuando tenga como una secuencia lógica donde me diga first, second y así para poder volver al lugar donde ocurren las cosas cuando me preguntan en el examen por algo en específico.”*

It can be interpreted that the student would be capable to go over a text as long as the text contained a logical sequence whereby he could go directly. When the facilitator presented the FANBOYS items (for, and, nor, but, or, yet, so), which are used to identify the relationship between two sentences, one student claimed the following.

J7R *“ profe, cuando en el texto dice `Astronauts can eat at least three times in a day, but sometimes they only have time to eat twice” ¿la palabra but se puede cambiar por however? ”.*

This implies that the learner could make comparisons between words and tried to apply different synonyms understanding meaning from context.

Ultimately, taking into consideration the data, it can be reported that the outcomes found are linked to the theory when it comes to the use of discourse markers and cohesive devices. Text attack along with reading speed are the strategies which caused more interest in the interviewees since their characteristics enabled them, as mentioned before, to follow a pattern whereby they could tackle a text in a well-structured line and identify which words are used to contrast and compare ideas.

#### 7.1.4. Difficulties and Challenges

At the beginning of the implementation, two main challenges and difficulties such as the length of texts and other subjects' assignments were identified. In regards to the length of texts, information taken from the journals shows that learners have not been exposed to long texts before. To illustrate, in O1J it is evidenced that they never used long texts to practice the reading competence.

O1J1, *“When the practitioners asked the in-service teacher about the learners’ reading competence level, he expressed that he never used long text to practice the reading competence. Assuring that they were exposed either looking at short paragraphs or sentences to practice the reading competence”*.

Since learners were not used to work with long texts, working with more than two paragraphs was demanding for them. In the same line, a pair of students expressed the same idea about the non-exposure to long texts, and they also added that this affected their pacing when reading as it is evidenced in O2E.

O2E. *“When one paired-group were asked by the facilitator whether they had had any experience reading any sort of text in English, they replied ‘nosotros si hemos leído pero no textos tan largos así que se nos hace mas o menos difícil entender esto y nos demoramos más para leer y nos toca mirar otra vez lo que leímos’*”.

As it can be seen in the utterance that given the limited exposure to long texts, these learners had to take more time to reread the information in order for them to comprehend a message. Thus, their pacing when reading was affected having them delay their reading process.

In regards to other subjects' assignments, information taken from the observations shows that in few sessions, some learners were doing assignments from other subjects. It was evidenced that they were taking advantage of the lesson to catch up with other subjects. To exemplify, in the data O4J and O6E, it was observed that these learners were doing handcrafts related to other courses.

O4J. *“Profesor nosotros tenemos artística, entonces nos toca avanzar con ese trabajo de manualidades”*.

O6E. *“When the teacher asked them why they were doing such activities during this lesson one learner responded ‘lo que pasa es que debemos adelantar porque es un*

*trabajo grupal que debemos presentar y no podemos reunirnos en casa así que aprovechamos su clase que es el único tiempo disponible”.*

It can be interpreted that few learners did not take advantage of the project due to the urgency of getting updated with their subjects. These challenges and difficulties were solved throughout the implementation of the project. Due to text adaptation according to the learners' reading comprehension level, some texts and questions were modified to simplify their comprehension. As for other subjects' assignments, it was made a deal with the in-service teacher to give to this project a qualitative grade to promote participation and commitment among the learners.

### **7.1.5. Learners' Affective Responses**

Students' responses during the implementation of the project had two variations in regards to positive and negative aspects, 1) students who participated actively in the implementation demonstrated preferences towards the use of two of the three reading strategies, and 2) other students demonstrated indifference to the implementation of the project. Information taken from the interviews shows that one learner preferred reading speed strategy as it is evidenced in INT7 since it could help him to identify relevant information.

INT7. *“Me gusta más reading speed porque con esa uno lee lo que es relevante y no se va a leer a la carrera si no detenidamente lo que es necesario”.*

The utterance evidences that the learner shows a preference towards reading speed strategy since it helped him with the pacing by focusing on specific aspects that allowed him have a general comprehension of the text. Besides, data taken from other interview demonstrates that one learner had preference towards work attack strategy. It was evidenced in O7J that this strategy liked him since it allowed him to avoid difficult words.

O7J. *“When the facilitator asked them what strategy was being used with their dictionaries in order to tackle the reading properly, one student claimed ‘profe, a mi parecer estamos haciendo uso de word attack porque es la que a mi me parece como más chévere porque esa le enseña a uno como evadir palabras difíciles”.*

This entails that this student shows preference towards word attack strategy as it helps him to ignore words that are not needed for the immediate purpose. On the other hand, few students demonstrated indifference to the implementation of the project. It was evidenced in

some lessons that these students replied randomly during the multiple choice tests since they were eager to continue working in different tasks as they were mentioned in the challenges and difficulties segment. To illustrate the previous, it was noticed in O4E that some students answered the test immediately after they have received it.

O4E. *“When I circulated around the classroom, I noticed they were developing something related to art lesson; besides, when the facilitator provided them with the test, I noticed one paired ‘group focusing only on the answer sheet and not even reading the information needed to reply to the question, which entails in turn that they were replying randomly”.*

This demonstrates that these students did not show enthusiasm to participate in this project since they answered the test randomly in order for them to take advantage of this time to work in their handcrafts.

## **7.2. Teaching Outcomes**

In this section, outcomes in regards to material adaptation and classroom management during the implementation of the reading strategies are presented. First segment contains positive and negative aspects whereas the second contains a general overview along the 8 sessions.

### **7.2.1. Material Adaptation**

Using adapted material during the implementation of this project had positive and negative elements. One of the positive elements were the topics that were chosen for the readings. Thus, the material adapted seemed to draw learners’ attention in regards to content. To illustrate the previous, in O2E it is evidenced how some learners expressed their interest to one of the readings.

O2E. *“The T distributed a reading called “the white house” which drew most learners’ attention as some learners claimed that the topic was very interesting, ‘me gusta este tema”.*

In O2E, it can be seen that a learner expressed he liked the theme of the reading to which he was exposed. This demonstrates that written material requires to fit students’ preferences in order to motivate interaction with it. Data taken from the journals show that



students expressed their inclination about topics related to the universe. To exemplify, it was evidenced in O5J2 how one learner said that the text called “Living in the Space” was engaging for him.

O7J2. *“When the teacher provided the learners with the reading “Living in the Space”, one student expressed that he loved topics related to the whole universe due to the fact that he had the desire to travel over there. Also, he expressed that he wanted to volunteer to start the reading of the text because he felt interested by the topic”.*

In the utterance, topics related to the universe contributed to increase this learner’s participation as he felt engaged to this kind of topics. In the same line, as the material was implemented applying the easification technique defined by Vucic, Kraljik & Vukovic (2008) as the method which contains visual aids related to the topic, word banks for difficult words, and highlight idioms and collocations to help students understand the worksheet and make it more comprehensible. Eventually, students found interesting the fact they could find difficult words at the bottom side of the text and pictures in the text as it was noticed in J2R.

J2R. *“I evidenced that a paired-group asserted it was easier to understand the text with the word bank and pictures exposed since they could infer from images and they did not need to stop to look up on dictionaries with the word bank”.*

This implies that word banks and pictures are useful in order to comprehend the text and helped the students with the pacing when reading since they save time looking for unknown vocabulary when they are required to search up on dictionaries or any other devices which have them stop their reading in order to comprehend better.

It is paramount to mention that in order to apply this project, there are some aspects that need to be taken into account such as the time required to look for the texts and develop the lesson plans, the time needed to simplify the readings, and the costs of the printed material. In regards to the time required to search up the reading tasks, it took at least 1 hour to find a reliable page to retrieve the texts to be implemented. The time spent designing the lesson plans always took around forty minutes. Moreover, the time to simplify a text was around two hours trying to make the text more comprehensible by the inclusion of word banks with unknown vocabulary and pictures which matched to the topic since it was two texts per class. Finally, due to the large number of students the costs of the materials required a good amount of money to print the material for each of the students . It is crucial to remark

that when implementing this kind of classroom projects, the practitioners take into consideration these elements to deal with the time and cost required to carry out these projects.

### 7.2.2. Classroom Management

Throughout the 8 sessions, it was evidenced that the practitioner, who took the role of teacher faced different situations in terms of classroom management such as time management, voice projection, eye contact, and rapport with learners which contributed to the development of each lesson. Also, it was observed that there were some adverse situations which should be taken into account. Information taken from the observations reveals that the teacher accomplished with the schedule established for each procedure of the lesson plan N°2. To exemplify, segment O2E2 shows how the teacher finished the presentation and the practice stage in the stipulated time.

*O2E2. “The teacher finishes the presentation and the practice stages proposed in the lesson plan N°2 in the time established. In the lesson plan N°2 also appears that the last 15 minutes of the class are for the production stage, and it is observed that the teacher reaches the stage in that time”.*

It can be seen that there were not significant situations which affected time management due to the fact that the teacher could finish the activities, exercises, and stages in the time set. Moreover, information taken from the journals shows that another strength during the implementation of the project was the voice projection of the teacher in charge of implementing the reading strategies due to the fact that the group was large, and he could draw learners’ attention. It is observed in a fragment of the journal O5E1 how the observer expressed that the voice tone of the teacher allowed the learners to be attentive towards the lesson.

*O5E1. “It is observed that the whole audience is able to listen to the teacher’ instructions because of the voice projection which is appropriate for this environment given the number of students who sometimes were talking or focus on other tasks out of the subject”.*

It can be interpreted in the utterance that the voice tone applied by the facilitator allowed the students to be more attentive despite the amount of learners who sometimes

attempted to make noise misleading their attention towards other activities. Furthermore, data taken from the journals reveals how the teacher have created rapport with the students. It is noticed in a segment of the observation O7J3 how learners had the confidence to ask the teacher questions not only related to the class, but also to other kind of topics such as the learning processes and methodologies.

*O7J3. "It is observed that the students progressively participate. They are always asking questions about the readings or some specific aspects of it such as the grammatical structure or the tense of different phrases. Moreover, some learners ask some specific questions about how to learn English easier and what methodology the teacher implemented in his classes. It is observed that there is a good environment inside the classroom because of the rapport among the audience".*

It can be noticed in the statement that there was rapport between the teacher and the learners since the students felt interested to talk with the teacher about different sort of topics not always related to the class. It could help to the learning process to facilitate the comprehension of a topic or to solve learners' doubts along the process.

On the other hand, there were some adverse situations which delayed the implementation process due to the time consuming and economic support. These situations were not written or evidenced in journals or observations; nonetheless, it is paramount to mention them inasmuch as they should be considered for further classroom projects. After the practitioners' dialogues at the end of the project, it was recognized that there were 2 sessions in which the group of students were asked to do academic activities. Thus, the practitioners needed to return home without implementing the sessions. Furthermore, It was necessary to spend a considerable amount of money per session due to the fact that it was always required to supply the learners with the workshops as well as the cost of the practitioners' means of transportation to go to the school to implement the project.

Finally, it can be expressed that there were some positive aspects in terms of classroom management which could help to the professional and personal growth of the teacher in charge of the implementation of the project. Also, it could help the observers to increase their critical thinking about different kind of aspects of classroom management. Moreover, it can be also said that there were adverse aspects which could affect the implementation of this sort of projects, and it is vital to deal with these aspects to finish the project satisfactorily.

### **7.3. Conclusions**

The objective that led this project in terms of learning was to use reading strategies to comprehend basic texts. This allows the students to identify general and specific ideas, and to identify the author's purpose and make inferences and predictions of a text applying three reading strategies such as text attack, word attack, and reading speed and helps the learner. In terms of teaching, the objective was to implement reading strategies learnt throughout the lessons for the comprehension of basic texts. It allowed the teacher to adapt material that foster the use of reading strategies in learners. These objectives were achieved in a high percentage due to the fact that the outcomes obtained demonstrated an improvement in learners' reading comprehension skill.

In the first place, this improvement is shown throughout the implementation of the three reading strategies that allowed the learners to accomplish certain tasks in order to comprehend a text. Simply put, learners' were able to identify general and specific information by using reading speed. Also, learners were able to understand meaning from context by using text attack. Eventually, students were able to determine in which tense a text was written by using word attack strategy. This is aligned with Quiroga's (2010) findings due to the achievements obtained by the students allowing them to locate specific and general information by using reading speed, and to identify the meaning of the words or sentences by using word and text attack strategies.

These strategies were used by the students to apply specific techniques within a text, which varies depending on the strategy implemented. To illustrate the previous, reading speed was used by the students for the identification of specific ideas throughout the use of scanning technique. Learners also used reading speed for the identification of general information using skimming technique. In the same line, students used word attack strategy in order to identify lexical items and structural clues that allowed them establish the tense of a text. This strategy was also used by the learners so as to ignore words that are not important for the immediate purpose. Finally, students used text attack strategy to identify cohesive devices and discourse markers that allowed them to understand information from context as well as to identify the author's purpose. This is intertwined with Quiroga's (2010) findings as learners became aware of the importance of looking at titles, pictures, and other visuals so as to identify the information they provided. Moreover, most of the students learned the

importance of getting a general idea about the text. Likewise, the learners recognized that identifying the keywords allowed them to find information in a short period of time.

Learner' responses to the implementation had positive and negative variations, 1) learners who participated actively in the project demonstrated preferences towards the use of two of the three reading strategies, and 2) other learners' demonstrated indifference to the implementation of the project. Namely, learners showed preference towards reading speed and word attack strategies as it was evidenced in most of the interviews. On the other hand, there were some learners that did not show enthusiasm to participate in this project since they answered the test randomly in order to finish other assignments not related with the project.

Finally, this implementation contributed to our professional development in terms of material adaptation and classroom management skills. In regards to material adaptation, it was strengthened as we learned to simplify texts by including word banks and pictures to each reading. In the same line, we learnt how to adapt texts that involved 21st century topics such as technology, culture, education, etc., in order to make the readings more engaging for students. Classroom management skills were also enhanced since they helped us increase our critical thinking as well as the techniques that allowed us to manage the group properly.

Some recommendations raised from this project for schools and teachers are to support these kind of projects by asking the in-service teachers to provide a quantitative grade during the implementation. In doing so, these projects will have a more significant impact for students in general. Although the results of the tests showed an improvement in students' reading comprehension skill, it can be said that probably the results could have been even better. In this sense, it is probably that these students, whose responses towards the project showed indifference, would have been encouraged by a quantitative grade. Therefore, the results of the project could be different.

## **8. Ethical Considerations.**

### **8.1. Introduction.**

This specific section attempts to cover several dimensions concerning the values and rules which must be held in high regard for the development and implementation of this project called “the implementation of four reading strategies to tackle basic academic texts for tenth graders in a state school in Pereira “which expects to avoid harm as a result of the project being carried out. This chapter is focused only on the contributions provided by Lankshear and Knobel (2004) who explain that the reputation of any individual can be harmed due to confronting issues with their credibility derived from the conclusions of a study being exposed publicly; therefore, this study leans on four ethical considerations embracing an informed consent, ensuring confidentiality, minimizing intrusion, and reciprocate.

### **8.2. Informed consent.**

As previously mentioned, these lines are addressed to raise awareness on students and parents/caregivers about the aims of the study in which students will be involved and actively participating, that is to say, the pre-service teachers will take into account at least two types of statements for seeking consent. Thus, the pre-service teachers will inform either through a form to sign or an information letter which introduces what the research will be about. Consequently, as the students who will be participating in this project are under age, it is a must for parents /caregivers to provide informed consent instead of students themselves.

### **8.3 Ensuring confidentiality**

The authors highlight how mindful should be any researcher in a report about the protection of all students` identity to avoid negative outcomes; consequently, the use of pseudonyms might affect an individual since s/he could be recognized by their classmates or teachers in the school. Likewise, this project aims to keep back from exposing students` names or pseudonyms which can easily describe any person and affect their social integrity.

If at the end of the project the practitioners happen to request to recognize somebody due to his/ her positive achievements during the performance of the project, it will be required a written permission to expose their identity.

#### **8.4. Minimizing intrusion.**

Within the implementation of this classroom project is impossible to avoid completely intrusion since it will involve human subjects as the main core to obtain outcomes. Thus, it is relevant to inform the students' parents/caregivers that every intrusion will be only for educational purposes that will contribute to this project to collect students' reading results; students' private lives will not be considered to gather any data in or outside the classroom. Moreover, the informed consent already mentioned gives to the parents, detailed information about the objectives of this project in terms of confidentiality to establish a line (ground rules) that cannot be crossed along the implementation. Certainly, this ground rules will be shared at the beginning of the implementation of the project in order to discuss them and avoid future misunderstandings.

#### **8.5. Reciprocate.**

The authors suggest that researchers should be aware of the participant's generosity for their commitment throughout the implementation. Therefore, pre-service teachers should contribute to their participation interest. Throughout these commitments pre-service teachers will demonstrate gratitude to participants as it provides something back in return. This project intends to benefit students' reading skill so they can be more prepared when presenting different reading tests. Furthermore, as this project will be developed with tenth grade students, the school will be able to reinforce students with these strategies again in eleventh grade. This will allow students to take advantage of the reading strategies during the ICFES exam.

## **8.6. Conclusion.**

These four ethical considerations will be established from the very first session of the implementation of the project in order to build consciousness with the parts involve (students, parents, institution, etc.) so as to avoid possible unexpected issues throughout the learning process . The informed consent plays a relevant role in the classroom project since it allows the parents and the students to be updated with the considerations provided by the practitioners; thus, they will have the chance to agree or disagree with any point, being involved in the construction process of the ethical considerations.



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