

READING STRATEGIES FOR READING COMPREHENSION

The Impact of Strategy-Based Workshops on Tenth Graders Reading Comprehension

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Abstract

This study is a qualitative action research that focuses on the impact that strategy-based workshops have on tenth graders' reading comprehension. The three theoretical constructs in which the present study emphasized were materials development, reading strategies and reading comprehension. The implementation of the designed materials took place in a public school in Bogotá, with a group of tenth graders to whom I guided in their English learning process. With the aim of achieving the objective proposed, I implemented two workshops based on reading strategies and gathered data through students' artifacts, field notes, focus group interviews and a reading comprehension test. After the intervention, I used the grounded approach and the triangulation procedure to analyze the data gathered to answer the research question. The results showed that materials were relevant for students interests and the challenging activities contributed to engaging students in EFL reading processes. The students found a strategy that helped them to establish a close relationship with the text but also represents a valuable tool to apply not just in English but other classes where they need to read and understand the reading passages. Finally, it was evident that the process of using the reading strategies helped students to enhance their reading comprehension at least in the literal level which was something in which they had problems before the implementation.

Keywords: materials development, reading strategies, reading, reading comprehension

Resumen

Esta investigación - acción cualitativa se enfoca en el impacto que los talleres basados en la estrategia tienen en la comprensión de la lectura de estudiantes de décimo grado. Los tres constructos teóricos en los que se hizo énfasis fueron el desarrollo de materiales, las estrategias de lectura y la comprensión lectora. La implementación de los materiales diseñados se llevó a cabo en una escuela pública en Bogotá, con un grupo de estudiantes de décimo a quienes orientaba en su proceso de aprendizaje de inglés. Con el propósito de lograr el objetivo planteado, implementé dos talleres basados en estrategias de lectura y recopilé datos a través de artefactos, notas de campo, entrevistas a grupos focales y una prueba de comprensión de lectura. Después de la intervención, teniendo en cuenta la teoría fundamentada en datos y el procedimiento de triangulación analice la información recopilada para poder dar respuesta a la pregunta de investigación. Los resultados mostraron que los materiales fueron relevantes ya que se relacionaban con los intereses de los estudiantes y las actividades propuestas representan desafíos los cuales contribuyeron a involucrar a los estudiantes en los procesos de lectura de texto en inglés. Al trabajar con las estrategias, los estudiantes encontraron una que les ayudó a establecer una relación cercana con el texto, no solo cuando se acercaban a texto en inglés sino en otras clases donde debían leer y comprender los textos asignados. Finalmente, se evidenció que usar las estrategias de lectura ayudó a los estudiantes a mejorar su comprensión de lectura al menos en un nivel literal, lo cual fue un avance ya que era algo en lo que tenían problemas antes de realizar la implementación.

Palabras clave: Desarrollo de materiales, estrategias de lectura, lectura, comprensión de lectura

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Description

This research study intended to explore how the design and implementation of two workshops based on reading strategies contributed to enhance reading comprehension of tenth grade students. This study is a qualitative action research where data was analyzed under the principles of grounded theory. The data gathering instruments selected for this study were: students' artifacts, field notes, a test and two focus group interviews. The theoretical constructs supporting this study were materials development, reading strategies and reading comprehension. The main scholars consulted in the field of Materials Development were Tomlinson (1998; 2003; 2012); Núñez, Téllez & Castellanos (2012); Núñez, Téllez, Castellanos & Ramos (2009); and Núñez & Téllez, 2015. Regarding reading strategies, O'Malley and Chamot (1990); Oxford (1990); Abbot (2006); Carrell (1998); Harvey and Goudvis (2000); Pearson, Roehler, Dole and Duffy (1990); Grabe (2009) and Rubin, Chamot, Harris and Anderson (2007) were considered. Finally, concerning reading comprehension, Smith (1971); Goodman (1996); Nation (2008); Grabe (2009); Grabe & Stoller (2013); Alderson (2000); Truelove, Hulme & Snowling (2014) and Sweet and Snow (2003) were the authors mainly consulted. It can be concluded that the design and implementation of strategy-based materials can help students improve reading comprehension practices inside the classroom if their context needs and difficulties are considered and if enough and valuable activities are included to make students aware about the importance of reading strategies to approach written texts.

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Content

This research study encompasses five chapters. The first chapter presents the research problem, considering the statement of the problem, the research question, the general and specific research objectives, the related studies, the setting and the rationale. The second chapter comprises the literature review of the theoretical constructs: materials development, reading strategies and reading comprehension. The third chapter deals with the methodological design, consisting of the research design and the instructional design. The research design describes the approach, the type of study, the participants and data gathering instruments used. Regarding the instructional design, the pedagogical intervention and instructional objectives are presented, as well as the intervention as innovation, the theory of the nature of language and language learning, the methodological approach underlying the pedagogical intervention, the connection of the pedagogical intervention with the research question and the suggested instructional phases. Chapter four addresses the data analysis examining the data analysis procedure and the research categories and subcategories. Finally, the fifth chapter presents the conclusions, pedagogical implications, limitations and questions for further research.

Methodology

This study is a qualitative research study that observes social phenomena and tries to make sense out of it. In this regard, Merriam (2009) stated that the qualitative approach allows researchers to understand the problematic situation deeply and describe the situation in detail. Additionally, this study occurs within the action research approach where, according to Burns (1999), teachers become reflective of their practices to improve and transform the classroom dynamics. The data gathering instruments selected for this study were: students' artifacts, field notes, a test and focus group interviews. The instructional design involved a pedagogical intervention that entailed the design and implementation strategy-based reading workshops to help students enhance to students' comprehension.

Conclusions

Students were enthusiastic and felt motivated as considered the topics were of their interest and relevant. In addition, the variety of exercises and challenging activities encouraged them to go beyond their levels of proficiency. They highlighted that materials were innovative and offered opportunities to activate the previous knowledge. Highlighting was the strategy students used the most either to identify textual cues or main ideas and relevant details of a text in English and in other subjects. Finally, students' interpretation of the texts was about the recognition of explicit information from the text. Students recalled, sequenced and reorganized the information through the development of the activities proposed. The reading comprehension act was a relationship between the texts and the activities considering their language difficulties and strengths.

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Table 1- Research categories

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Introduction

Since I started my professional career as a teacher, I have observed that students have many difficulties when they read English texts. They have problems understanding the vocabulary, identifying the grammar, understanding key ideas, and details in a text; even, at literal levels of comprehension. I have noticed that this is due to the lack of knowledge students have about reading strategies. When they approach a text, they do it mechanically and only look for the unknown vocabulary in the dictionary to understand word by word. They do not consider strategies as tools to approach a text easier to then be able to understand it. This situation has caused that students perceive reading as a complicated and boring activity that they can avoid by copying answers in activities from classmates.

Regarding this situation, I decided to address the problem by designing and implementing two strategy-based reading workshops to help students improve their comprehension of English texts. Besides, these workshops aim to accomplish one of the objectives of the National Bilingual standards booklet (MEN, 2006) for tenth and eleventh graders regarding the reading skill which is “I use a variety of reading comprehension strategies suitable with the purpose and type of text” (p. 26). In addition, it is important to consider the objectives contemplated in the document “Colombia Very Well” which are addressed to enhance the English learning process within a communicative framework to develop each one of the language skills. (MEN, 2014)

The workshops were developed by myself because first as students were from the public context, we as teachers are not allowed to ask students for EFL textbooks. Second, despite the wide range of alternatives to work on reading comprehension through the application of strategies offered by both local and foreign publishing houses, I proposed my own strategy-based workshops since they take into consideration students’ context and interests. This because although the publishing houses produce materials to meet the requirements of a globalized

context (Kumaravadivelu, 2016), the fact is that producing the own materials is important because in that way, I can address what I consider they need to enhance their reading competence as well as help them in their language learning process using reading as an input to develop the other skills.

Regarding the above, this document contains five chapters: the first one presents the statement of the problem, the research question and the objectives. Chapter two portrays the literature review. It theoretically defines each one of the constructs considered for the present study: materials development, reading strategies, reading and reading comprehension. The third chapter describes the methodological design, the research design, the approach and type of study, the data gathering instruments, the instructional design, and the methodological approach. Chapter four presents the data analysis procedure and the categories and subcategories along with their evidence and theoretical support. Finally, the last chapter presents the research findings and conclusions, the pedagogical implications and the proposed questions for further research.

Chapter I

Research Problem

Statement of the Problem

Reading texts in English in the context of this study is a difficult task for students. Throughout my teaching experience, I have observed that this is because most of the time they are not able to develop the planned activities in the given time, they do not know enough vocabulary, or the texts are too long that they get confused, frustrated or bored. In addition, as they do not process the content of the texts, they cannot make sense of them, and this produces lack of interest. The above means that they have problems comprehending the meaning of the passages at literal and deeper interpretative levels; a situation that even happens when they read in Spanish.

Regarding this and keeping in mind the class observations and the conversations held with other teachers about reading, both indicated that when students were reading a text in English, they did it as a mechanic activity of decoding isolated words. As a result, they did not understand the information presented in the passages and they had difficulties developing comprehension activities even though exercises were at literal levels of comprehension. In addition, analyzing students' responses to the online survey used in the needs assessment (See Appendix A) most of them expressed that they have difficulties in the subject and when they must read a text and resolve any exercise they just copy from a partner because they do not like reading English texts.

This situation is due to the lack of reading lessons and activities they have had in class. Therefore, it is noticeable that when students approach a text, they do not establish a close relationship with it; they do not interact with the text to understand the meaning beyond vocabulary translation. There is a low commitment to advance in higher thinking processes and move toward the Ministry of Education standards regarding EFL reading. These standards are

concerned with the enhancement of the language skills and the use of reading strategies such as previewing the text, questioning to monitor reading, relating information to personal experiences and background knowledge, inferring or determining importance within a text to enrich existent processes and improve levels of comprehension (MEN, 2006; 2014).

According to the assertions above, students feel they are not able to get good results in the comprehension activities, because they have frequently been involved in a process in which they just have recognized issues about language structure and vocabulary translation. Because of this, it is important to show students reading as something they can do successfully and not as something they have to avoid. Therefore, the proposal is to develop and implement workshops based on strategies to approach texts, involving students in a process to develop strategic reading to comprehend a text while they construct meaning from it.

Research Question

How do the design and implementation of strategy-based reading workshops enhance tenth graders' comprehension at a public school?

Research objectives

General objective. To explore how the design and implementation of strategy-based reading workshops enhance tenth graders' reading comprehension in a public school.

Specific objectives. (a) to appraise the usefulness and suitability of reading strategy-based workshops to enhance students' reading comprehension; (b) To identify the reading strategies the students, resort the most to comprehend a text; (c) to describe the level of comprehension students' reach after implementing structured reading strategy-based lessons.

Related Studies

In this section, I present six previous studies, which, I consider relevant to this research because they showed similar characteristics and objectives; they deal with materials development, reading strategies and reading comprehension.

Regarding materials development and reading strategies, Echeverry and McNulty (2010) conducted a qualitative action research study, in which they implemented a directed reading-thinking approach to explore if reading strategies could improve students' comprehension. This study was carried out at a public elementary-high school in Envigado, Antioquia with a group of 30 eighth grade students. For data collection, they used reflective journals, attitude and rating student checklists, feedback cards and students' artifacts. They created and adapted worksheets and exposed students to strategy instruction to motivate and guide students' reading. They concluded that modeling the strategies was key to engage students to use and apply them to support their reading comprehension. They also found that students were motivated to read and did authentic reflection exercises because the materials were interactive and based on students' interests and language ability. I consider this research is useful for the present study because the authors highlighted the importance of integrating and modeling the strategies in a clear way, to engage students in the exercises proposed during the reading classes.

In another study, Mahecha, Urrego and Lozano (2011) conducted a qualitative action research with a group of 33 eleventh graders at a public school in Bogotá. Its aim was to examine the effect of using two reading strategies to improve reading comprehension of texts in English designing and implementing of reading workshops. As data collection instruments they used surveys, observation, field notes, and students' artifacts. The findings were that in general terms, the reading strategies applied, text coding and double entry organizer, helped students recognize vocabulary, grammar structures, identify topics and important ideas of short texts and the main

difference between them. Something they highlighted was that the application of these strategies enhanced students' self-esteem and they tended to become more confident readers than they were before. An aspect I considered relevant from this study was that they pointed out as important students' strengths and difficulties, as an essential part in the development of the reading competence. The above, because for them, it was key to know which factors were affecting the reading comprehension level of students before starting the implementation of the workshops.

Regarding reading strategies and reading comprehension, Quiroga (2010) explored the impact of reading strategies to improve reading comprehension of academic texts in English through the design of reading lessons. This qualitative action research was carried out at a public school in Bogota, and the participants were 38 tenth grade students. The researcher collected the data through journals, interviews, questionnaires and students' artifacts. After analyzing the data, Quiroga found that reading strategies were useful for students since they allowed them to assume an active role during the activities as they felt comfortable asking, making comments and giving opinions about the text to verify their understanding. Another significant reason I consider this study relevant is that it showed the need of recycling the strategies students had problems with until they can use them in autonomously and efficiently.

In the same line, Verano (2017) conducted a qualitative action research study with eleventh graders at a private school in Bogota. It aimed to explore the impact of the design and development of worksheets based on metacognitive strategies. The researcher used artifacts, field notes, teacher journal, tests and think-aloud protocols to collect the data. After analyzing the data, Verano concluded that workshops based on metacognitive strategies had a positive impact on students since students show better results in reading comprehension tests. Besides, the implementation of the worksheets changed students' perceptions about the materials used in the classroom. Although, something he pointed out was that it is important to offer students variety

in the activities to avoid lack of excitement. Finally, a result I consider informative for my research is that students became aware of using the strategies as tools for further reading practices.

Finally, regarding reading comprehension and materials development, Osorio (2016) proposed a qualitative action research for improving students' reading comprehension through reading strategies workshops at Maria Cano School IED. This study was carried out with 33 eighth grade students and the instruments to collect data were observation field notes, surveys and students' artifacts. From the data analysis, the researcher concluded that some strategies contributed to students' development of superficial levels of comprehension, while others to the student's development of deep levels of reading comprehension. The researcher also exposed the importance of dividing the workshop into different moments (before reading, while reading and after reading) to motivate students, increase curiosity, provide clear opportunities to understand the text, and finally let students receive feedback from the teacher and his partners to make sure of their answers and understandings. The last finding, about organization, is something I can consider in my study because she concluded that the design of the material is essential to engage students in the process of integrating the strategies and develop comprehension activities more effectively.

Another study was conducted by Rincon (2014), it aimed to enhance students' reading comprehension implementing authentic materials. This qualitative action research was carried out with a group of 16 eleventh graders at a public school in Bogota. The data collection instruments were field notes, surveys, questionnaires, interviews and artifacts. The researchers designed and implemented workshops based on authentic materials and metacognitive strategies. After analyzing the data, she concluded that the use of metacognitive strategies helped students to become aware of their learning processes when comprehending the reading material. Another

relevant finding was that when students were motivated with the activities, they made significant efforts to improve their reading comprehension performance. Finally, a result I consider useful for this study is that the use of authentic materials in the workshops motivated students to be active readers during the process because were based on their interests.

Setting

This study takes place at a public, elementary-high technical school in Bogota. The school offers education from kindergarten to eleventh grade in four branches and assists blind students. Participants are 22 tenth grade students aged between 15 to 17 years old in the afternoon shift. Concerning the vision and mission, the school provides an education proposal based on the recognition of differences in students' learning paces and styles and consider as interdisciplinary projects the integration of ICT, the strengthening of English and the environmental care. The primary objective of the school is to educate ethical citizens whose lives projects combine self-interests with current global demands.

The English language syllabus in the school is content-based and is developed through teacher adopted or adapted materials. The school divides the contents into four terms; each one focuses on specific vocabulary categories and grammar structures that students are expected to learn according to their level. The objective of the syllabus is to develop the four language skills and improve communicative competence, however, as students take English just three hours per week there is little time to develop those skills deeply and improve their language learning process.

Rationale

Reading is considered a natural activity in people's daily life, this because during a regular day people must read many things to understand what happens in their contexts. However, reading according to Nuttal (1982) is a complex process, which involves, on the one

hand, identifying and decoding letters and words and on the other hand, it is about understanding and getting the meaning of a text functionally. For many years, teachers have focused the reading activity on asking questions to assess only the literal understanding rather than instructing strategies to help students comprehend what they read, beyond decoding words and sentences (Harvey & Goudvis, 2000). The results obtained from class observations during students' reading activities and other teacher's perceptions about their reading comprehension processes, confirmed the above showing that they had difficulties and poor results when reading texts in English, due to the little time devoted to reading instruction.

Bearing this in mind, I decided to develop this study, to enhance students' reading comprehension through the design and implementation of workshops based on the explicit instruction of reading strategies. According to this, I expect to not only contribute to the improvement of the reading abilities at literal and if possible to more analytic levels of comprehension, but also show that reading comprehension instruction is not just one more thing to teach in the curriculum (Harvey & Goudvis, 2000), it must be considered a process rather than a product. The above means that it is necessary to move from the former process that focuses on the text to a different one that "explores the readers, their background knowledge and experience and the interaction with the text" (Echeverry & McNulty, 2010, p, 108). In other words, it is necessary to offer students the opportunity to develop reading activities in which they can actively explore the texts and using what they know about the topics interact with them by using reading strategies, which is the purpose of the present study, to help them enhance comprehension.

Furthermore, bearing in mind my school community, I would like my colleagues to revise the proposal to see how they can adapt the reading strategy-based workshops with other groups of students, keeping in mind their needs, interests and purposes of reading. Besides, I consider

that the results of the implementation can be useful first, to reconsider the English language syllabus we are working at school and second it is an opportunity to enable the design of different and contextualized materials to support the language learning. This aspect is as well something that will contribute to the Masters' research line since it is important to consider the findings in this study regarding reading comprehension and strategy instruction to propose materials that can help students build strategic reading processes to foster reflexive and critical reading practices to construct meaning.

Lastly, this study contributed to the research line on materials development and its “justice, equity and inclusion,” “empowerment and autonomy” and “quality assurance and professional development” principles (Núñez, Téllez & Castellanos, 2013, p. 6). This because the materials designed considered students' interests and were provided to all of them in the same format for each of them. As their perceptions on the subject were highly considered, the proposal was innovative because attempted to meet students' context and support their language learning process. The materials proposed sought to engage students by offering them tools to gain confidence regarding their reading processes in the English class and foster their autonomy at the time to develop the learning activities. Besides, this study and the materials allowed me to think myself as a more active participant and not just as a replicant agent in the language learning process. I consider this was an opportunity to reflect about my strengths and weaknesses and look for the way to improve my teaching practices to foster in students a more positive and willing attitude in the language classroom. Finally, although much research has been done on reading, this study may contribute to the field of reading strategies by highlighting that it is important to design suitable materials to give direct instruction of the strategies to help students improve their reading practices in the language classroom.

Chapter II

Literature Review

This chapter presents the key concepts placed in the main research question asked in the statement of the problem. The next section, illustrates theoretically the three constructs considered for this study as well as its relation to the materials design and implementation: materials development, learning and reading strategies and reading comprehension.

Materials development

Talking about materials development is to talk about all the resources designed and used to teach any content or develop an activity inside the classroom. According to Tomlinson (1998), in language teaching “materials development refers to anything which is done by writers, teachers or learners to provide sources of language input... to promote language learning” (p. 2). In other words, when a teacher prepares a lesson, it is essential to think about the ways learners are going to experience the language, offering them different possibilities to promote effective learning. In this regard, according to Núñez, Téllez and Castellanos (2012) materials development cannot be seen only as something teachers do every day inside the classrooms. Instead, this should be a reflective process that not only allows the production of a worksheet or lesson but also should be a reflection about the way we are contributing to the teaching and learning of the language.

Besides, as Núñez, Téllez, Castellanos and Ramos (2009) asserted, materials development “entails various actions to improve teacher practice and so student learning” (p. 16). This means that materials development is a powerful process that not only provides the contents and the activities of the lesson by means of a resource, but also makes possible to help teachers improve their practices as they are not only aware of its production but also about its implications and how them support or not students’ learning processes. Regarding this study, for instance, it was

possible to reflect about the impact materials we implemented in our regular classes and how sometimes these were not engaging for all the students and consequently did not propel their learning process. Therefore, it is necessary to consider always the population and its characteristics to develop or implement the material.

MD as a field of study. Regarding the design and implementation of workshops in this research study, it is relevant to consider materials development (MD) as a field of study. In second language teaching, it is essential not just to look at the selection of the proper approaches or strategies to improve students learning. It is also relevant to look at the design, production or adaptation of different materials designed and implemented by the teacher to allow students to achieve their learning goals. In this sense, Tomlinson (2003) asserted that MD as a field of study is the review of the principles and procedures a teacher must follow to create and implement different kinds of teaching materials, such as worksheets and workshops. Similarly, Núñez and Téllez (2015) affirmed that "language pedagogy and applied linguistics have recently recognized that MD is a field of study focused on the effect of materials on the teaching-learning process of a foreign language" (p. 57). This means that the field of materials development research considers not only the effectiveness of the materials with students but also helps teachers to assess and improve their teaching practices.

Tomlinson (2003) affirmed that to develop materials for language learning, teachers should keep in mind theories of language acquisition, teaching principles, know how students use the target language and keep in mind the results of observations and assessment of current materials. In other words, considering MD as a field of study means that teachers get involved in investigation procedures on the principles and methods to design, implement, assess, observe and analyze materials that optimize students' learning process. In this regard, Núñez, Téllez and Castellanos (as cited in Núñez & Téllez, 2015) asserted that MD "as a field of study, demands an

informed methodology that allows validating the efficiency, appropriateness and relevance of materials within the context of learning a language” (p. 57). This means that MD demands from the teacher an inquisitive attitude about the effectiveness and relevance of the materials that optimize students’ language learning. In this study, for instance, a previous analysis was done to students’ responses on the need assessment survey to identify the topics they prefer to develop in reading sessions; in addition, an activity was piloted to identify possible misunderstandings and adjust the activities and its instructions.

Defining materials. When we talk about materials, we can refer to them as the different resources that mediate the process of learning a language. All the materials designed have different characteristics, these can go from teacher-made or adapted, which is the case in the present study to the produced by the various publishing houses found in the market. Tomlinson (2012) stated that materials could be characterized as instructional as they inform the learners about the language and experiential as exposes students to the language in use. They can also be elicitive because they stimulate language use and exploratory when they allow students to discover how to use the language in real settings. Furthermore, materials also can be linguistic, visual, auditory or kinaesthetic and its main goal is to facilitate students’ language acquisition process and improve teaching practices (Tomlinson, 2003).

In addition to the above, as Núñez, Téllez and Castellanos (as cited in Núñez & Téllez, 2015) pointed out, materials should be considered “socio-cultural resources that facilitate not only linguistic interaction but also cultural exchanges between the various human groups” (p. 58). Materials then should not be considered just as grammar input tools, but also a social mediation tool that gives learners the opportunity to interact using the language they are being exposed through the materials.

Considering the above definition, materials can take different forms, Richards (2001) for instance, presented a classification that recognizes materials made by the teacher and the materials offered by the publishing houses. This scholar considers two groups; the printed materials (books, worksheets) and the non-printed materials (audiovisual materials and computer software). Also, he included two more categories of materials that can take printed or non-printed form, such as online materials and the ones that are not designed for instruction such as newspapers or magazines. In this study, the materials offered to students were printed. Two workshops were provided to students, these were teacher produced but adapting texts and activities from other materials and resources.

Types of materials. Every day inside the classroom teachers adopt, adapt or create materials to support the teaching practices; these materials can consider resources, as internet articles, newspapers or books which brings real language to the classroom, or use resources to accomplish language forms such as structured dialogues. Gilmore (2007) asserted that the use of authentic or non-authentic materials through history has changed along with the methods to teach a second language. For instance, at the end of the nineteenth century, the materials used, according to Sweet (as cited in Gilmore, 2007) became authentic, natural and covered the real aspects and uses of the language. However, starting the twentieth century because of the success of the linguistic theories of the time, for example the audiolingual method, the materials focused on the structures and as Gilmore (2007) stated, “prescribed behaviors on teachers and learners” (p. 1); that involved just the knowledge of the linguistic aspect. Then, the concern of authenticity appeared again in the seventies when Chomsky and Hymes (as cited in Gilmore, 2007) discussed that learning a language and develop a communicative competence for real situations involve much more than learning all the features and patterns of the linguistic structure. Therefore, since

then it is important the creation of materials to communicate useful ideas in the real context rather than to expose students to the language forms.

When somebody thinks about the authenticity of materials, the common assumption is that the worksheets, workshops or modules created by the teacher considering the students' context are authentic and the non-authentic materials are the ones that have been created by others, for example, published books or modules. However, Morrow (as cited in Gilmore, 2007) defined authenticity as “a stretch of real language produced by a real speaker or writer for a real audience and designed to convey a real message of some sort” (p. 4). In addition to this, Tomlinson (2012) affirmed that an authentic material is “one which is produced to communicate rather than to teach and an authentic task is one which involves the learners in communication in order to achieve an outcome, rather than practice the language” (p. 162). In other words, authenticity in materials enables students to face authentic language and contents to use them naturally, even inside the classroom because authentic materials motivate students by offering them real context situations.

According to the above, non-authentic materials can be defined as the ones that focus only on the exposure and presentation of structures and language forms. They are designed to teach linguistic issues and the language is simulated and non-contextualized. In this regard Berardo (2006) asserted that “the artificial nature of the language and structures used, make them very unlike anything that the learner will encounter in the real world and very often they do not reflect how the language is really used” (p. 62). However, Carter (as cited in Harwood, 2010) stated that as well as authentic materials contribute to the teaching and learning of the language, inauthentic materials can be exploitable because although they are contrived, these allow learners to approach to the language in a way they can practice with it and connect it meaningfully to the context and in this way, move to more natural forms of the language in real context. Bearing this

in mind, a mixture of both types of materials are to be considered for the design of the workshops in the present study, because as well as the texts come from authentic sources (webpage articles), the teaching sequence proposed is structured to allow students to approach the language in a way they can control and practice it.

Learning strategies

Students learn in different ways and in a variety of places, for example, they learn at home with their families, in the street with their neighbors and friends and at the school with their teachers and classmates. However, according to Mayer (1988) this last place, the school, is the one in charge of facilitating students learning by means of guiding them to control their cognitive processes. This means that the school should help students to identify the methods and strategies they use to learn, remember and think about the new knowledge or information they acquire in and outside the classroom. According to Oxford (1990), "learning strategies are steps taken by students to enhance their own learning" (p. 1). In other words, learning strategies are problem-solving tools to improve students' own learning and understanding. In this regard, Weinstein and Mayer, (as cited in O'Malley and Chamot, 1990) argued that the goal of a strategy is to "affect the learner's motivational or affective state, or the way in which the learner selects, acquires, organizes, or integrates new knowledge" (p. 43). This means that the instruction and implementation of learning strategies must be addressed to guide students in the selection, analysis, monitoring, organization, and elaboration of new information.

However, for the strategies to be acquired, it is not only necessary to teach them but also to provide opportunities for students to use them. Therefore, it is essential to review the different learning processes and their role in the acquisition of strategies. On the one hand, Mayer (1988) affirmed that there are three views of learning that explain how learners acquire new knowledge and use or not learning strategies to achieve a specific goal. In the quantitative view of learning

the focus is on the quantity of knowledge and the function of the strategies is to increase that amount of knowledge. The qualitative view of learning focuses on the type of information learned and the purpose is to select a strategy that allows the learner to achieve the goal of the learning situation. Finally, the behaviorist view refuses the use of learning strategies. In this view, the students receive information and learn it because of the acquisition of a new behavior, for example, by repetition. This model does not attempt to describe how students process information, the important aspect is the amount of instruction and information given. On the other hand, learning views from a cognitive perspective focus on the mental processes used while learning or solving problems. In this regard, Anderson (as cited in O'Malley & Chamot, 1990) argued that cognition covers the mental activities that allow the acquisition, storage, retrieval and use of knowledge. It describes the ability of the brain to think and solve problems.

Another aspect regarding learning strategies explained by Anderson (as cited in O'Malley & Chamot, 1990) is about the acquisition of learning strategies and the types of knowledge. Therefore, it is important to distinguish between the declarative and procedural knowledge. The declarative knowledge is defined as immobile because it is only the information stored in the long-term memory, for example, facts and definitions. In contrast, the procedural knowledge is the ability to analyze and apply the knowledge to solve a problem. It is what we know to do something and requires continuous practice to acquire it. The use of the learning strategies is placed in the second type of knowledge because as defined previously, a learning strategy is a problem-solving tool to help the learner to understand something. For this study, both types of knowledge were recalled because on the one hand students identified and recognized the strategies and became familiar with the concepts and procedures of each one. (declarative knowledge). On the other hand, students used their understanding of the strategies to approach and analyze the texts to reach comprehension.

In addition, Anderson (as cited in O'Malley and Chamot, 1990) explained the acquisition of learning strategies as a cognitive skill and proposed a learning system to explain how strategies are acquired. This system contains three stages that a learner needs to accomplish to acquire a learning strategy: the cognitive stage, the associative stage and the autonomous stage. For this study and considering the time to be devoted to the implementation, two of these three stages were considered. The first is the cognitive stage in which the learner receives instruction on how to perform the task (procedural knowledge). The students first were guided in the use of the strategies; therefore, for each one, the procedures were modeled before students apply them in the activities. The second is the associative stage in which the learner detects mistakes in the way he does a task. Then with extensive practice, the learner eliminates the mistakes and strengthens the connections between new and previous information. For this stage, students applied the strategies in guided activities by the teacher to clarify doubts on how to use them, and then they had the opportunity to use strategies to develop individual or peer activities.

Types of learning strategies. Language learning strategies have been classified throughout history by different authors. In this regard, Hismanoglu, (2000) argued that several scholars (Wenden & Rubin, O'Malley, Oxford, Stern and Ellis) have presented different classifications of learning strategies, but most of them have similarities in relation to language learning since they focus in similar aspects such as cognitive, metacognitive, social or affective processes.

Oxford (1990, 2003) for instance, presented a general classification of strategies. The direct strategies help students to process, produce and comprehend the language system. This first group allows the learner to acquire, save and retrieve information (memory strategies); enables the learner to identify and analyze words, summarize, synthesize, outline information, organize and reorganize information (cognitive strategies) and use pictures, synonyms or the

cross-linguistic interaction to guess and overcome the missing knowledge (compensation strategies). The indirect strategies help the learner to monitor and manage their learning process. This second group helps the learner to regulate and self-direct the learning of knowledge (metacognitive strategies), identify and control feelings and emotions to improve performance (affective strategies), work and learn with others and give or ask for help to complement the self-learning process (social strategies).

The second strategy classification presented by O'Malley and Chamot (1990) includes metacognitive, cognitive and socio-affective strategies and depends on the type of processing. The metacognitive strategies deal with thinking processes, the planning, the monitoring and the self-evaluation of the learning activity. The cognitive strategies are related to individual learning tasks that deal with the direct manipulation of the information. The socio-affective strategies involve the influences of the context and interaction with others in the learning processes. This can be by asking other questions on what they have learned, cooperating to achieve the goal of the activity or asking for clarification.

Considering these categorizations and the strategies used in this study to help students enhance reading comprehension, the proposal by O'Malley and Chamot (1990) on cognitive and metacognitive strategies is suitable. This, because on the one hand, with some of the strategies students monitored their thinking and comprehension while doing the activity (metacognitive strategies). On the other hand, the other strategies were used to recognize the content of the texts to decode and understand the information. (cognitive strategies)

Reading strategies. Keeping in mind the definition, the types of learning strategies and the way these are applied to improve students' learning processes, it is important to highlight their relevance in reading instruction. It is important to look at the processes students carry out to make sense and construct meaning from a text when they develop activities that go from literal to

deeper levels of understanding. In this regard, researchers like Fielding and Pearson (as cited in Harvey & Goudvis, 2000) argued that there must be a change in the way we see comprehension processes. They affirmed that “once thought of as the natural result of decoding plus oral language comprehension is now viewed as a much more complex involving knowledge, experience, thinking and teaching” (p. 6). Therefore, the idea of involving students in learning a set of reading strategies explicitly to understand a text has become more relevant in the process of reading instruction.

Before defining the concept of reading strategies, it is important to establish definitions for the words skill and strategy. For many years, these words have sometimes been used as synonyms and others as complementary concepts in which one supports the other. However, Afflerbach, Pearson and Paris, (2008) stated a distinction in which “skills were rooted in behavioral descriptions of learning through practice, whereas strategies were rooted in constructive, self-controlled theories of information processing” (p. 366). In other words, skills are the drilling process we follow to learn a behavior while strategies can be considered a conscious and systematic scheme that helps the learners to monitor their operations to improve their learning. In brief, the main difference between skills and strategies lies in the reader’s awareness and control of the processes (Afflerbach, Pearson & Paris, 2008). This means that when a reader can control and monitor what he or she does to decode and understand the text is different to what a reader does when reads a reading passage to identify the words and produces their sounds fluently.

Regarding the above, reading strategies then can be defined as specific tactics carried out by readers to comprehend the intended meaning of a text. In this sense, Abbott (2006) described them as “the mental operations or comprehension processes that readers select and apply to make sense of what they read” (p.637). In this line of thought, Carrell (1998) stated that “reading

strategies are of interest not only for what they reveal about the ways readers manage interactions with the text but also for how the use of strategies is related to effective comprehension” (reading strategies, para. 4). Both definitions suggest that readers use strategies as self-regulation tools that allow them to have control over information and their own learning process.

In addition to the above, Harvey and Goudvis (2000) stated that reading strategies should be a means to an end and not an end in themselves. This means that students used the strategies to cause engagement in the construction of meaning to foster understanding at literal, interpretative and inferential levels. According to this, research in reading comprehension took a different turn in 1980 when researchers systematically identified those thinking strategies proficient readers use to understand what they read. Pearson, Roehler, Dole and Duffy (1992) established a list of strategies that dynamic and reflective readers use to comprehend and make sense of a text. They found that good readers: search connections between old and new information, identify the essential ideas, ask questions before, while and after reading, make inferences and predictions, tend to summarize or synthesize the information, repair faulty comprehension and monitor the adequacy of their understanding.

In addition to this list of strategies, Harvey and Goudvis (2000) affirmed that later other authors drew on the importance of considering the images that go along with the texts and use them while reading as clues to improve text comprehension. This because it is important that readers consider the illustrations within the text while reading to improve the understanding of what they read. According to the above, when students use strategies consciously as tools to approach a text, they can monitor their reading process to achieve their goals of comprehension and foster personal meaning construction of the texts.

Strategy instruction. One of the main concerns of strategy instruction is to find a way to teach students how to use the strategies effectively. Oxford (1990) stated that teaching strategies,

help students to learn more effectively. In other words, the main goal of providing students with instruction on strategy use must be to enhance their understanding. This scholar argued that strategy instruction in language learning could be implemented through three types of guidance. The first type according to Oxford (1990) is the awareness guidance, which aims students to familiarize with the strategies and show them how to apply these to accomplish a language task. The second type, the one-time strategy training is about teaching strategies one at a time and used them in a language task each time they are explained. However, this type of guidance does not contribute to developing long-term comprehension processes. The last type, the long-term strategy involves teaching more than one strategy when developing language tasks and allows the learner to monitor and repair their comprehension when necessary. These types of instruction, increase students' awareness about how, when and why to use strategies to make the reading process active and regulate comprehension.

Keeping in mind the types of instruction presented, it is important to look at different reading strategy instruction methods to see how they support the learning and use of strategies. On the one hand, Grabe (2009) presented a list including 11 strategy instruction methods supported by researchers who deem them successful in teaching reading and valued one or multiple strategy use to achieve the goal of comprehension. All these methods concentrate on the use of one or multiple reading strategies from the ones mentioned in the previous section. Some of them focus on the importance of teacher strategy modeling while others emphasize on the importance of the group work and cooperative learning to use the strategies and achieve comprehension.

In the case of the present study and considering Grabe's methods the suitable one is the direct instruction. This method consists of showing students explicitly how to use the strategies, by modeling each one of the stages. In words of Grabe (2009), "individual strategies are

explained to students: then the teacher models the strategy use by thinking aloud while reading a passage” (p. 234). Thus, considering that this research is on strategy-based workshops, the strategies and its procedures were displayed explicitly and after that students applied them to the texts and the proposed activities to enhance comprehension. This direct instruction was done through the strategy-based approach proposed by Rubin, Chamot, Harris, and Anderson (2007) which comprises three more stages in addition to the instruction and was described in the following chapter.

Literacy

Defining literacy is not an easy task since through history its conception has changed many times, and according to Soares (1992) the definitions of literacy have differed, opposed and refuted each other. The UNESCO report (2006) argued that in the English language this concept was used first to refer to people who were well educated and familiar with literature issues. However, since the nineteenth century, the concept was related to the abilities to read and write a text. Soares (1992) presented two different approaches to define literacy; the first one states that literacy is “above all a technology or set of techniques for communications and for decoding and reproducing written or printed materials” (p. 4). This approach supports the common understanding of literacy as an individual dimension of being able to read and write. The second approach relies on the concept that “literacy is an outcome of cultural transmission” (p. 4). This means that literacy becomes a social dimension that involves using the written language for social purposes.

Another definition of literacy is the one from Carrasquillo, Kucer and Abrams (2004), they argued that literacy refers to how a person learns to read and write. These scholars asserted that this definition “comes out of a constructivist understanding in which readers and writers are engaged in making meaning from and with text (oral and written language)” (p. 20). This

constructivist understanding takes into consideration three dimensions involved in the process of reading and writing. These are the psycholinguistic, the cognitive-interactive and the sociocultural. These dimensions consider literacy as a process in which the learner uses the language hints, the background knowledge and social relationships to engage in reading and writing tasks to make sense and construct meaning. Considering this, literacy development represents an opportunity for students, in the case of this study, to enhance reading in a way they not only decode words, but, as an active process which involves linguistic knowledge and experiential background to interpret and understand information, to make it relevant and meaningful for its context.

Defining reading. According to the literacy definition, reading represents an indispensable role in people's lives and according to Smith (1971), "is the most natural activity in the world" (p. 2). This means that even if people never read any written material like books or newspapers, during a regular day they must read many things to understand what happens around them. People are likely to read printed materials such as advertisements, medicine labels, traffic signals and everything from which they require information. Thus, reading must be considered as an important part of people's daily life because it allows them to acquire and interpret knowledge and the information necessary to understand their context.

According to the above, reading must be considered a dynamic and interactive process in which people use their linguistic and cognitive knowledge to make sense of a written passage. Regarding this, Goodman (1996) affirmed that reading is an active process in which the reader, concerning his own understandings and experiences, establish an interaction with the text to make sense of the information presented. These transactions between the new and the old information are what allows readers to make sense of the print. In addition, Aebersold and Field (1997) asserted that "in a general sense, reading is what happens when people look at a text and

assign meaning to the written symbols” (p.15). This means that reading cannot be understood as a simple activity of decoding letters and words. Instead, reading is a meaning construction activity that involves an interaction between the reader and the text. This interaction consists of a reader connecting information from the text with previous background knowledge; it is an interaction between the language and thought to construct a personal understanding of the text.

To conclude, when reading a text, the knowledge of the language allows readers to identify the printed words and sentences, and the knowledge of the world enabled them to comprehend these words and phrases (Goodman, 1996). Subsequently, far from being a passive skill, reading is in fact, an active process in which readers relate information from the text to what they already know. Proficient readers make sense of the print and look for meaning; they do not decode each letter or each word; instead, they take the text and relate it to what they know. Reading then, is a constructive and interactive process in which readers learn to recognize, interpret and comprehend the message of a written passage.

Reading in L1 and L2. Reading is one of the four skills regarding language learning and as it has been stated before, involves a complex and interrelated set of brain processes. According to Nation (2008), “people learn to read in their first language in a wide variety of circumstances” (p. 2). Children, for example, approach first language (L1) reading by listening to stories and by interacting with adults while and before reading. In this interaction, the children usually bring background knowledge to the text, make predictions about specific parts of the story or ask questions based on the title or some other features of the text. Nation (2008) also affirmed that in L1 “the techniques used to teach reading are largely meaning-focused” (p. 3). This means that in L1 the goal is to allow the reader to enjoy the story and try to understand the author’s intention, interact with the text and construct a personal meaning from it. These techniques include the shared reading, which is an interactive experience that occurs when the teacher reads to students.

The guided reading is when a student reads aloud to someone else and at the same time interacts before, while and after reading to talk about the title, the pictures, make predictions and discuss important events about the text. Finally, the independent reading is when the student is assigned or choose a book or reading passage to read it with minimal or no assistance from the teacher. These techniques are developed according to their language proficiency, context and reading conventions, and practices. For this study, I consider that it is essential to support students at some points of the intervention guiding them in their reading process and give them the opportunity to do it independently as they have to put into practice the modeled strategies.

However, the above is not the same for second language (L2) readers because L1 and L2 readers differ in several ways. As Nation (2008) affirmed, “there are numerous factors that affect the difficulty of learning to read in another language” (p. 5). These factors involve three elements: the language proficiency, the first language reading ability, and the second language reading ability. These elements at the same time can be framed within a wide group of factors that affect reading in L2 and go from the linguistic processing to the sociocultural differences of the readers. The first group of factors is the linguistic and processing differences, which are the most studied aspects in reading development research. This group highlights the differences regarding grammar and vocabulary, the disadvantages of the cross-linguistic interaction and the metalinguistic and metacognitive processes. This last aspect is about the awareness of the reader on how the language system works and how identifies comprehension difficulties, analyze and resolve them to develop successful reading processes. Besides, differences among the students regarding their proficiency level and their sociolinguistic contexts (Grabe, 2009; Nation, 2008). In this study, the above are important aspects to contemplate since students have serious issues regarding grammar, vocabulary, and difficulties in their reading processes even in their first language.

The second group of factors is the developmental and educational differences. These factors are focused on the elements that affect L2 reading comprehension, including students' proficiency levels in L1 reading ability, their L2 reading experiences inside and outside the classroom, their motivation to read in either language and their attitudes toward authentic or non-authentic texts. The third group of factors is associated to the cultural and social aspects in which students are involved inside and outside the classroom. These differences include recognizing that L2 reading is developed in different sociocultural backgrounds, identifying that each context has its own way of organizing the discourse and finally, consider that L2 reading expectations vary from reader to reader depending on the institutions and the reading practices within the culture and the context (Grabe, 2009; Grabe & Stoller, 2013). Considering that the population of this study has devoted short time to develop reading processes in the foreign language, this has caused that students do not feel motivated or show a favorable attitude to approach texts in the English class. So, what this implementation looks for, is to support students and offer them tools to improve their reading processing considering all the factors mentioned above.

After recognizing the many differences mentioned between L1 and L2 reading, the following implications can be drawn. First, reading development is not conditioned to transference and it is not completely related to L1 reading ability and linguistic knowledge (Grabe, 2009). Second, the explicit reading instruction is important inside the classroom as well as extensive exposure to L2 texts to engage students in L2 processing. Finally, it is essential to consider that the processing of different texts needs to recognize the characteristics of the sociocultural context of students to explore different ways of effective reading instruction to help them improve their reading practices (Grabe, 2009; Grabe & Stoller, 2013).

Reading processes. Bearing in mind the previous discussion about the differences in learning to read in L1 and L2, regarding the linguistic, developmental and sociocultural factors

mentioned before, it is implied that reading involves different mental operations that allow the reader to go from a decoding process to a comprehension process. According to Alderson (2000), in the last decades reading research has focused its attention on the exploration of two mental processes used by the readers to approach and understand a text. These processes have been classified as bottom-up and top-down models. The bottom-up model is when the “reader begins with the printed word, recognizes graphic stimuli, decodes them to sound, recognizes words and decodes meanings” (Alderson, 2000. p.16). This means that the reader attempts to understand language by looking at individual meanings of the words or sounds to try to understand the whole text. In this regard, Grabe (2009) affirmed that these bottom-up or lower level processes are the base of reading and comprehension and include word recognition, syntactic parsing, semantic meaning and working memory.

It is not possible for a reader to move forward a comprehension process if he cannot recognize words fast and automatic. The word recognition is the first and most important process contributing to reading comprehension (Perfetti, Landi & Oakhill, 2005). This process according to Manzo (1990) includes the “recognition of letters first, then the phonetic elements, then of word, then of word group” (p. 22). The second process, the syntactic parsing refers to word organization and sentence structure. Finally, the semantic meaning refers to the information extracted from words and sentences that combined and linked together allow the reader to construct meaning. A critical factor in the efficiency of these bottom-up processes is the working memory, which is a mental place where information is stored for brief periods. It supports phonological, orthographic, and morphological processes for word decoding by keeping the information active for a few seconds while processing operations take place (Grabe, 2009). In view of this, the materials proposed for the implementation are intended to support students in

these processes offering them activities to help with those grammar and vocabulary difficulties that make students struggle at the time of reading.

The top-down model processing happens when the reader uses background information or knowledge to predict the meaning of the language they are going to read. In this regard, Manzo (1990) stated that the “top-down processes describe reading as a meaning driven process” (p. 23). This means that when the reader follows a top-down process, he incorporates the understood sentences into the general interpretation of the text not just to develop a reading activity but also to make sense and comprehend the information of the text. Grabe (2009) stated that the component abilities of top-down processes are, first, the building of a text comprehension model, which calls for the understanding of the text syntactic and semantic meaning. The second component is a situation comprehension model, which calls for the reader activation of available knowledge. In this regard, Alderson (2000), affirmed that here the emphasis is on what the reader brings to the text. This means that the reader approaches a text activating his background knowledge to support understanding of the new information presented in the reading passage. According to Goodman (as cited in Alderson, 2000) the previous schemata is what propels the reader forward to make sense of the text. The last component, commonly mentioned as part of the top-down model is the use of a set of skills and resources to support the operational processing of the working memory. In this study students are expected to develop the first and the second components using the resources mentioned in the last component (reading strategies) to help students raise awareness on the importance of monitoring their comprehension and setting reading purposes or goals when engaging in a reading activity.

Reading comprehension. The general idea of reading being presented clarifies the path to discuss what reading comprehension is, what elements it has and how they work together to become what we know as reading comprehension. Comprehension, on the one hand, can be

defined as the final product of the reading process as well as the main purpose of reading.

However, it has been best explained as the ‘product of reading’ because comprehension develops through practice and time (Alderson, 2000). According to Clarke, Truelove, Hulme and Snowling (2014), to comprehend a text is when “language conveys meaning and allows the sharing of information, ideas and perspectives” (p. 1). In other words, when a text is well understood, reading becomes a pleasant, stimulating and a transforming activity that offers different world perceptions.

On the other hand, defining comprehension can be challenging if it is considered that for some people to comprehend a text is to recognize the words, while for others is the process of making mental representations of the words, that means assigning meaning to them. In this regard, Sweet and Snow (2003) argued that “comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language” (p.1). According to this, the two processes are important: First, the extraction, which is concerned about decoding the printed text and represent it with words and sounds. Second, the need to represent the information, which requires meaning construction and the integration of the old with the new information.

Keeping in mind the definitions on comprehension, Clarke, Truelove, Hulme and Snowling (2014) presented two models of reading comprehension, which can help to understand the skills and processes involved in the task. The first one is the simple view of reading, (Gough & Tunmer, as cited in Clarke, Truelove, Hulme and Snowling 2014) which suggests that a reader needs to decode the words to understand the spoken language to make the mental representation of the words. The second model, the Construction-Integration Model (Kintsch & Rawson as cited in Clarke, Truelove, Hulme and Snowling, 2014), proposes that the meaning of the text depends on the personal construction of the reader. In this model, the reader identifies the words

and its meanings, recognizes the words as part of a sentence and not in isolation and identifies aspects such as the themes, topics and genre. The proposed activities in the materials favor the second model because it is essential that students perceive reading as an activity to make sense of words not in isolation but as part of sentences and paragraphs that constitute complete texts.

In addition to the previous definitions, another important aspect regarding reading comprehension is the relation and interaction between the reader, the text and the activity to make possible the act of reading and its comprehension. The reader is the one that has the abilities, knowledge, motivation, and experiences needed to approach a text. The text is any printed or digital material from which information is required. The activity refers to three dimensions attached to the reader: the first is the purpose or motivation of the reader. The second is the linguistic, semantic and monitoring (reading skills/strategies) processes. Finally, the consequences refer to the reader's learning, application or engagement with the text and the information in it (Sweet & Snow, 2003; Snow, 2002).

This is not all; these three elements of reading comprehension occur within a socio-cultural context that affects and is affected by the reader. These elements have to consider the specific context and keep in mind the reader's ages, likes, dislikes and the reading practices they develop in and outside the classroom. Besides, it is essential to consider the different capacities and understandings the reader has according to their experiences in their homes and neighborhoods. It is not possible to expect that the reader comprehends any kind of text; we should consider the interaction of all the elements listed above to have a better approach to reading comprehension with a specific population.

Chapter III

Methodological Design

This chapter includes the research design which describes the research approach, the type of study, the participants and the data gathering instruments. The instructional design deals with the pedagogical intervention, including the objectives, the theory of language and language learning view, the methodological approach and the instructional phases.

Research Design

This section describes the study from the perspective of the qualitative research approach, including the type of study, the participants and the data gathering instruments.

Approach. The perspective that oriented this study was the qualitative approach because the main objective was to explore the impact of strategy-based workshops on students reading comprehension performance. According to Denzin and Lincoln (1998), the qualitative approach is defined in a generic way as a “multimethod in focus, involving an interpretive, naturalistic approach to its subject matter” (p.3). In other words, qualitative research requires from the natural context of the participants to offer a full view of the situation and understanding of the phenomena. Besides, Merriam (2009) stated that “qualitative researchers are interested in understanding how people interpret their experiences, how they construct their worlds, and what meaning they attribute to their experiences” (p. 5). This means that within a social phenomenon a qualitative perspective goes deeply into the context of the participants and give us a full description of the problematic situation. Finally, Burns (1999) pointed out that a qualitative perspective is aware of people’s experiences, situations, and behaviors as factors to take into account to construct subjective views of the reality.

Qualitative research according to Merriam (2009) is characterized by its philosophical foundations; in the case of this study a critical perspective (here, action research studies are

included) takes place since the purpose of the research is to change the way students see reading inside the classroom and empower them through the strategy instruction to help them improve their reading comprehension. According to Flick (2004) some essential aspects of qualitative studies are that the researcher considers everyday situations and perspectives of the participants, data is collected in a natural context, the research starts as a case analysis (needs analysis) and the researcher takes place as a participant and reflective agent within the study. In conclusion, the goal of qualitative studies is to understand the phenomena rather than generalize results, therefore in this approach, the subjective construction of the participants makes the research process a discovering and a constructive act.

Type of study. The type of study chosen for this research was action research. Burns (1999) presented four aspects to define and characterize action research based on some scholars' definitions. First, action research is a contextualized and a small-scale inquiry to study a specific problematic situation. Second, the exploration and study of the problem must be reflective to transform and improve the dynamics of the context. In this regard, Mills (2003) argued that action research is a process in which the teacher who becomes a researcher gathers information with the purpose of reflecting on practice to effect changes. This leads us to the third aspect pointed by Wallace (1998), which, is that action research is conducted by teachers and for teachers. This means that action research is a participatory process in which the teacher should involve himself in the process, not only as a researcher but also as a participant in the collaborative transformation route. Finally, changes in the classroom dynamics require the gathering and reflection of information or data and teachers' commitment to bear in mind the new findings to evaluate and reconsider the practices for further planning attempts.

As stated above, action research focuses on the rigorous examination of a single problematic situation inside the classroom and proposes alternatives (actions) to reframe its

dynamics and improve them. These actions are framed within a cycle that involves a set of phases or stages that organize the research process. A first cycle presented by Kemmis and McTaggart (as cited in Burns, 2009) comprises four broad phases. First, identifying the problematic issue and propose an action to improve. Second, planning the intervention. Third, observing the effects of the intervention and inform the reactions and opinions of the participants. Finally, reflecting, evaluating and describing the impact of the intervention.

In view of the model above, other scholars offered different cycles based on it but include additional stages; this research, considered the cycle Burns (1999) suggested. Although this cycle is an eleven-stage model, it can be summarized as follows. First, students were observed during reading activities and colleagues were asked about students' reading skills to identify the problem. Second, a needs analysis survey was conducted to know students' perceptions about the subject and their problems at the time to develop reading activities. Third, students' responses were analyzed and reflected regarding their interests, preferences, actions, and difficulties regarding English reading processes to frame the research question and objectives. Fourth, concerning the research question and objectives, the main aspects of the pedagogical intervention were determined concerning the type of materials and the instructional design for the implementation. Fifth, a data analysis procedure took place to reflect upon the outcomes considering the data collected through a set of different research instruments to finally write and present the results to see if the research questions can be answered and how the classroom practices changed to help the students improve in their reading comprehension processes.

Participants. Tenth graders and the English teacher were the participants of this research.

Students. The participants of this study were twenty-two tenth graders between thirteen and seventeen years old, from a public school in Bogota, in the afternoon shift. Students in this context receive 3 hours of English per week; consequently, their English level is elementary. The

school offers to students in tenth and eleventh technical formation in four different programs; the participants of this course take in the morning shift the business administration technical program. I decided to take this group as the sample because in this level it is important to enhance their reading skills in EFL, for their daily academic processes and as preparation for the ICFES test. The sample group was chosen by the convenience sampling which according to Patton (as cited in Flick, 2009) is the selection of a group because of the context proximity. My access to the group is easy as I am their teacher and the students are willing to participate

Teacher-researcher and text developer. My role as the teacher in this implementation was to observe and guide students in the activities proposed in the workshops, as a researcher, I took part as a participant and observer, and finally and new for me, I had the role as materials developer because I designed and implemented the workshops considering interests and preferences. I actively assumed these roles and according to Núñez and Téllez (2009), I develop them in a way I was able of “constructing, deconstructing, and reconstructing” (p. 173) my practices and improve them regarding the teaching and development of reading processes inside the classroom.

Data gathering instruments. The instruments to collect data in the present study were field notes, students’ artifacts, a test at the end of the workshops and two focus group interviews. An activity from the first workshop was piloted with ninth graders. The focus group interview was preciously revised and approved by the tutor. There was not enough time to pilot all the instruments with students because of the time due to the teacher’s strike.

Artifacts. These are the written, visual and physical material collected from students as relevant to the study. Artifacts according to Merriam (2009) are also called documents and are of three types: public records, personal documents and physical material. This data collection instrument is generated by the researcher and helps to learn more about a specific situation. As

Gay, Mills and Airasian (2011) argued, artifacts are students' individual work samples; these show their improvement and progress over time. This means, artifacts are valuable products that help the researcher to understand what is happening in the classroom with students. In the case of this study, the documents are physical materials; these are the designed workshops (See Appendix B) as well as the assessment formats included in them.

Field notes. According to Freeman (1996), this technique allows researchers to both, document and reflect upon interactions and events as they are going on inside the classroom. This means that through this technique, researchers can take conscious notice of actions that are relevant to the issues being studied, taking into account the setting, group structures, non-verbal information and interaction among the participants. Besides, Burns (1999) stated that field notes are realistic and objective descriptions of actions that are relevant to the research. This instrument (See Appendix C) then, allows keeping a daily record of situations while the development of the lessons as well as situations, comments, and behaviors perceived after the activities.

Tests. These according to Morgan and Harmon (2001) are defined as a "set of problems with right or wrong answers". In other words, tests are documents we use to measure aspects such as personality, attitudes or performances. In addition, these scholars added that it is possible to distinguish between achievement and aptitude tests. In the case of this study, a final achievement test will take place (See Appendix D) because "these are designed to measure knowledge gained from educational programs (Morgan and Harmon, 2001. p. 2). After the implementation of strategy-based workshops, students took a test to measure their performance regarding reading comprehension.

Focus group interviews. Merriam (2009) defined this data collection method as "an interview on a topic with a group of people who have knowledge of the topic" (p. 93). In other words, it is the interaction between the researcher and the participants to gather their comments

and opinions about the implementation. Therefore, it is necessary that the participants have clear what they are doing, what are the objectives of the study and what is the purpose of the interview.

An essential aspect of this instrument is that as participants are grouped they can listen to others' interventions, agree, disagree or make additional comments about the experience without the stress of a one-on-one interview (Patton, as cited in Merriam, 2009). In this regard, Bruce (2001) stated that focus group interviews are discussions in which the participants feel freely and encouraged to talk and give their opinions. For this study, the main objective of this instrument (See Appendix E) is to gather students' perceptions about the implementation, activities and if the material was relevant and useful to help them improve their reading comprehension.

Instructional Design

This section comprises the instructional design; it includes the pedagogical strategy, the instructional objectives, the innovation, the theory of language and language learning, the methodological approach and, the relation to the research question, and the instructional stages.

Pedagogical intervention. The pedagogical strategy for this intervention was the design and implementation of two strategy-based reading workshops. The workshops intended to offer students tools to improve their reading skills and enhance their comprehension processes. The main goal of implementing these workshops was to raise their interest in reading English texts providing them with materials in which they could learn and apply reading strategies. The two strategy-based workshops designed for the intervention included topics regarding the use of social networks as marketing tools and the identification of qualities and skills required to find a job. These topics were chosen considering students preferences and their interests regarding the technical emphasis they take.

Having in mind the above, the design and creation of these materials had as an essential basis some principles which according to Tomlinson (1998) characterizes the process of language

acquisition and help teachers to provide students with sources to facilitate their learning. This scholar highlighted that teaching a second or foreign language requires from teachers to apply this knowledge about principles in the research, design, production or adaptation of materials to allow students to achieve their learning goals. In addition, Núñez and Téllez (2009) argued that to develop materials it is necessary to consider both the cognitive and the creative processes of the learners to help them achieve the language learning goals. This means that it is important that the materials address the instructional objectives as well and the functional objectives to engage the learner in an authentic language learning process.

Bearing this in mind, I considered the principles Tomlinson (1998) compiled from SLA researchers as necessary to develop materials. These can be classified into three major groups. The first group relates to the design and impact of the materials. Here it is important to attract the learner, promote autonomous attitudes in students as they should invest time, effort and attention in the learning activity and provide them with opportunities to use the language beyond the controlled practice. The second group of principles is related to the learner and how does he feel about the materials. Here it is significant to promote a comfortable environment in which learners do not feel anxious about the activities (Dulay, Burt & Krashen as cited in Tomlinson, 1998). Besides, materials should attend to the different learning styles, motivate and promote positive feelings toward language and help students to develop confidence and go beyond what they know and exploit their skills. Finally, the last group is about the learning goals a learner should achieve through the material. Here we can highlight that materials should provide opportunities to use the language for communicative purposes, offer plenty exposure of the language to enhance not only cognitive processes (language features) but also analytic and creative processes and show students the relevance and usefulness of the materials.

According to the above, I took into consideration five principles to create my materials. First, the design was visually attractive for students as it was different from what they are used to do in class. Second, the activities proposed intended to promote a comfortable environment for students. Third, the materials sought to motivate and encourage positive feelings toward language through the reading activities. Fourth, the materials tried to offer opportunities to use the language learned beyond the controlled practice. Finally, the materials intended to promote student's autonomous work, as they should invest time, effort and attention in the learning activities and the use of the strategies.

Instructional objectives. The general objective of this pedagogical intervention was to design and implement workshops based on reading strategy instruction to help students improve their reading comprehension in English classes. For achieving the main objective in this pedagogical intervention, I proposed the following specific objectives based on the steps suggested by the SBI approach. (a). to raise students' awareness of the importance of using reading strategies to comprehend a text. (b). to provide students with a set of reading strategies, through explicit instruction, to help them improve their reading comprehension. (c). to offer students practice opportunities of the strategies to help them build autonomous attitudes towards its gradual use.

Intervention as innovation. Regarding innovation, Markee (2001) defined it as "as proposals for qualitative change in pedagogical materials, approaches, and values that are perceived as new by individuals who comprise a formal (language) education system" (p. 120). In other words, to be innovative means to change the way a student sees the learning processes and practices inside the classroom. In the same line of thought, Karavas-Doukas (1998) stated, "educational innovations are planned to bring about improvement in classroom practice with the aim of enhancing student achievement" (p. 28). This is possible if the teacher reflects upon his

teaching practices and looks for alternatives to reframe the traditional ones, providing students with different materials that help them to improve their learning experiences.

In the same line of thought, De Lano, Riley & Crookes (1994) defined that “an innovation in a second language teaching program is an informed change in an underlying philosophy of language teaching/learning, brought about by direct experience” (p. 489). From this definition, these scholars highlighted first that innovation emerges from the experience and attempts to change the vision of language and learning inside the classroom. Second, they added that innovation should keep in mind four aspects to succeed: to change behavior and practices inside the classroom, to work in the curriculum progress, to be innovative, in terms of reframing the dynamics for the learner inside the classroom and finally, evidence improvement and growth, which is the goal of any innovation.

According to the above, in the case of this study the fact I created the materials was innovative and an opportunity to growth professionally because as Nuñez, Tellez and Castellanos (2017) stated “one way in which teachers can innovate, is by developing their own materials for their English classes”. In addition, it was an innovation opportunity because its creation took into consideration students’ needs and interests as well as the context. This also helps to change their perspectives towards the language teaching and learning and the reading practices inside the classroom. On the other hand, as Núñez, Pineda and Téllez (2004) stated, “teachers as innovative professionals have the potential to explore their creativity by designing materials for their classes” (p. 130). In other words, the design of the materials contributes to change my beliefs, perspectives and attitudes toward English and the acquisition process.

Theory of the nature of language and language learning. In defining different theoretical views of language and its nature, Richards and Rodgers (2001) presented three different language perspectives; the first was the structural view, the second was the functional

view and the last one was the interactional view of language. Concerning the English program in the school where the current study took place, the structural perspective is the language view. This view, regarding Richards and Rodgers (2001), states that the language is a system and to learn it is necessary to master all the linguistic and structural features. This means that learning a language is to know all the components of the system; these are the grammar units and structures, the phonological aspects and huge amounts of vocabulary. The scope and sequence of the program emphasizes on grammatical and lexical issues, so little or no time is devoted to develop functional or communicative activities to develop the other language skills (reading, writing, listening, speaking).

Keeping in mind the above, I considered essential to offer students the opportunity to see the language as a way of expression, used to communicate meaningfully and make sense of what they are learning. For that reason, I considered the former language view, but also the functional perspective that according to Richards and Rodgers (2001) "leads to a specification and organization of language teaching content by categories of meaning and function rather than by elements of structure and grammar" (p. 21). I considered this vision of language suitable for this study because through the strategy explicit instruction and the reading passages, which are according to students' issues, they are required to use the language to understand the messages conveyed in the text.

An additional aspect that I had in mind about working with these two perspectives was that both are related to the reading processes described in the bottom-up and top-down models proposed by Alderson (2000). Regarding these models, the structural vision of language is evidenced in the bottom-up model when the learner carries out recognition and decoding processes of the printed language. The functional perspective deals with the top-down processes

and the way a reader approaches the text to understand its content. This can be through the activation of background knowledge as well as the use of reading strategies.

The vision of language learning considered for the study comes from Tudor's proposal. He distinguished four views of learning: the experiential learning, the analytical learning, the habit formation learning to develop automaticity and finally the role of the affect. From these four views, the analytical learning was considered the most suitable for the present study. In this vision of learning as Tudor (2001) affirmed, learning a language is not something that happens from one day to another, so it is necessary "the explicit will to learn as well as the more or less conscious use of various strategies for analyzing ambient data into meaningful units of comprehension, assimilation and use" (p. 85). I think this vision has a close relation to the explicit strategy instruction, since students are required to use their analytical skills to not only study linguistic aspects of the language through the workshops but also reflect on the reading strategies modeled by the teacher and then use them as helping tools to comprehend the communicative purpose of the text. In this sense as Tudor (2001) stated, "the analytical approach emphasizes the explicit study of the TL as a linguistic and communicative system" (p. 86).

Methodological approach underlying the pedagogical intervention. Strategy Based Instruction (SBI) is a model based on strategy guidance along with the regular curriculum classes. According to Rubin, Chamot, Harris, and Anderson (2007), the focus of the approach is to implement language learning strategy instruction as a tool to help students become independent learners. This means that the main goal of SBI is to offer learners the opportunity to know which strategies can fit their learning needs. In other definition Cohen, Weaver and Li (1996), stated that this is a learner-centered approach in which learning strategies are explicitly taught and combined with the language activities to facilitate the learning process inside the

classroom. This means that the strategies are explained while students can use them to develop the activities proposed in the material.

For this study, the purpose was to implement the explicit teaching or instruction of strategies through the sequence of four the stages described by Rubin et al. (2007). The first stage is to raise students' awareness about strategies; to identify the ones they already know and to explore their beliefs about what is to learn and when learning occurs. The second stage is to present and model to students the strategies; in this case, it is important that students realized that teacher also make use of the strategies. The third stage is to provide students with multiple exercises and activities to practice the strategies learned. Finally, it is important to allow students to evaluate the effectiveness of the strategies through questionnaires, checklist or logs about how did they apply the strategies and what do they think about the strategies as learning tools.

Chamot, Barnhardt, El-Dinary, and Robbins (as cited in Gu, 2007) described an additional stage called expansion in which the purpose is to offer students extra activities to encourage them to apply the strategies outside the classroom. However, this stage is not included in this proposal since students do not take the workshops home.

Going from the awareness stage to the evaluation of the strategies it is important to progressively encourage students to move towards an independent use of the strategies. Regarding this, Nguyen and Gu (2013) stressed that "a prominent feature of this approach is the increased responsibility on the part of learners when they move from one stage to another" (p. 13). In other words, teaching students reading strategies is an opportunity for them to participate actively in the activities and take part in their learning process. However, this is possible if the teacher little by little removes the scaffolding stages and keeps in mind that the nature of the activities, the students' learning style and their background knowledge are important aspects in

the design of materials to encourage students to find and use the strategies that work better for them when reading a passage.

Regarding the role of the teacher in this model Gu (2007) asserted that teachers should keep attentive during the implementation of the stages and the transitions from one to the following as this is a process that requires constant support and monitoring. Besides, it becomes crucial to integrate the strategies to the activities proposed in the workshops, so the materials designed should provide constant practice as well as a comfortable environment for students through flexible procedures which progressively empowered and boosted students to use the strategies to help them enhance their reading practices to improve comprehension.

Connection of the pedagogical intervention with the research question. The implementation of the pedagogical strategy described in the previous sections is directly related to the research question because as Richards (2005) argued, “the primary relevance of language and language learning research to materials development is through its application to syllabus design issues and as a source for instructional principles that can inform the design of instructional materials” (p. 18). This means that research on language teaching and learning should serve as the starting point to frame the instructional strategy and design the materials. In this case, the materials created, considered each one of the three constructs included in the research question. First, appealing and relevant materials motivated students and engaged them in the reading activities. Second, including SBI provided tools and showed students how to use them to change the classroom dynamics when reading English texts. Finally, it was important to explore how the implementation of reading the strategies helped students to improve their reading comprehension process in the English class.

Instructional phases.

Proposed material development framework. I revised and considered five different frameworks to build up the framework for the present study (Graves, 1996; Jolly and Bolitho, 1998; Núñez and Téllez, 2009; Bedwell, 2012; Núñez, Téllez and Castellanos 2012). An aspect to highlight from these frameworks is that all consider essential to determine and explore students' needs to then find and select the activities to develop the suitable material. Besides, Graves, (1996); Bedwell, (2012) and Núñez, Téllez and Castellanos (2012) included the piloting and evaluation stages. In addition, Bedwell (2012) and Jolly and Bolitho, (1998) suggested as important to consider contextual aspects and its characteristics as well as issues related to the syllabus. Graves (1996), Núñez and Téllez (2009) and Núñez, Téllez and Castellanos (2012) pointed out as relevant to define the goals and objectives of the materials and identify the contents.

However, these frameworks have particular features. Graves (1996) stated for instance, that evaluate the course and consider the time and resource constraints must be reviewed. Núñez, Téllez and Castellanos (2012) included the identification of the approach underlying the implementation as an essential aspect to consider. Núñez and Téllez (2009), considered the organization of the contents and activities. Bedwell (2012) highlighted that constant vetting is vital to produce functional materials. Keeping in mind all the elements of the frameworks above, I considered that selecting a suitable framework to develop materials depends on the context, the students and its characteristics. As a result, and after the revision and comparison of its procedures, I consider the framework for the present study should entail the following stages: Determining the problematic situation through the online survey to identify students needs and interests. Considering that the school is still adapting to a interstructural pedagogical model, it is important to identify a method that allow students to interact with the materials and at the same

time with the teacher in a dialogical way, to help them enhance their language learning process as well as to involve them with the topics proposed, which, are closed to their academic process in the technical component. What has been said was the starting point to define the objectives of the implementation, find the appropriate contents and activities to produce the materials (type, size, images and reproduction). Finally, and considering the time available, it is important to find a space to trial the materials to adjust them.

Informed consent. Before implementing the materials, it was necessary to ask the principal of the school to sign a consent letter to carry out the study (Appendix F), clarifying the purpose of the research and its implications. Then, I sent a consent letter (See Appendix G) to their parents to get the authorization and to inform them about the study (purpose, objectives, implications) and clarify doubts about the workshops and confidentiality of the data gathered.

Sensitization. After sending the consent letter to their parents, it was important to socialize this consent form again. Then, it is important to read with the whole group the students' consent letter to participate in the study, explaining the benefits and improvement opportunities the material offers them through the strategy-based instruction model.

Implementation of the materials. The purpose of the pedagogical strategy in the present study was the design and implementation of two strategy-based workshops. These workshops were implemented in the second semester of the year in the English classes as indicated in the school's chronogram. The first workshop included four lessons and the second 6 lessons. The four language skills were covered and in the reading lesson, the purpose was to develop pre, while and post-reading activities regarding the reading strategies modeled to students. The implementation lasted almost three months for a total of 15 sessions, sometimes one per week sometimes two per week. It was important to give time to students to understand and use the proposed activities, so it was key they went from the easiest to the difficult texts and activities.

Chapter IV

Data Analysis

Data Analysis Procedure

The following chapter addresses the procedure followed to examine the data gathered through the instruments used in this study to identify the impact of the strategy-based instruction workshops on students' reading comprehension. The chapter describes the data analysis procedure and the main findings of the study. Excerpts from artifacts, interviews and field notes are taken as evidence to support the emergent categories and subcategories; besides, the analysis of the data is supported with theory from the literature review or new sources of information. The chapter presents a conceptualization of grounded theory, color coding and triangulation which where the procedures followed to analyze the data.

I based the analysis of the data collected in this study on the grounded approach. This approach proposes the generation of theory by the constant comparison and analysis of the information found in the data gathered through the research instruments. Glaser and Strauss (2006) first described it as “the process of discovering theory from the data” (p. 1). In other words, the researcher takes examples of the information and analyze them to illustrate and explain the phenomena being studied. Freeman (1996) described it as the process of reading and interpreting information presented in data to discover, group, label and find relationships and commonalities among the data. Following this analysis procedure, I identified common patterns among the instruments which then became the core categories and subcategories.

The information in this study was gathered through artifacts, field notes, focused group interviews and a test because according to Merriam (2009) “data in grounded theory studies can come from interviews, observations, and a wide variety of documentary materials” (p. 30). Another important aspect to highlight is that previous hypotheses were not drawn because as this

scholar affirmed, grounded theory conclusions are the result of the analysis of the categories which are supported and validated by theory.

To analyze the data gathered, I had to use a technique for data reduction. According to Miles and Huberman (1994) “data reduction is a form of analysis that sharpens, sorts, focuses, discards, and organizes data in such a way that “final” conclusions can be drawn and verified” (p. 11). This means that when analyzing data, it is necessary to identify the aspects the research instruments show as important to establish further categories and subcategories. The data reduction in the present study was made by coding the information. Coding according to Bergaus (2015) is the “process of describing and summarizing the detailed materials using more and more abstract and general terms” (p. 111). In other words, this is a process that allows the researcher to identify the pieces of information that recur from the data collected in the study to then turned them into more concrete categories and subcategories.

In this study, the coding process was done through color coding that following Taylor and Renner (2003), consists of “giving each theme a different color, keep notes of emerging ideas or patterns and how you are interpreting the data” (p. 6). This technique was used to explore the information from the field notes; I carefully read them and using different colors to label the information under different the three constructs of the study and identified codes according to what I considered was recurrent. I did a chart to include the three categories and the evidence from the field notes and some relations and patterns emerged. I analyzed those patterns again from the field notes information and drew on some preliminary subcategories. Then I went on the students’ artifacts (self-assessment forms, strategies checklists) and the focus group interviews to code the information and I found commonalities among the three instruments regarding the categories and subcategories stated from the field notes.

As part of the validating procedure, I used the triangulation method which according to Lankshear and Knobel (2004) is “the process in which a piece of information is ‘backed up’ by other sources of information” (p. 29). In other words, each one of the emergent categories and subcategories is supported by information from the different research instruments used in the study. Freeman (1996), described the different types of triangulation process. For this analysis, I used methodological triangulation since I collected data using different instruments (artifacts, interviews, field notes). I used data triangulation, as I read, interpreted and analyzed the information from the three instruments to have different points of view about students’ perceptions of the implementation. Finally, I did theoretical triangulation as the pieces of evidence was explained with theory by different authors regarding the constructs of the study. The triangulation process allowed me to discover the repetitive and important pieces of evidence for some of the emergent subcategories and helped me to discard the ones did not have enough support from each one of the instruments.

Research Categories

The result of the data analysis procedure explained above was the identification of three categories regarding each construct: materials development, reading strategies and reading comprehension. The first and second categories are divided in 2 subcategories and the last one has one subcategory defined. The following table relates this information.

Table 1

Categories and Subcategories

Research question	Research question: How do the design and implementation of strategy-based reading workshops enhance tenth graders' comprehension at a public school?
1. Creating suitable and engaging materials to	1.1 Connection and relevance of the topics provided a rich foundation to read in English

challenge students' reading process.	1.2 Challenging reading activities contributed to engagement in reading
2. Growing into reading strategy use through exposure and practice	2.1 Highlighting: An effective approach to establish a relationship on the information.
	2.2 Relevance of some reading strategies due to their transferability to other subjects.
3. Limited scope of reading comprehension	3.1 Reaching literal levels of reading comprehension.

Creating suitable and engaging materials to challenge students' reading process.

Engaging students in a reading process to improve comprehension is not an easy task; even more, if we keep in mind that most of the time they have been working with isolated materials, which are not appropriate because they do not consider their interests or meet their expectations. In this regard, Tomlinson (1998) stated in his first principle that when materials rise students' interest because the topics are familiar, these achieve impact and break the monotony of the regular classes. Consequently, to get them motivated it was necessary to offer them the opportunity to deal with sources that create a comfortable environment as well as to be involved in a reading process where they tried to approach the texts and develop the exercises in a meaningful way. Keeping in mind the above, Núñez et al. (2004) affirmed that materials “must be designed so that they tap our learners' feelings and background, and they should enhance learning acquisition by promoting autonomy” (p. 131). This means that since the materials designed were according to students' expectations, they felt pleased when developing the reading activities and that allowed them to work more autonomous and advance in their language as well as in their reading comprehension process.

The design and implementation of these materials was an innovative experience for students as they could first, chose the topics they wanted to work on, which, according to Núñez and Téllez (2009) it is necessary when the teacher wants to design materials that match the

learning needs of the chosen population. In the case of this study, an online needs analysis survey was provided to students to know their perceptions about the reading classes, state possible objectives and identified the topics they considered relevant to be developed in the materials. Second, students learned new tools to approach reading not just as a decoding process of letters and words, which according to Perkins and Swarts (as cited in Harvey & Goudvis, 2000) helps to move from a decoding reader to a strategic reader who is able to use strategies to monitor their reading and enhance their comprehension. Finally, they worked on reading not as an isolated skill but as part of a language skill set because, as Brown (2001) highlighted, it is important to show students that the four skills must be integrated because they represent different modes of performance when learning a language. This means that it does not matter if the focus of a lesson is in one skill, this must enable the learner to perceive the real language integration as they use the four skills when they communicate. Besides, this integration allows the teacher to be flexible in designing appealing and exciting lessons.


The development of the activities proposed in the material helped them to establish connections to their background knowledge, regarding not just language learning but also was relevant to their emphasis related interests. Besides, the designed workshops called students attention as the activities proposed were challenging which contributed to reading engagement. Consequently, this category is divided into two subcategories: connection and relevance of the topics provided a rich foundation to read in English and challenging reading activities contributed to engagement in reading.

Connection and relevance of the topics provided a rich foundation to read in English.

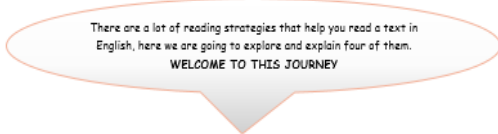
This subcategory is related to the relevance of the topics and presents evidence that students were familiar with the topics at the time to read the texts because they were connected to their academic background. In this sense, Núñez et al. (2004) asserted that an essential prerequisite at

the time to develop materials is that for students it is important to activate the previous information they have about the topic, and, in this way, they will feel more confident at the time to approach the text and the learning activity. Undoubtedly, the impact that materials generate in students is key if the purpose is to engage them in a learning process that allows them to develop the activities in a significant and comfortable way. In this regard, Tomlinson (2011) stated in his second principle that materials should help students feel comfortable. In this case the fact that the topics were related to social networking and close to the technical emphasis they take at school, made them feel interested because they could use all the previous information they had about the topics to approach the texts willingly.

The following samples of students' artifacts for instance, show the topics of the materials that were developed in the workshops.

 COLEGIO RUFINO JOSE CUERVO IED	Workshop # 1	Date:
	Topic: Business and marketing	Grade:
Subject: English	Teacher: Lisseth Molina Ramos	
Student's name:		

SOCIAL MEDIA MARKETING



General objective: To raise students' awareness about the use of social channels and networks to promote products and services through marketing campaigns.



(Artifact-Workshop N° 1)

1. Look at the following resume from a girl in San Diego California and with your teacher and classmates read carefully each one of the sections and identify her job skills

Suzanne Solis
Communications & media relations

San Diego, CA.

Contact: 350 323 355 E-mail: ssolis@gmail.com LinkedIn: [LinkedIn.com/ssolis](https://www.linkedin.com/in/ssolis)

SUMMARY

Dedicated public relations and communications professional: highly skilled in interpersonal communication, management and event planning. Knowledgeable in the use of social media marketing to increase publicity. Creative and strategic thinker with a solid ability in developing innovative strategies. Passionate and self-confident about increasing the marketing. Good leadership abilities.

EDUCATION	WORK EXPERIENCE
<p style="text-align: center; background-color: #008080; color: white; padding: 2px;">2014 - 2016</p> <p>Master of Science, Public relations New York University</p> <p style="text-align: center; background-color: #008080; color: white; padding: 2px;">2010 - 2014</p> <p>Bachelor of Arts, Communications California University</p>	<p style="text-align: center; background-color: #008080; color: white; padding: 2px;">2013 - 2016 INTERN</p> <ul style="list-style-type: none"> Attended media events promoting a whiskey Monitored social media platforms Supported film team in preparations for interviews. <p style="text-align: center; background-color: #008080; color: white; padding: 2px;">PHEAR CREATIVE</p> <p style="text-align: center; background-color: #008080; color: white; padding: 2px;">2012 - 2013 GROUP MEMBER</p> <ul style="list-style-type: none"> Assigned corporate clients for social media marketing Promoted a fundraising project. Met with the president of Groove with Me, Inc. and formulated a social media plan. <p style="text-align: center; background-color: #008080; color: white; padding: 2px;">SOCIAL MEDIA PLAN FOR GROOVE WITH ME</p>
SKILLS	
<ul style="list-style-type: none"> English, French and Spanish Basic communicative skills Critical thinking and problem solving skills Responsible, self-confident, cooperative and punctual. 	

(Artifact-Workshop N°1)

The image from workshop one shows the icons of the different social networks and how they are related to the business world; the image from workshop two shows the first activity in which they had to look at an example of a resume to identify the qualities and skills the girl has developed in her professional life. These topics were related to their academic background regarding their technical emphasis in business administration in which they also guide students about the development of working skills.

The activation of background knowledge was an important resource for students at the time to approach the texts. In this regard, Bransford and Johnson (as cited in Pearson, Hansen & Gordon, 1979) stated that when people receive previous stimuli on the topics, they can recall significant information when reading the text. This means that when students approached the texts, they could recall information about the topics through the activities that preceded them.

This can also be seen in the following excerpts from the self-assessment comments:

It has many images and it is what I first look at and I relate easier. I like it, because the topics are related with our daily lives. [sic] (Trans)

(Osita, self-assessment workshop 1)

The topic is related to our daily life and that is why it was Easy to understand it. [sic] (Trans)

(Monigote, self-assessment workshop 1)

Here, it is possible to see how students could activate their background knowledge on the topics at the time to read the texts. That helped them not only to have a general idea of the texts and approach them more efficiently but also allowed them to make connections to concepts they worked in their administration classes and to aspects related to their personal and professional development such as recognizing their qualities and skills as a potential employee.

After students approached the texts using the previewing strategy, they evoked their background knowledge and shared their thoughts about the topics. Dick and Reiser (as cited in Núñez et al, 2004) argued that background activation “helps students to feel confident when getting in contact with the information to be learned” (p. 130). On the one hand, they related the

pictures of the first workshop with a strategy the business teacher told them to promote a product. On the other hand, they differentiated between qualities and skills and discussed the importance of identifying the own qualities and skills at the time to find a good job. The following excerpts from the field notes exemplify this:

They identified the situation of the character in the listening exercise and they told me that an important issue about marketing was to take into account the 4 P's (price, product, place and promotion). They said that Miguel considered that to promote his T-shirts business and they realized that the topic of the workshop was the use of social networks to do business online. [sic]

(Field note workshop N° 1)

Something we discussed was about the skills and qualities they consider they have, and, surprisingly they said that they were not thinking about that and some students mentioned that they were worried about that because they wanted to apply for jobs during the holidays and they did know what they were good for.

Some other were mentioning that for example qualities as the punctuality was not their best because they are always late for everything. [sic]

(Field note workshop N° 2)

The first excerpt shows that students evoked their knowledge about marketing looking at a picture regarding the use of the 4 P's (price, product, place and promotion) to promote a business using social networks. In the second excerpt, it is described how students differentiated between the concepts of skills and qualities and then they thought about the ones they have developed so far and identified the ones they should start to improve. The connection and relevance of the topics in the materials allowed students to read the texts more relaxed since they felt, they could get the topics, understand the general ideas of the texts and reflect about the content regarding their daily lives.

Finally, students expressed they enjoyed doing the activities because these allowed them to understand more the content of the texts. They mentioned, the activities helped to explore the topics and remind what they knew about these. In addition, they said that these activities also changed the classroom dynamics and that made them reflect about the topics proposed. The following focus group interview excerpts illustrate this:

Coneja: I felt very good, I mean, the activities reinforce what I knew about the topic, they (the activities) helped me to explore more about the topic, more from what I knew, the activities called my attention, I enjoyed doing them. [sic] (Trans)

(Interview 1)

Blme: The activities and classroom dynamics were creative, and many questions came out from every one of us. Those activities were useful to reflect about the social networks and learn that they are not just to chat or talk with other but also to do business marketing, in any online webpage. [sic] (Trans)

(Interview 2)

As can be seen, all the evidence presented shows that offering students relevant materials, helped them to approach the texts differently, since those are not only of their interest but also allowed them to activate their background knowledge and shared what they knew. This supported them to develop reading not as the regular decoding activity of letters and words but as a significant process to make sense of the print and achieve understanding.

Challenging reading activities contributed to engagement in reading. The fact that the activities in the materials were not just focused on answering comprehension questions, as they were used to be, helped students to engage in reading. The variety of exercises motivated them to read the texts, do the activities and check comprehension. They considered the exercises were challenging because they had to follow the stages of each one of the strategies to resolve the activities, but in comparison to their previous experiences reading in English, they were willing and considered the activities helped them to understand the topics of the texts. In this regard, Tomlinson (2011) highlighted in his second principle that it is important to provide students with materials that make them go beyond their proficiency because this engages students as they gain confidence. This means that the activities proposed were motivating and challenging but reachable, considering their level and their progression possibilities. The following extracts from the self-assessment, evidence that even though students had difficulties developing the activities, they made a significant effort to do them as they were helpful to understand the texts:

I think this kind of activities help to comprehend and understand more about the topic. These activities are practical although sometimes we had doubts on how to do some activities. [sic] (Trans)

(Blme, self-assessment - workshop 1)

It was easier to read the text because before it was too much difficult for me reading an English text but using the material I tried hard, although there were difficult activities. [sic] (Trans)

(Yeyi, self-assessment - workshop 1)

It was flashy (the folder) and useful and at the time to understand and develop it I must say that it was a little bit difficult, mainly because I missed some classes and consequently the explanations, but I could develop the activities. [sic] (Trans)

(Nira, self-assessment - workshop 2)

The students from the first and second self-assessment excerpts expressed that despite the difficulties, the activities were helpful at the time to understand the content of the texts. In addition, in the second excerpt the student emphasized that although she had to make a significant effort to develop the activities, that was rewarding because it was something she could not do before the implementation. Finally, the student from the third excerpt argued that even she could not be in some of the explanations and had many doubts while doing the activities she felt that, was something that pushed and engaged her in developing the activities.

In some cases, the fact that some of the activities required more effort from students to be done, made them reluctant to work and sometimes they felt lost and were afraid of failing or making mistakes in the exercises. However, students also said they liked the material and if they struggled it was because they were not used to develop activities like the ones proposed in the workshops. This fact, lead us to think that the material designed was innovative for students and represented a change in the language classroom. In this sense, Núñez et al (2009) argued that this is a disruptive innovation “which imply a systemic change in the present system of teaching” (p. 19). In the case of this study, students perceived the change because they worked on strategies and did activities they had not work before in English or other subjects. The classroom dynamic changed because the design of the workshops fostered teacher’s active participation designing the activities, that although challenging, were engaging for students as promoted their active involvement and pushed those discouraged students to try hard to overcome the difficulties. The following excerpts taken from the field notes illustrates this:

They said they liked the material but as this was the first time they worked with these strategies the activities were a little complex and sometimes they felt discouraged because they were afraid of failing so that was why sometimes they were reluctant to work. [sic]

(Field note workshop N° 1)

Some students told me that despite they had many difficulties during the process, this learning experience was different and enriching from the previous activities we did in the first semester of the year. They said that maybe the programs in the different subjects could improve if teachers include more material like this one. [sic]

(Field note workshop N° 1)

Even though the material was challenging, the way exercises were organized (pre, post-reading activities and strategy guidance and use) allowed them to follow the stages and go from simple to complex processes. In this way, reading became engaging because they were exploring and learning more about the topics although, they had to ask many times for extra explanation to the teacher or other classmates. In this sense, Tomlinson (2011) asserted in his third principle that offering students the opportunity to face challenging activities allow them to develop confidence. This, because contrary to what people may think, simplifying activities can make students feel bored and can be frustrating when they face more demanding activities. So, students' abilities should not be underestimated, and although sometimes they may assume a reluctant attitude because the activities seem to be too much challenging, a key aspect is to support their processes by offering tools develop and improve their existing abilities:

Pepito: being honest I felt good because at the beginning I did not know much about the topic and I had never read an English text, I mean I did not like to read in English, the activities were hard, but the strategies helped me to advance when I tried to read an English text. [sic] (Trans)

(Interview 1)

Chechi: the dynamics were different to me, I mean the activities were something we had not worked before and at the time we had difficulties I could support with my partners, we support each other to develop them (the activities) [sic] (Trans)

(Interview 2)

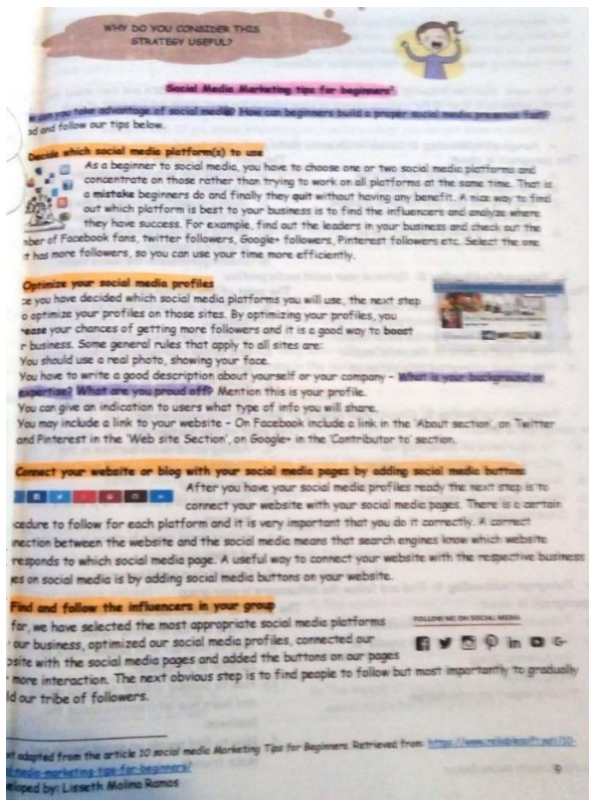
As can be seen in the above extracts from the focus group interviews, the first student highlighted that even though before the implementation he did not like reading or working with English texts, the development of the activities using the strategies was helpful and he could enhance his level, despite the difficulties. The second student highlights the importance of

working with classmates to overcome the difficulties they had when developing the activities. It was important for students then to look for other's support instead of just quitting the exercise. What this subcategory shows is that despite students encountered difficulties at the time to develop the activities, they considered that the strategies provided in the materials and the way they supported each other in the class helped them to invest time and effort to overcome those challenging activities they found in the materials.

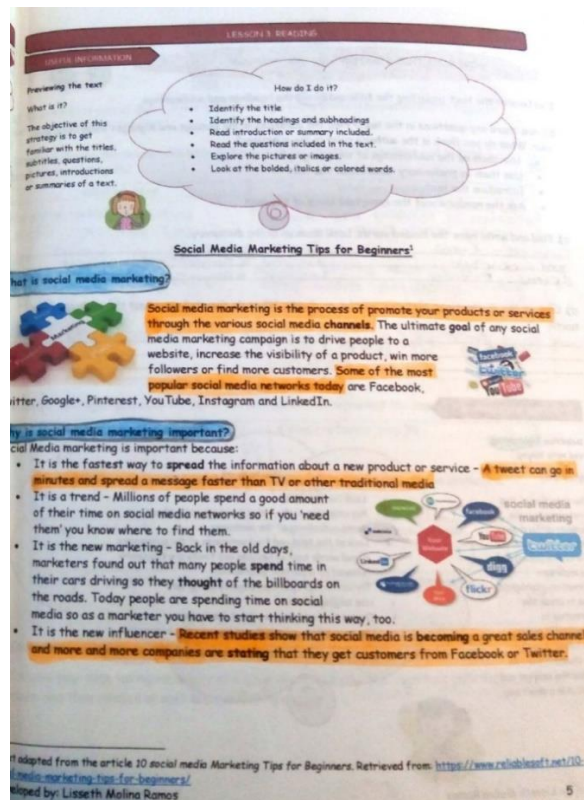
Growing into reading strategy use through exposure and practice. The modeling and use of the reading strategies in the workshops was something innovative for students during the implementation. Students were enthusiastic about the use of the reading strategies because this was the first opportunity they devoted time to understand and use them. During the modeling process, it was important the constant feedback on the relevance and use of the strategies. Concerning this, Harvey and Goudvis (2000) argued that it is essential to pay attention to students' processes once they have been taught the strategies and is key to offer them constant guidance on how to use them to support comprehension. Bearing this in mind the process of instruction and modeling of the strategies allowed students to approach the texts different because they took advantage of the procedures in each one of the stages to monitor what they understood or not from the text. The constant support of the teacher helped them to apply the strategies consciously in a way they could make sense of the print while they were reading the passages.

Therefore, this category presents students perceptions about the use of the strategies, focusing on the ones they considered were the most useful for them to read the texts and how they used them as a tool to not only approach English texts but also to improve their Spanish reading processes in other subjects. This category divides as well into two subcategories: highlighting: An effective approach to establish a relationship on the information and relevance of some reading strategies due to their transferability to other subjects.

Highlighting: an effective approach to establish a relationship on the information. The implementation of strategy-based workshops was a new dynamic for students; the explanation and modeling of these was a learning opportunity for students to seize and approach the proposed texts. During the development of the implementation students were exposed to and practiced seven different strategies, but according to the evidence the ones they resort the most were two: previewing the text and highlighting. However, from these two, students expressed that the second one, highlighting, was the most useful because allowed them to identify the textual cues and the important information from the texts. This strategy according to Bouchard (2005) allows the learner to “determine important versus subordinate information and their relation to the content” (p.73). In this sense, using this strategy students could identify the textual cues to recognize the topic in a general way and then recognize the ideas they considered were important to make sense of the text.



(Artifact 1 - workshop N° 1)



(Artifact 2 - workshop N° 1)

The above examples of artifacts, for instance, show the way students used highlighting. In the artifact sample N° 1 the student highlighted just the textual cues; in the artifact sample N° 2, the student highlighted the sentences he recognized as relevant information. As can be seen, the use of highlighting helped students to establish relationships on the information since they highlighted textual cues (titles and subtitles) to identify the central topic of the text which besides enabled them to activate their background knowledge to approach the text more easily. In this sense, Harvey and Goudvis (2000) affirmed that highlighting fonts, keywords, illustrations, pictures and graphics among others helps the reader to capture relevant information from the text to understand general aspects and synthesize information from a paragraph. This strategy also allowed students to highlight some key ideas that were useful for them to keep track of the text without having to read it entirely again.

Highlighting then was a strategy which considering Pearson, Roehler, Dole and Duffy (1990) facilitated the learner to determine importance within the text. These scholars argued that determining importance in a text can take place when the reader knows the text structure and use it to identify the important information. When students used highlighting to determine importance they paid attention to keywords, phrases and summarizing statements they considered were relevant to understand the information in the text. The following pieces of evidence from the self- assessment and the strategy checklist exemplify this:

They (the strategies) play an important role because they taught me to understand a topic of the text using just the titles and subtitles. [sic] (Trans)
(Makoly, self-assessment workshop 1)

It is useful (highlighting) to read again and understand what the text is saying. [sic] (Trans)
(Coneja, strategy checklist workshop 1)

Practicing the use of highlighting to preview or find the important ideas helped students to feel confident to read English texts. They felt comfortable following the procedure to apply the strategies (previewing and highlighting) because in that way they realized that when reading a

text, it is important to find key ideas to understand the information and consequently the purpose of the text. The following field notes excerpts show students' perceptions about the use of the two strategies developed using the highlighting technique:

I asked what they learned about the strategy (highlighting)... Students Coneja and Nira said that following the 4 stages of the procedure was the most productive because they never thought that looking at the first and final sentences could give them the central idea and the conclusion of the text. [sic]

(Field note workshop N° 1)

we discussed the importance of those strategies, they said that highlighting and previewing the text helped them to understand that a written text needs to present a central idea and a conclusion. [sic]

(Field note workshop N° 1)

Finally, when students were asked in the focus group interviews about which strategy resorted the most in the development of the workshops, they asserted that highlighting was the most useful even though were previewing the text because in that way they could identify the important information and ideas. This strategy then as Bouchard (2005) suggested is a valuable tool for students because "helps ELLs break large amounts of information into manageable units that are easily located within the text" (p. 73). This means, that when students used highlighting, they could go back to the information or ideas they did not remember well and reread them to pay attention to the information they considered helped them to understand the text:

Tamara: to me it was useful the highlighting because, basically I highlighted the main ideas, the unknown words, the key words and considering that I could get an idea about the text. [sic] (Trans)

(Interview 1)

Erica: the most useful strategy to me was highlighting because mm... using it I could highlight the vocabulary I did not know as well as key words and ideas and with this in mind, I could summarize some important aspects of the text. [sic] (Trans)

(Interview 1)

In the above excerpts from the interviews, Tamara, on the one hand, considered that highlighting important ideas and texts cues helped her to get a general idea of the text. On the other hand, Erica said that highlighting was a good opportunity to summarize relevant information based on key vocabulary and ideas. This strategy then became useful to recognize

and recall information and that allowed her to monitor what she understood from the text even though it was based on what the text said explicitly.

Relevance of some reading strategies due to their transferability to other subjects.

Reading strategies are specific tactics carried out by a reader to comprehend the intended meaning of a text. Urquhart and Weir (as cited in Talebi, 2013) argued that these are “ways of getting around difficulties encountered while reading.” In other words, the use of strategies helps readers to approach texts in a way they can overcome problems they encountered while reading. According to Talebi (2013), the process of using these tools is called strategic reading; this is the mechanism readers use to monitor their reading process to achieve understanding. In this monitoring process, the readers identify their strengths and difficulties regarding linguistic and cognitive knowledge and look for the more efficient plan to approach the text and make sense of it.

According to the above, the objective of the designed workshops was precisely to encourage strategic reading processes in the English class. In every reading lesson of the pedagogical intervention, students were exposed to modeling processes of each one of the strategies; then they had the opportunity to apply them one at a time to approach the texts and develop the activities proposed. Students also had the chance to recycle some of the strategies with subsequent reading passages and activities provided in the material, but, something they considered valuable about the recycling process was the use of some of these strategies to develop reading processes in other subjects for Spanish reading.

At this point what should be highlighted from this aspect is that a transfer process took place from English, which, is learned as a Foreign language (EFL), to Spanish which is the first language (L1). This type of transfer can be considered as a “backward” transfer, which, according to Cook (2003) refers to the effects that L2 has on L1. This discussion has its foundation on what

this scholar defined as multicompetence. This is described as the way the known languages (L1 and L2) work together and not separate inside the learner's mind. This means that instead of working isolated concerning L1 and L2, the languages can relate to each other and the learner can use what knows about either of both languages in any direction forward or backward and not just in one direction. In the case of this study, this was evidenced when students used their knowledge of the modeled strategies in the English class to approach texts in other subjects that were in Spanish.

In the case of the workshops proposed for this study which were based in the use of reading strategies, students worked on seven different strategies to help them enhance their reading comprehension processes in English. Before using the strategies, the mental processes carried out in each one of them were explicitly modeled by the teacher. This helped students to understand when, how and why to use the strategy and in which type of tasks they could apply them. The modeling process and the time devoted to practice the strategies through the activities proposed, influenced the way students assumed reading a text not only during the implementation but also in other subjects. To illustrate this, the following excerpts from the self-assessment form, show students' comments about the use of strategies learned in other subjects:

The strategies help me to do essays, to read in the Spanish and social sciences exams that were the most difficult but using the strategies I understood the texts. [sic] (Trans)
(Coneja, self-assessment - workshop 2)

My comprehension changed because thanks to the strategies I could understand English texts more easily, besides these helped me in Spanish reading too. [sic] (Trans)
(Nira, self-assessment - workshop 2)

In the first excerpt, the student considered that the strategies worked in the workshops were useful for her Spanish and Social Sciences exams. Because they must read long texts in a short time, so she used the strategies to approach and understand these texts more easily. She also pointed out how strategies helped her to write the essay for the social science class. The second

student reinforced the above opinion saying that the strategies were helpful to improve the reading processes in English and strengthen the processes in Spanish. As can be seen then, the fact students had the opportunity to learn and work with the strategies in English, allowed them to transfer that knowledge to the subjects in which they considered they had problems regarding reading tasks. This shows then that instruction on strategies is useful and when students can practice them, that offers the opportunity to extrapolate them to different reading assignments:

I asked them for the usefulness of the strategies (previewing and highlighting) and what they thought about activities we did with them. At the beginning they did not want to talk just Coneja said that the strategies were useful for her because helped her to read in other subjects. [sic]

(Field note workshop N° 1)

Tamara said that the first and the second strategies were so much useful for her because she could use them in other subjects. [sic]

(Field note workshop N° 1)

In these extracts from the field notes, the first student reasserted the usefulness of the strategies in other subjects, the second student specified that the first and the second strategies (previewing the text and highlighting) were the most useful ones to work in other subjects. Developing awareness regarding reading strategies in L2 resulted then in an improvement in L1. Students transferred the strategies they learned in the English class and considering they had more linguistic and cognitive knowledge in L1 they took advantage of the procedures followed to apply the strategies to improve their Spanish reading and comprehension processes. This means as Talebi (2013) suggested, that learning reading strategies is an intersection aspect in language learning because the purpose of using them is to help readers make sense of what they read does not matter the level of proficiency they have.

Pepito: for me it was very useful and helpful because before I was not interested in reading English texts and using these strategies I got interested in reading not only in English but also in other subjects.[sic] (Trans) *(Interview 1)*

Makoly: for me the experience was great because as my partner said we have not worked these strategies in other subjects, but the point is that we can take advantage of the strategies in English and in other subjects and too that is important. [sic] (Trans) *(Interview 2)*

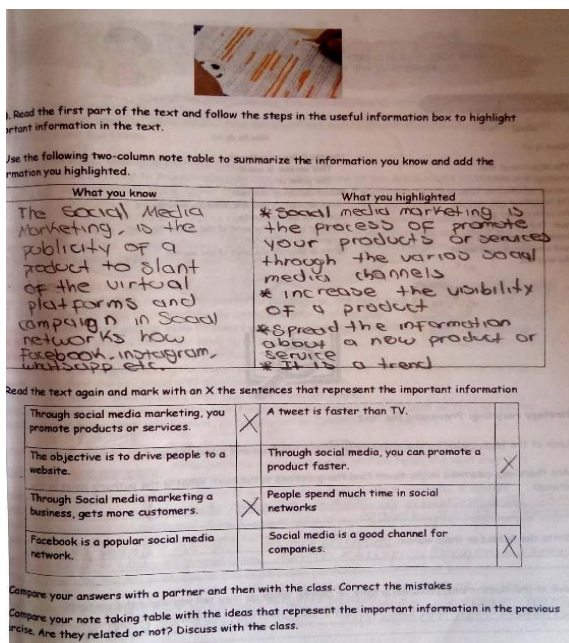
Finally, in these excerpts from the focus group interviews, the first student emphasized that they got more interested in reading English texts than before because strategies were very useful. The second student pointed out that even though they did not work with these strategies in other subjects they made sense of the strategies learned and could take advantage from them in both, English and Spanish to improve their reading processes.

Limited scope of reading comprehension. As said in the literature review section, talking about reading comprehension is talking about reading with the purpose of conveying meaning from what is read. In this regard, Clarke et al. (2014) pointed out that understanding the content of a text can help readers to enrich their vocabulary, to identify general information, make them think different, and construct new knowledge from what they read. In other words, reading comprehension entails the decoding of the written to develop an understanding which comes from the different interpretations of the text. These interpretations can go from recalling levels to inferential or critical levels. This means that understanding a text can go from identifying and making sense of the explicit information presented to the point the reader assumes a more reflexive and analytical position about the text. In view of the top-down processing description from the literature review and its text-comprehension and situation comprehension model, students reach the features of the first one because they understood the syntactic and semantic meaning of the text (Grabe, 2009). Although students evoked their background knowledge, which according to the situation comprehension model helps to reach a more reflective level of comprehension, students achieved a text comprehension model, which concerning the Barret's (as cited in Muayanah, 2014) categorization corresponds to a literal level of comprehension.

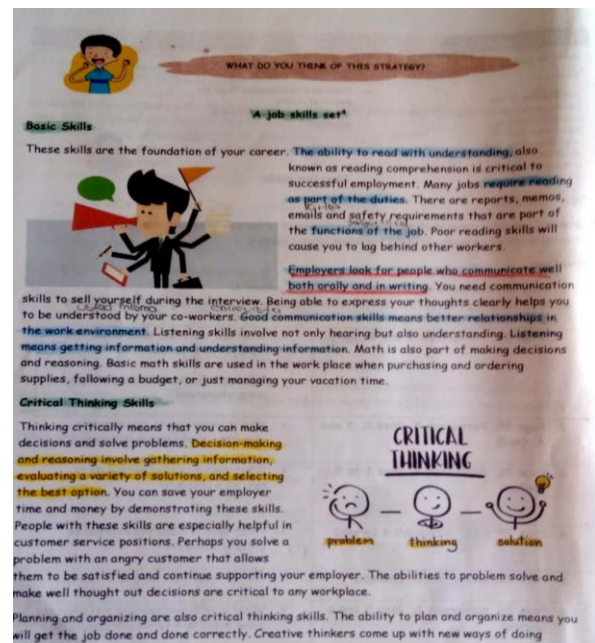
Reaching literal levels of reading comprehension. The purpose of the present study was to help students to read with understanding. Muayanah (2014) argued that "reading at any level is

taught to enable the learners to develop basic comprehension skills” (p. 20). This means that all the actions reading practices we develop inside the classroom should be addressed to attain comprehension goals. Regarding the above, this implementation and its materials were focused on guiding students in the use of reading strategies to develop reading comprehension. The present subcategory presents the progress students demonstrated after the structured reading lessons and the development of the activities.

While going over students’ responses of the activities proposed in the workshops and the final test, an important aspect identified was that students performed well when they had to develop comprehension activities that were about recalling and sequencing the information from the text. This is described according to Barret (as cited in Muayanah, 2014) as a literal level of comprehension. In this level, the reader can recognize specific ideas, sequences and cause and effect facts from the text. In the case of this study, students could recognize and identify specific information to complete the exercises proposed. The following examples from students’ artifacts exemplify this:

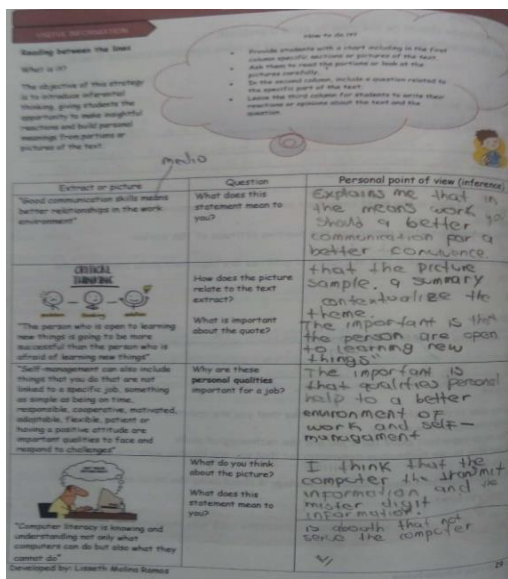


(Artifact 1 – workshop N° 1)

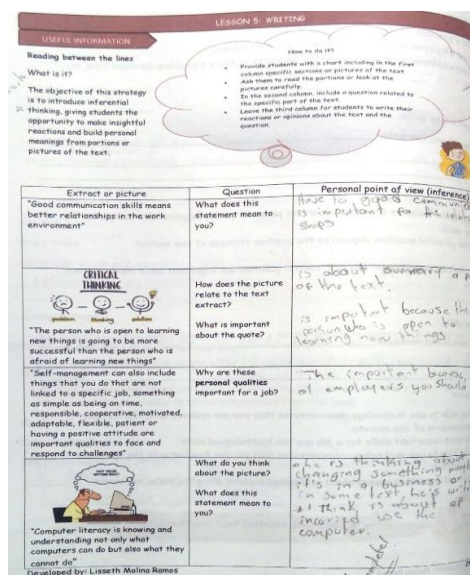


(Artifact 1 – workshop N° 1)

In the first image, the student recalled information from a previous reading passage about the topic and wrote what she could retrieve from the text and from what she knew about the topic. Then, she compared that information with the ideas she extracted from the text after using highlighting. The next exercise was about recognizing the main ideas of the passage; she identified four ideas that represented the essential points of the reading passage. The activities proposed, helped her to identify and recall the important facts of the texts, reaching a literal level of comprehension, which constitutes a sign of progress for students since before the implementation they could not understand even the explicit information presented in the text. Reaching this level of comprehension took place considering the three elements that Sweet and Snow (2003) introduced; the reader, the text and the activity. As they suggested, the transaction here considered the “readers’ skills and proclivities” (p. 4), the texts and the activities engaged students since they were of their interest and asked them to respond to exercises that were according to their’ context regarding the teaching, learning and practice they have had in class. This means that the development of the activities and the level reached was the result of the time devoted to instruction and the activities proposed.



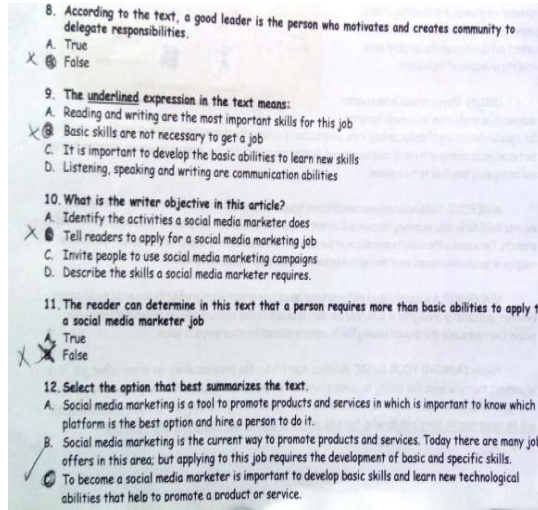
(Artifact 1 – workshop N° 2)



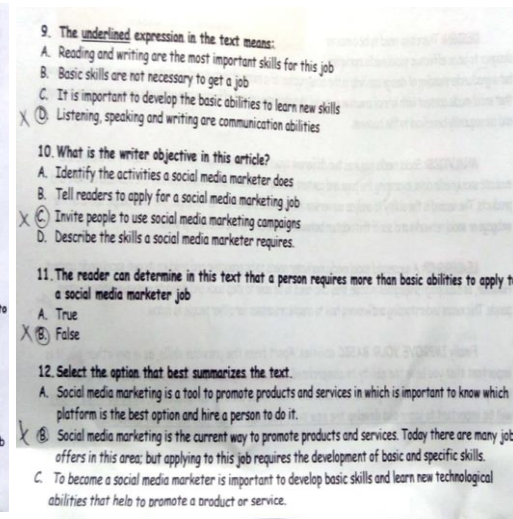
(Artifact 2 – workshop N° 2)

These examples of students' artifacts showed that when students were required to reach inferential levels of understanding, for instance, they were still developing a literal level of processing the information. In this exercise, students were required to state their points of view regarding their knowledge of the topic and the extract of the text. However, when they had to write in the third column what they did was to identify the main idea in each one of the extracts and paraphrase them. This action regarding Barret (as cited in Muayanah, 2014) is called reorganization in which to reach the goal, the reader may utilize the statements of the author exact, or he or she may paraphrase or translate the author's statements. In this activity, students were expected to activate their background knowledge, based on what they read and their personal experiences to express own conclusions; however, although they had activated background knowledge in previous activities, they just recalled the explicit information.

Evidence of the above was also observed in the test. When students were required to answer questions about aspects as the purpose of the author or the intended meaning of a specific expression most of them failed in their answers. They could not interpret the text beyond the information that was explicit in it; they identified the words they considered important to paraphrase a central idea of the text. The level of comprehension evidenced here is literal and can be connected to the Kintsch and Rawson (as cited in Clarke, Truelove, Hulme & Snowling, 2014), construction-integration model in which a reader processes the words to understand them in context (long sentences) to then recognize aspects such as main topics and essential ideas.



(Test sample N° 1)



(Test sample N° 2)

Finally, the following excerpts from the field notes support the above findings.

They said that the strategies were focused on getting the general ideas of the text and the main topic. [sic]
(Field note workshop N° 1)

Something I noticed was that when they wrote something about the piece of text they were still being literal, they wrote in a different way the quote said. I consider this strategy (inference) and these thinking processes are still very complex for them. [sic]
(Field note workshop N° 2)

Students said the strategies were helpful to enhance literal levels of comprehension; they recalled pieces of information from the text and key vocabulary that considered relevant to remind the topics of the texts. Besides, the teacher's perception during the final exercise about inference documented that students could not build up personal thoughts from the extracts; they could not differentiate inference questions from recognition and recalling questions.

Considering all that has been said about comprehension in this subcategory, it is important to highlight that even though students just enhanced their literal levels of understanding, that was something that increased students' self-confidence at the time to read English texts. It is important to keep in mind that in their daily context these students did not use to read in English and reading abilities such as processing meaning from a sentence or a paragraph were not something they could do. The fact they could decode the words and place them within more

structured sentences and paragraphs using the explicit information and their background knowledge was an experience from which students learned a lot. They could establish real transactions with the texts and the activities, and although the goal of reading comprehension is to construct personal meaning, this does not mean that the processes students achieved during this implementation are not relevant. It is from this point that we can continue helping these students going forward to reach more complex thinking processes.

Having described the data analysis procedures and addressed the categories and subcategories which were supported with the evidence gathered during the implementation, the following chapter presents the conclusions, pedagogical implications, limitations and the possible questions for further research on the topic.

Chapter V

Conclusions and Pedagogical Implications

This chapter presents the conclusions and pedagogical implications, which, summarizes the most important aspects found after the research analysis and allow me to answer the research question: How do the design and implementation of strategy-based reading workshops enhance tenth graders' reading comprehension at a public school? It describes the pedagogical implications for the students, the school community and I as teacher, researcher and materials developer. Additionally, it reveals the limitations of the study and the possible questions for further research on the topic.

Conclusions

Different scholars agree that reading represents a vital language skill for students. Moreover, offering students the opportunity to develop practices to promote reading comprehension processes is something that should encourage us to look for the ways of improving those practices inside the classroom. This, because it is considered that much of information a student receives, come from what they can read and understand. However, we also know that many of the reading practices developed in contexts in public schools are just worried about asking students to complete exercises without paying attention to the processes they follow and if those processes contribute the make sense of what they read. Bearing in mind this, what I wanted to do with the development of this study was to restate the importance that reading has on the life of students and reconsider the nature of the practices carried out in the classroom to offer students the opportunity to engage in reading processes to improve their competence and as a result their comprehension.

Bearing in mind this, the main objective of this research study was to analyze the way in which the implementation of strategy-based workshops enhanced tenth graders reading

comprehension at a public school. For the first research category, about materials and its impact on students, these were relevant, challenging and engaging for students. They were enthusiastic about using the materials and felt motivated as considered the topics were of their interest and relevant and connected to their academic background (Tomlinson, 1998; 2011). This last aspect is something to highlight since students considered important the activation of their background knowledge to approach the text and develop the reading activities willingly (Núñez et al, 2004). Also, the variety of exercises and the opportunity to do reading activities in which they had to try and go beyond their levels of proficiency (Tomlinson, 1998; 2011), helped to engage students as active participants during the implementation. In fact, despite they found difficulties and struggled many times, they considered that was rewarding at the end, as they could gain confidence and develop the exercises that before the implementation they did not even try. Moreover, something students pointed out was that this kind of material was an innovative proposal for them since they had not worked in English or other subjects. This became important because it implied a modification in the classroom dynamics which also contributed to engage students as they could explore and learn more about the proposed texts. (Núñez et al, 2009).

Regarding the second category, the data showed on the one hand, that highlighting was the strategy students used the most either to identify textual cues or main ideas and relevant details. (Harvey & Goudvis, 2000) This strategy helped students to recognize the topic of the text as well as its general aspects and secondary ideas along the texts. (Bouchard, 2005) Besides, this strategy was helpful to determine importance at the time to keep track of summarizing statements students considered relevant to understand the information and develop the activities without rereading the whole text. (Pearson, Roehler, Dole & Duffy, 1990). On the other hand, the relevance of the strategies to improve their reading comprehension processes was considered for students to have an impact when reading not only in English but also in Spanish. Students

transferred the strategies they learned during the implementation of the strategy-based workshops to read texts in social sciences and Spanish classes. This backward transfer allowed students to take advantage of their language knowledge in L2 and using all their linguistic and cognitive knowledge of L1 (multicompetence) they could reinforce their reading processes by using the strategies to monitor their understanding (Cook, 2003). Reading strategies can be considered then as a convergent point regarding language learning (Talebi, 2013) because, despite the language proficiency, the purpose of these tools was to help students enhance their reading comprehension processes.

Concerning the third research category about reading comprehension, this was achieved at literal levels of understanding. This means that students interpretation of the texts was about the recognition of explicit information from the text. Students recalled and sequenced that information through the development of the activities proposed (Barret, as cited in Muayanah, 2014). Students established a relationship with the texts and the activities considering their language difficulties and strengths (Sweet & Snow, 2003) to retrieve important facts about the texts, which was something positive since before the implementation students could not understand even the explicit information.

To sum up, the findings of this study suggest that undoubtedly relevant, engaging and challenging materials are useful since change students point of view about reading practices inside the classroom while offering students comfortable environments and appropriate learning opportunities to foster their confidence and propel them forward. Besides, although students could not reach inference of critical levels of comprehension, something important about the study was that students change their perspectives regarding reading practices inside the classroom and now they are willing to learn and use different strategies to continue in the development of their reading comprehension processes.

Pedagogical Implications

This research study had a significant impact on three aspects. First, the whole process was an excellent opportunity to discover me as a materials developer. This helps to enhance my professional growth since now I considered it better to explore the different possibilities we have inside the classroom to create the own materials, considering students interests, preferences, perceptions and responses (Núñez & Téllez, 2009). Besides, the results made me reflect about my teaching practices and classroom dynamics and how innovation is not always about bringing original ideas but reconsider the existing ones to create engaging materials to encourage students to participate in the learning process actively (Núñez et al, 2009).

Second, the development of the workshops was an opportunity for students to approach the language and the reading of texts in a different way. They assumed the strategies worked as problem-solving tools to improve their learning and understanding. They identified and recognized the strategies and became familiar with the procedures to use that knowledge to approach and analyze the texts to reach comprehension. (Anderson, as cited in O'Malley & Chamot, 1990). According to this and even though the comprehension level reached was literal, I consider the results pointed out that it is necessary first to pay attention to the lower level process; and this is possible through the instruction and implementation of learning strategies to help students in the interpretation, analysis, monitoring, and elaboration of new information.

Finally, this study also impacted the school since these findings may become a starting point towards the idea of empowering students through a conscious approach to read, this may as well facilitate them to acknowledge the importance of using reading strategies to become an active reader and improve comprehension. Moreover, considering the reading school project, the strategy-based workshops may be considered as models to design the worksheets that will be

used to promote reading and develop comprehension considering students needs and the objective of the project itself (See Appendix H).

Limitations

The main limitation during the research process was the time because we had to accelerate the chronogram in the term due to the strike before the implementation of the workshops with students. They could not socialize the final activities in the workshops as they sometimes just attended class one hour per week because students had to participate in different activities from the school or were absent in some sessions. They could not practice the use of the strategies as extensive as scholars suggest when using SBI (Rubin, Chamot, Harris, & Anderson, 2007).

Further Research

Considering the results presented in this document, I consider the following questions can be considered as further points to continue working on the construction of reading practices to enhance reading comprehension in the English class. How does the design and implementation of strategy-based reading workshops foster collaborative work to improve reading comprehension? and How do students construct meaning when implementing reading workshops based on the CALLA model?

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Appendices

Appendix A: Needs Assessment-Online Survey

https://docs.google.com/forms/d/e/1FAIpQLSeE4qSFbNgpSsKLBpm8vIUgHb9duG-QtnXmokKT03A9cyT_2A/viewform?usp=sf_link

QUESTIONS RESPONSES

Section 1 of 4

COLEGIO RUFINO JOSÉ CUERVO I.E.D

Estimado estudiante, le agradecemos su participación en la siguiente encuesta de caracterización en la que además queremos conocer sus percepciones que hasta el momento ha generado la formación en la asignatura de Inglés

Email address *

Valid email address

This form is collecting email addresses. [Change settings](#)

Nombres y Apellidos

Short answer text

Experiencias previas y preferencias de aprendizaje

Description (optional)

...

En una escala de 1 a 5 ¿Qué tan importante es aprender inglés para usted? *

1 2 3 4 5

Nada importante Muy importante

Mencione dos razones por las que considera importante aprender inglés *

Long answer text

Comprensión de lectura y estrategias de aprendizaje

Description (optional)

¿Qué estrategias de lectura conoce y cuáles usa cuando lee un texto? *

Long answer text

Marque la frecuencia con la que hace uso de las siguientes estrategias de lectura cuando lee textos en Inglés: *

	Nunca o casi nunca	Ocasionalmente	Por lo general	Siempre o casi siempre
Antes de comenzar a ...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mientras leo, hago an...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Lectura y estrategias de aprendizaje

Description (optional)


Responda sobre su proceso lector en inglés marcando Si, No o A veces. *

	Si	No	A veces
¿Te gusta leer textos en ingl...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
En las clases de su modalid...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
¿Se te dificulta leer en inglés?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
¿Antes de empezar a leer, te...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
¿Te fijas en los títulos o subt...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cuando lees en inglés, ¿bus...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Las siguientes son algunas estrategias de lectura consideradas como las más importantes para convertirse en un lector dinámico y reflexivo. Marque la casilla para saber si conoce o no estas estrategias: *

	Sé de que se trata esta estrategia	No sé de que se trata esta estrategia
Activar conocimiento previo y hacer co...	<input type="radio"/>	<input type="radio"/>
Visualizar por medio de los gráficos e l...	<input type="radio"/>	<input type="radio"/>
Hacer predicciones	<input type="radio"/>	<input type="radio"/>
Realizar inferencias	<input type="radio"/>	<input type="radio"/>
Determinar la importancia de las ideas	<input type="radio"/>	<input type="radio"/>
Realizar preguntas (al texto, a si mism...	<input type="radio"/>	<input type="radio"/>
Resumir	<input type="radio"/>	<input type="radio"/>
Sintetizar	<input type="radio"/>	<input type="radio"/>

Appendix B: Workshop Sample

	COLEGIO RUFINO JOSE CUERVO IED	Workshop # 2 Topic: Job skills	Date: Grade:
	Subject: English	Teacher: Lisseth Molina Ramos	
Student's name:			

Looking For a Job!

There are a lot of reading strategies that help you read a text in English, let us continue exploring three new strategies.

Welcome To This Journey

General Objective: To encourage students to recognize the skills and qualities that might be useful or necessary in a workplace.



Specific Objectives

- To explore vocabulary related to the soft and specific skills necessary for a work environment.
- To identify and understand each one of the skill sets that employees take into account to hire a person.
- To use the paratextual elements to preview general aspects of the text.
- To monitor students reading by asking them specific questions about specific sections of the text.
- To identify important vocabulary and synthesize important information from the text.
- To introduce inferential thinking by allowing students to write personal reactions about specific sections of the text.

1. Look at the following resume from a girl in San Diego California and with your teacher and classmates read carefully each one of the sections and identify her job skills

Lesson 1: Vocabulary In Context

Suzanne Solis
Communications & media relations

San Diego, CA.

Contact: 350 323 355

E-mail: ssolis@gmail.com

[LinkedIn: LinkedIn.com/ssolis](https://www.linkedin.com/in/ssolis)

SUMMARY

Dedicated public relations and communications professional: highly skilled in interpersonal communication, management and event planning. Knowledgeable in the use of social media marketing to increase publicity. Creative and strategic thinker with a solid ability in developing innovative strategies. Passionate and self-confident about increasing the marketing. Good leadership abilities.

EDUCATION

2014 - 2016

*Master of Science, Public relations
New York University*

2010 - 2014

*Bachelor of Arts, Communications
California University*

SKILLS

- *English, French and Spanish*
- *Basic communicative skills*
- *Critical thinking and problem solving skills*
- *Responsible, self-confident, cooperative and punctual.*

WORK EXPERIENCE

2013 - 2016 INTERN

- Attended media events promoting a whiskey
- Monitored social media platforms
- Supported film team in preparations for interviews.

PHEAR CREATIVE

2012 - 2013 GROUP MEMBER

- Assigned corporate clients for social media marketing
- Promoted a fundraising project.
- Met with the president of Groove with Me, Inc. and formulated a social media plan.

SOCIAL MEDIA PLAN FOR
GROOVE WITH ME

Learning strategies: making associations and using imagery

1. Watch the video of the following link and take notes about the vocabulary.

<https://www.youtube.com/watch?v=ItL01G3Kovs>

2. Discuss with the class and teacher, what can be the topic of the text in this workshop?

3. Employment vocabulary: look at the pictures and match them to the words in the bubbles. Then, check your answers with a partner and with the class.

















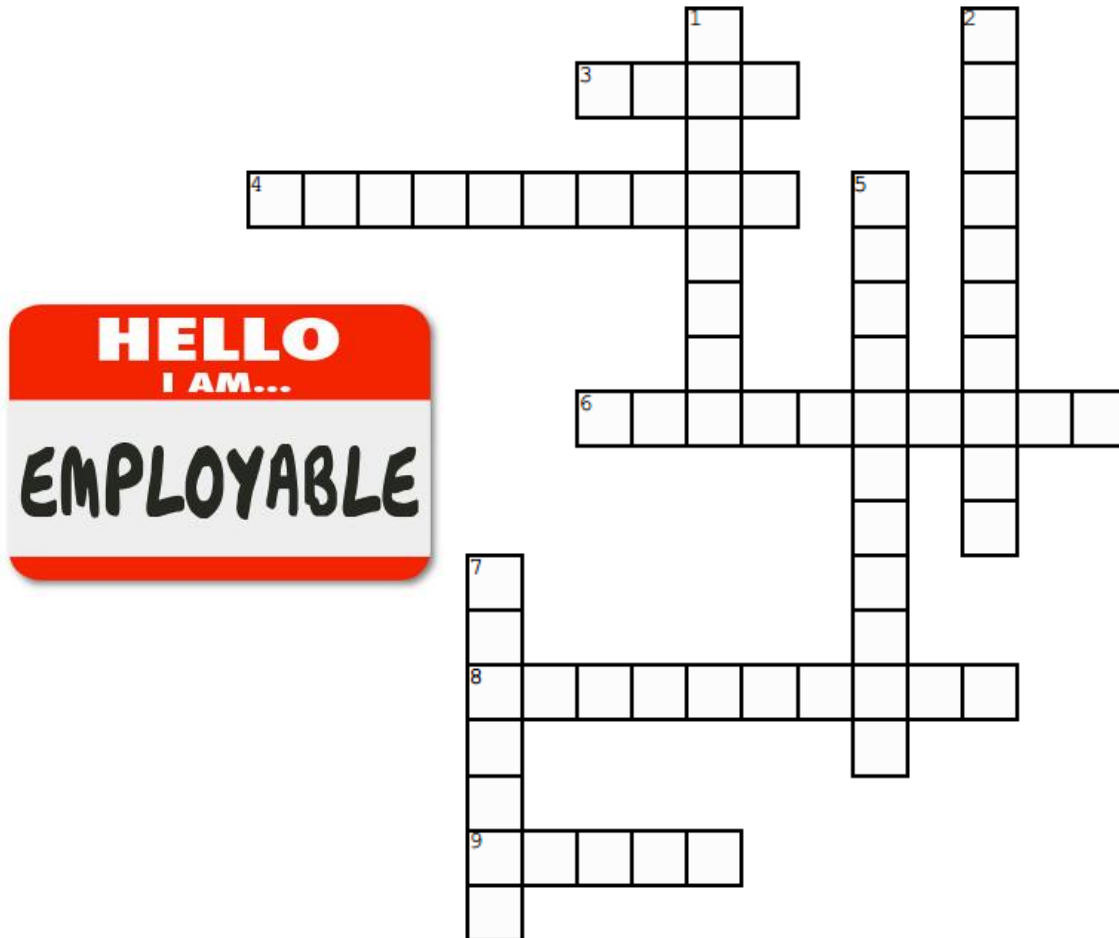






1. Pair work: Complete the following crossword using the vocabulary of the previous exercise. Use your dictionary if necessary.

WHAT DO YOU NEED FOR A JOB



Across

- 3. An obligation, a responsibility
- 4. The action of guiding a group of people or an organization
- 6. The use of imagination to create something
- 8. To have faith in the own abilities
- 9. The ability to do something well

Down

Lesson 2: Listening

Learning strategy: using vocabulary in context

1. Listen to Jenna's blog entry and complete it using the words in the following word cloud



Myblog

File Edit View History Bookmarks Tools Help

www.myblog.com/Jenna

My blog

Sunday, September 1, 8 p.m. (Seattle time!)

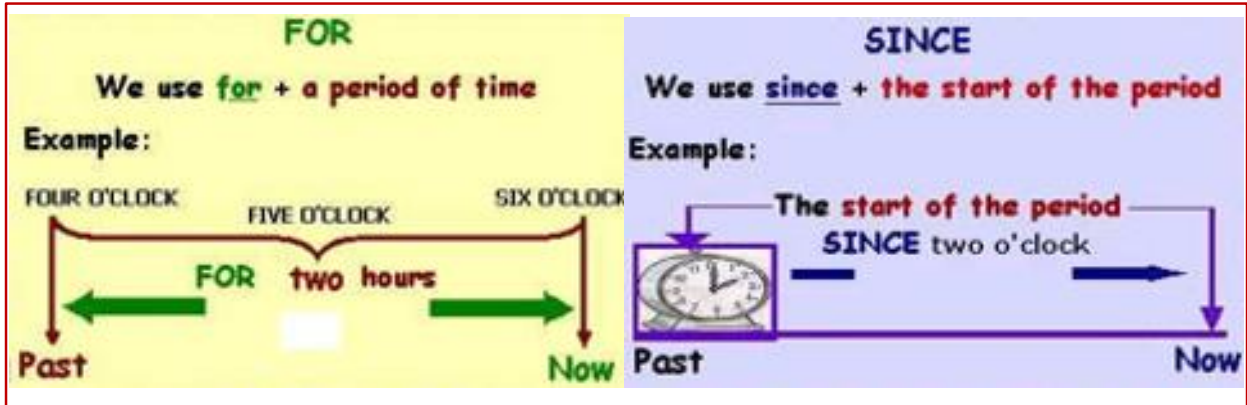
Well, I've been here in Seattle **for** exactly three months. It is hard to believe because many things have happened **since** April. I am still so nervous because I have a lot of _____ here, I need to have always a good _____ and be so much _____ with the campaigns. However, everything has been great **since** my first day. I think I am lucky and my _____ have improved a lot here. I have made many friends; my _____ with the other members of the team is good. There is a girl in the office called Polly. She has taught me many things about the job and has _____ me to continue working hard. We have worked **for** two months in the same department and I think we can complete all the requirements to get a promotion next December. We will be making the campaign for the next winter collection, for that reason, I have to improve my _____ abilities to guide well the team and be _____.

- According to Jenna's blog entry what are the skills she needs to get the promotion for the campaign next December?

Lesson 3: Grammar Focus

Learning strategy: placing grammar rules in a meaningful language sequence

1. Read again Jenna's blog entry and pay attention to the bolded words. Then, look the following chart about the use of FOR and SINCE.



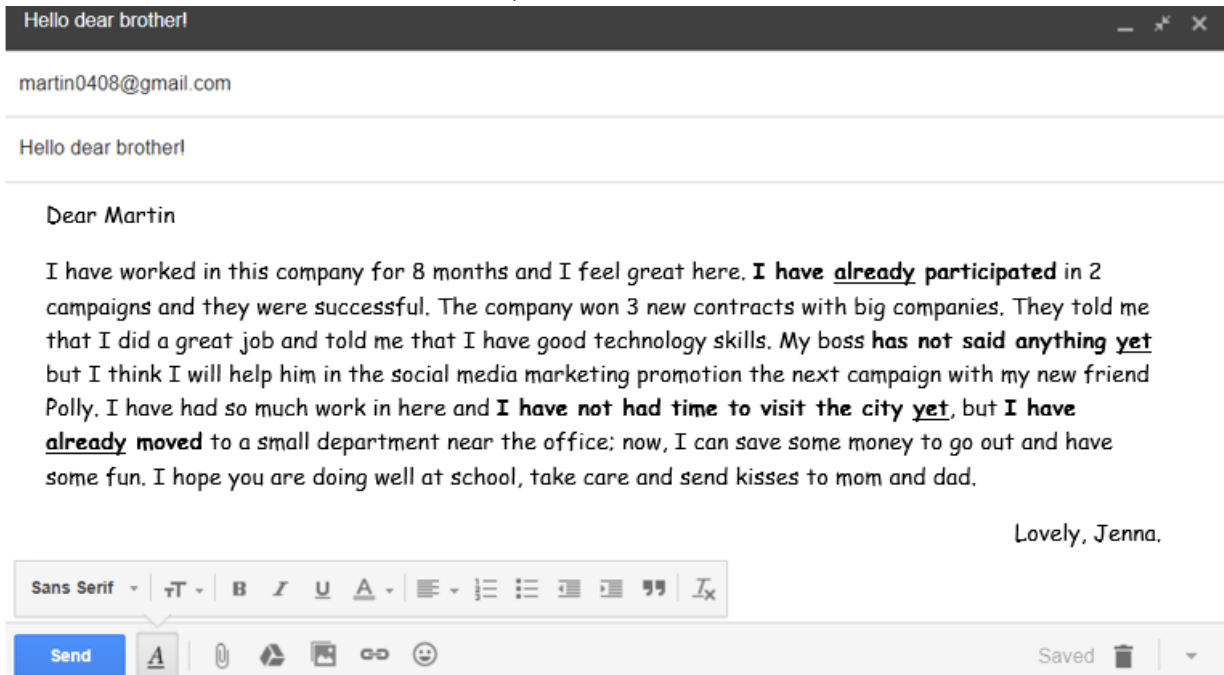
2. **Pair work:** Complete the following sentences according to the grammar chart. Use FOR and SINCE.

- I've worked in this company here _____ April.
- She's lived in Seattle _____ three months.
- I've learned French _____ the last January.
- He's studied marketing _____ he was 19.
- She's been a professional _____ ten years.
- I've lived in the same town _____ five years.
- I've admired her _____ we first met.

3. Look at the following chart and read about the use of the time adverbs YET and ALREADY. Socialize with your teacher and classmates

<p style="text-align: center;">ALREADY</p> <p>Use: when something has happened unexpectedly.</p> <p>Type of sentence: AFFIRMATIVE</p> <p>Most common position: mid-sentence</p> <p>Examples: He has ALREADY finished his paper. They have ALREADY done the exam.</p>	<p style="text-align: center;">YET</p> <p>Use: something HAS NOT happened, but you expect it to happen in the future.</p> <p>Type of sentence: NEGATIVE, QUESTIONS</p> <p>Most common position: end of sentence</p> <p>Examples: Jhon has not arrived to school YET. Has John finished his test YET?</p>
---	--

1. **Pair work:** Read the following e-mail Jenna sent to Martin to tell about her new job, pay attention to the bolded words and phrases.



2. Say what you have already done (+) and what you have not done yet (-). Complete the following sentences using ALREADY and YET then, compare with a partner.

_____ (+/already/to listen to music)

_____ (-/not/to go swimming/yet)

_____ (+/already/to take some photos)

_____ (+/already/to help Jane in the kitchen)

_____ (-/not/to play the guitar/yet)

_____ (+/already/to have fun with my friends)

_____ (-/not/to wash my shirts/yet)

_____ (-/not/to make my bed/yet)

_____ (+/already/to do the washing-up)

_____ (-/not/to speak to my math teacher/yet)

Lesson 4: Reading

Learning strategy:
previewing the text.

1. a) Look at the text, underline the title and circle the headings and subheadings.

b). Are there any questions in the text? Find the questions in the passage and highlight them using **blue** color. What do you think is the author's point in the questions?

- Use them as the subheadings of the paragraphs
- Use them as preliminary ideas about the text
- Introduce the text
- Ask the reader about the important ideas of the text

c). Find and write here the bolded words. Look them up in the dictionary

d). Look at the illustrations, pictures, graphs, or charts. What do they tell you about the content of the text?

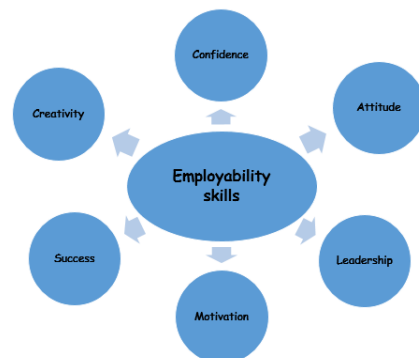
What Skills Are Employers Looking For?¹

Employers are often looking for skills that go beyond educational degrees, certifications and licenses. While your education may make you eligible to **apply** for a job, you will need to exhibit a mix of skills to be successful at the job.

What are Employability Skills?

Employability skills, also known as key competencies or soft skills, are those basic skills necessary for getting, keeping, and doing well on a job. These skills, attitudes and actions enable workers to get along with their co-workers and supervisors and to make challenging, critical decisions.

Employability skills are generally divided into three skill sets: (a) basic academic skills, (b) critical



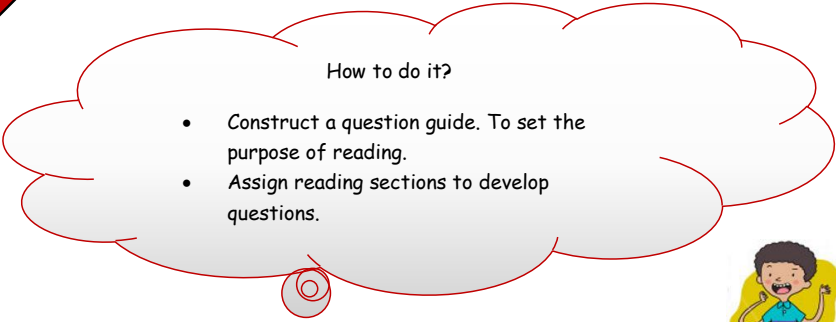
¹ Adapted from <http://www.a4td.org/wp-content/uploads/sites/29/2015/08/2015-March-Network-to-Work-Mtg-Resource-Materials-VT.pdf>

Useful Information

Questions guides

What is it?

The objective of this strategy is to guide students' reading by asking them to write specific questions that will direct their attention to targeted information.



Question guide

Topic: Job skills

Purpose: The main purpose of this reading assignment is for you to recognize the skills and personal qualities an employer looks for when hires a person.

Directions

1. Read only the parts or paragraphs indicated in column A.
2. After reading the specific parts, answer the questions highlighting the answers using color-coding.

<p>1. Page 25, Paragraphs 1 and 2 (blue)</p>	<ul style="list-style-type: none"> • What are the basic skills employers highlight as important? • What is important about reading comprehensively?
<p>2. Page 25, Paragraph 2, lines 2, 3 and 4. (red)</p>	<ul style="list-style-type: none"> • Why is important to communicate correctly in oral and written way?
<p>3. Page 25, Paragraph 3, lines 1 to 5. (yellow)</p>	<ul style="list-style-type: none"> • What does a critical person do to resolve a problem?
<p>4. Page 25 y 26, paragraph 4 (green)</p>	<ul style="list-style-type: none"> • What does it mean the expression lifelong learner?
<p>5. Page 26, paragraph 5. (orange)</p>	<ul style="list-style-type: none"> • Why is important to have leadership abilities?
<p>6. Page 26, paragraph 6, lines 5 and 6 (purple)</p>	<ul style="list-style-type: none"> • What is self-management and what are some important self-control qualities?



What Do You Think of This Strategy?

A Job Skills Set¹

Basic Skills

These skills are the foundation of your career. The ability to read with understanding, also known as reading comprehension is critical to successful employment. Many jobs require reading as part of the duties. There are reports, memos, emails and safety requirements that are part of the functions of the job. Poor reading skills will cause you to lag behind other workers.

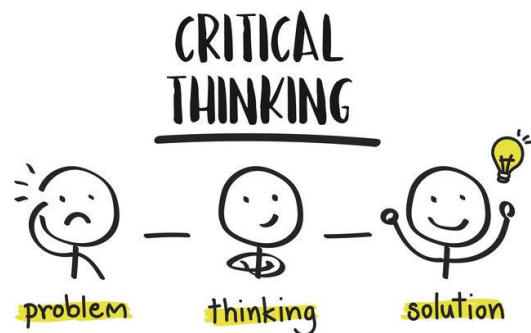


Employers look for people who communicate well both orally and in writing. You need communication

skills to sell yourself during the interview. Being able to express your thoughts clearly helps you to be understood by your co-workers. Good communication skills means better relationships in the work environment. Listening skills involve not only hearing but also understanding. Listening means getting information and understanding information. Math is also part of making decisions and reasoning. Basic math skills are used in the work place when purchasing and ordering supplies, following a budget, or just managing your vacation time.

Critical Thinking Skills

Thinking critically means that you can make decisions and solve problems. Decision-making and reasoning involve gathering information, evaluating a variety of solutions, and selecting the best option. You can save your employer time and money by demonstrating these skills. People with these skills are especially helpful in customer service positions. Perhaps you solve a problem with an angry customer that allows them to be satisfied and continue supporting your employer. The abilities to problem solve and make well thought out decisions are critical to any workplace.



Planning and organizing are also critical thinking skills. The ability to plan and organize means you will get the job done and done correctly. Creative thinkers come up with new ways of doing

¹ Adapted from <http://www.a4td.org/wp-content/uploads/sites/29/2015/08/2015-March-Network-to-Work-Mtg-Resource-Materials-VT.pdf>

things that add value to the work environment and serve customers more efficiently. Finally, a lifelong learner is always a valued employee. Employers know that in order to stay ahead of the competition they have to learn new and better ways of doing things. The person who is open to learning new things is going to be more successful than the person who is afraid of learning new things.

Personal Qualities as Skills

Leadership is the ability to influence others to achieve a goal. Leaders have self-confidence and are team players. Team spirit is an interpersonal skill that allows individuals to work together to achieve the best results for the employer. They exhibit social skills by respecting the thoughts and opinions of others. This makes for a peaceful work environment.



Self-management or self-control is the ability to manage your personal feelings and reactions to challenges on the job and in life. Personal grooming is a part of self-management. A good employee is well groomed and well-dressed because knows that appearance is a reflection on the organization. Self-management can also include things that you do that are not linked to a specific job, something as simple as being on time, responsible, cooperative, motivated, adaptable, flexible, patient or having a positive attitude are important qualities to face and respond to challenges.

Technology Skills

Discussing employability skills would be incomplete without discussing technology. You can't escape the use of technology today. More and more employers are requiring that employees become familiar with a wide variety of computer applications. Computer literacy is knowing and understanding not only what computers can do but also what they cannot do.

Even if you know that you will not be using the computer on your job, it is favorable if you introduce yourself to these forms of technology. The Internet is loaded with tools that will assist you in finding a job, keeping a job, and advancing in a job. To be technologically literate, you need skills in these areas: exchanging e-mail, browsing the Internet, and using Microsoft office tools (Word, Excel, Power point, Publisher and Access).



Useful Information


GIST: generating interaction between schemata and text.

What is it?

The objective of this strategy is to provide students the opportunity to identify important vocabulary and summary statements. It is also useful for students to identify between important and less important pieces of information.

How to do it?

- Students read again the texts about job skills.
- They can read the paragraphs silently
- In pairs students decide the most important words and concepts
- According to the important words and concepts, students choose the correct option as a summary statement.



1. A. Work in pairs. Look for the important words and concepts in each section and then select the option that best summarizes the important idea of each section.

Section 1

Basic skills

Important words and concepts: _____

Summary point

- a. Successful basic skills demonstrate that a person is able to understand and communicate with others in oral and written way.
- b. Reading is the base of all the other basic skills because first you need to understand a text.
- c. Employees think that basic skills are not so much important to take a job.
- d. Basic skills are useful to follow instructions from the boss.

Section 2

Critical thinking skills

Important words and concepts _____

Summary point

- a. A valued employee is the person that knows everything

- a. A valued employee must be able to look for the tools to analyze and make decisions to resolve a problem
- b. A valued employee should be creative to solve a problem.
- c. A valued employee is able to make fast decisions to solve a problem because time is money.

Section 3

Personal qualities as skills

Important words and concepts _____

Summary point

- a. Being a good leader is the most important personal quality required for companies for group work.
- b. All the personal qualities depend on the positive attitude of the worker.
- c.
- d. Relationship management and self-control qualities are important skills inside a group work.

Section 4

Technology skills

Important words and concepts _____

Summary point

- a. Being able to use technology demonstrates that you are updated with the current requirements of the society.
- b. The most important skills for a job are the technological skills
- c. Being able to use technology demonstrates that you are familiar with the computer applications.
- d. The most important aspect about technology is about using the social networks.



How Does This Strategy Help You Reading?

Lesson 5: Writing

Useful Information

Reading between the lines



What is it?

The objective of this strategy is to introduce inferential thinking, giving students the opportunity to make insightful reactions and build personal meanings from portions or pictures of the text.

How to do it?

- Provide students with a chart including in the first column specific sections or pictures of the text.
- Ask them to read the portions or look at the pictures carefully.
- In the second column, include a question related to the specific part of the text.
- Leave the third column for students to write their reactions or opinions about the text and the question.



Extract or picture	Question	Personal point of view (inference)
<p>"Good communication skills means better relationships in the work environment"</p>	<p>What does this statement mean to you?</p>	
<p style="text-align: center;">CRITICAL THINKING</p>  <p>"The person who is open to learning new things is going to be more successful than the person who is afraid of learning new things"</p>	<p>How does the picture relate to the text extract?</p> <p>What is important about the quote?</p>	
<p>"Self-management can also include things that you do that are not linked to a specific job, something as simple as being on time, responsible, cooperative, motivated, adaptable, flexible, patient or having a positive attitude are important qualities to face and respond to challenges"</p>	<p>Why are these personal qualities important for a job?</p>	
 <p>"Computer literacy is knowing and understanding not only what computers can do but also what they cannot do"</p>	<p>What do you think about the picture?</p> <p>What does this statement mean to you?</p>	



Why Do You Consider This Strategy Useful?

Lesson 6: Speaking

Learning strategy: recognizing scripts and using the language for communication.

The following dialogue is an example of an interview, read it carefully with the teacher and your classmates.

Job interview conversation

A: Good morning, I am here for my interview.
B: Hello, nice to meet you. I am Mr. Smith. Did you have any trouble finding the place?
A: No problem. It was easy to find the building.
B: So tell me, why are you interested in our position?
A: I want to start putting in practice what I learned at university.
B: That means you don't have working experience.
A: Yes I do, but as an assistant. Now I want to advance in my career as a group leader.
B: I see. What would you consider your strengths?
A: I am responsible and adaptable, good at organizing and planning events. I also consider myself a creative person; I always look for new ways of doing things.
B: Ok, interesting. That means that you like to deal with clients and customers, isn't it?

A: Oh yes, I love to satisfy their needs and resolve their problems.
B: What are your weaknesses?
A: I think I need to work more in my technology skills. I need to familiarize more with all this stuff about social networks and social media marketing.
B: Ok, maybe do you have any question?
A: Yes, can you tell me a little bit about the position?
B: Sure, Campaign managers coordinate marketing campaigns to advertise products, services or events. It is essential to have leadership skills to be ahead of the team. Any other question?
A: No by the moment.
B: Ok, thank you for coming. I will revise your CV and we will call you next week.
A: Thanks to you, it was nice to meet you.

2. Work in pairs. Now complete the following script according with the answers you would probably give in an interview.

A: Good morning, I am here for my interview.
B: Hello, nice to meet you. I am Mr. Smith. Did you have any trouble finding the place?
A: _____
B: So tell me, why are you interested in our position?
A: _____
B: I see. What would you consider your strengths?
A: _____
B: What are your weaknesses?
A: _____
B: Ok, maybe do you have any question?

B: _____

Any other question?

A: _____

B: Ok, thank you for coming. I will revise your CV and we will call you next week.

A: Thanks to you, it was nice to meet you.

Self-assessment

Thick the column that you consider is appropriate according to your reading achievements.

Seleccione la columna que usted considera apropiada de acuerdo a su progreso en la lectura



The workshop La guía	I can do it	I can do better	I need help
Was the workshop attractive, innovative and useful? <i>¿Fue la guía llamativa, novedosa y útil?</i>			
Were the texts easy to understand? <i>¿Fueron los textos fáciles de comprender?</i>			
Did images help you to understand in a general way the topic of the text? <i>¿Fueron las imágenes útiles a la hora de entender de qué trataba el texto?</i>			
Did the vocabulary exercises help you to understand the unknown words from the text? <i>¿Los ejercicios de vocabulario lo ayudaron a comprender el significado de las palabras desconocidas?</i>			
Were the activities varied and enjoyable? <i>¿Fueron las actividades variadas y amenas?</i>			
Were the activities easy to understand and develop? <i>¿Fueron las actividades fáciles de entender y desarrollar?</i>			
Did the activities encourage interaction with the classmates and the teacher? <i>¿Promovieron las actividades interacción con los compañeros y el docente?</i>			
Any other comments about the material ? <i>¿Algún comentario adicional sobre el material?</i>			
The reading strategies Las estrategias de lectura			
Allowed me to evoke background knowledge about the topic of the text. <i>Me permitieron evocar conocimiento previo acerca del tema del texto.</i>			
Helped me to identify the key vocabulary and relate it to the topic of the text. <i>Me ayudaron a identificar el vocabulario para relacionarlo con el tema del texto.</i>			
Facilitated me to identify general aspects of the text and get a preliminary idea of it. <i>Me ayudaron a identificar aspectos generales del texto para tener una idea preliminar del mismo.</i>			
Helped me to identify the main point of the text and recognize important details to support comprehension			

Appendix C: Field Notes Form

Field notes format workshop #1			
Teacher: Lisseth Molina	Date: 20/09/17	Time: 4:40 – 5:35 pm	Topic: social media marketing
Observation		Observer's Comments	Data Analysis. First Stage

Appendix D: Test

READING FINAL TEST

Student's name: _____ Date: _____

READ THE FOLLOWING TEXT BEFORE ANSWERING THE QUESTIONS IN THE NEXT PAGE.

5 TIPS FOR ASPIRING TO A JOB AS A SOCIAL MEDIA MARKETER¹



Social media marketing (SMM) is a powerful tool for businesses. This is a form of internet marketing that involves creating and sharing content on social media networks in order to complete your business objectives. Social media marketing includes activities like posting text and image updates, videos, and other content that interest the audience on the product a person or a company is offering.

Customers are already interacting with **brands** through social media; so, a business needs to attract the audience using social platforms like Facebook, Twitter, Instagram, Pinterest, LinkedIn, YouTube and others. Good marketing campaigns on social media can obtain successful results to any business because it can rise the visibility of a product, win more followers, find more customers and increase the sales. To do social media marketing campaigns, it is important to decide which platforms to use, make the profile attractive, connect the business website to the social networks, find and follow influencers and costumers and share interesting content about the product.

Because of this social media marketing boom, today social media (marketing) and internet jobs have increased a lot. Consequently, now we can see that all types of small businesses, companies and different organizations are **hiring** people with specific qualities and skills to develop social media marketing activities. In fact, now, we find different options (courses) to become an expert in digital and social media marketing. But, what skills does a person require to aspire to these type of jobs? We have collected our top tips for aspiring digital marketers who want to kick-start their digital marketing career.

SOCIAL MEDIA MARKETERS' SKILLS

COPYWRITING: The better your write, the easier it is to **engage** and connect with the followers. The ability to write engaging and effective is possibly the most valuable skill any social media marketer can possess. A good writing attracts people's attention, stimulating them to love the content and click through the complete social networks or website of the business.

DESIGN: There's no need to be a master designer to be an effective social media marketer, but a good understanding of design can help in the construction of a more effective and engaging campaign. Study data shows that social media content with lots of creative material, detailed images and effective copywriting is more attractive to people and consequently beneficial to the business.

ANALYTICS: Social media requires two different types of analytic skills. The first is the ability to analyse and evaluate social media data, examining the page and content likes or retweets, shares and posts of the business content and products. The second is the ability to analyse conversion metrics and statistics, for example, the time people spend on the webpage or social networks and see if this relation **between** the sales and the business **profits**.

LEADERSHIP: A successful social media marketer needs to be proactive and produce its own social media content. **However**, as a campaign propagates in scale, they also need to be able to step back and delegate responsibilities to other people. This means understanding and knowing how to create processes for other people to follow.

Finally **IMPROVE YOUR BASIC** abilities. Apart from the previous skills, **as** in any other job, it is important that you have the ability to comprehend, listen and speak. Employers want people who can interpret what others say, organize, and express their ideas clearly. Consequently, basic abilities always will be important to learn and **develop** the new skills you need to get this job or any other job.



¹ Text adapted from <http://www.wordstream.com/social-media-marketing>, <https://digitalmarketinginstitute.com/blog/2017-05-30-5-essential-skills-of-a-successful-social-media-manager>

1. According to the title "5 TIPS FOR ASPIRING TO A JOB AS A SOCIAL MEDIA MARKETER" the topic of the text will be:
 - A. Types of social media marketing
 - B. Social network definition
 - C. Social media marketing and how to get a job in it
 - D. Creating a social media marketing campaign
2. Social media marketing (SMM) is a tool for businesses that includes sharing content through social media networks.
 - A. True
 - B. False
3. Why is social media marketing important
 - A. Because you can interact with people on Facebook.
 - B. Because it helps businesses to find more customers and increase the sales
 - C. Because you can get a job and have money.
 - D. Because customers can buy things on internet.
4. The expression "Customers are already interacting with brands through social media" means:
 - A. Today businesses speak with people
 - B. Today people interact through platforms
 - C. Today businesses are social platforms
 - D. Today people find and buy products through social platforms
5. A social media marketer is a person that creates campaigns through social networks to promote businesses
 - A. True
 - B. False

6. Match each subtitle (column A) to the corresponding description of the skill (column B).

COPYWRITING	The ability to delegate responsibilities and create processes for other people to follow.
DESIGN	Evaluating social media data and examining the statistics to make decisions about the campaign.
ANALYTICS	The ability to write good and effective to attracts people's attention.
LEADERSHIP	Creative material, detailed images and effective copywriting is more attractive to people.

7. According to the subtitles, a social media marketer requires to:
 - A. Be proactive, creative and a good writer.
 - B. Have good basic skills and analyse the content information.
 - C. Write well and be creative.
 - D. Have good communication skills and be an analytical and creative leader.
8. According to the text, a good leader is the person who motivates and creates community to delegate responsibilities.
 - A. True
 - B. False
9. The underlined expression in the text means:
 - A. Reading and writing are the most important skills for this job
 - B. Basic skills are not necessary to get a job
 - C. It is important to develop the basic abilities to learn new skills
 - D. Listening, speaking and writing are communication abilities
10. What is the writer objective in this article?
 - A. Identify the activities a social media marketer does
 - B. Tell readers to apply for a social media marketing job
 - C. Invite people to use social media marketing campaigns
 - D. Describe the skills a social media marketer requires.
11. The reader can determine in this text that a person requires more than basic abilities to apply to a social media marketer job
 - A. True
 - B. False
12. Select the option that best summarizes the text.
 - A. Social media marketing is a tool to promote products and services in which is important to know which platform is the best option and hire a person to do it.
 - B. Social media marketing is the current way to promote products and services. Today there are many job offers in this area; but applying to this job requires the development of basic and specific skills.
 - C. To become a social media marketer is important to develop basic skills and learn new technological abilities that help to promote a product or service.

Appendix E: Interview

Focus group interview questions

1. ¿Cómo se sintió durante el desarrollo de los talleres?
2. ¿Qué opina sobre los talleres y las actividades propuestas en ellos?
3. ¿Qué opina sobre las estrategias de lectura que se trabajaron en los talleres?
4. ¿Qué impacto considera tuvieron en su comprensión lectora las estrategias de lectura trabajadas en clase?
5. ¿De qué manera las actividades propuestas en el taller contribuyeron o no en su proceso de mejoramiento de la comprensión lectora en inglés?
6. ¿Cuál de las estrategias trabajadas en los talleres considera aportó más a su proceso de comprensión lectora en inglés?
7. ¿Qué comentario(s) adicionales tiene sobre el desarrollo de los talleres propuestos?

Appendix F: Principal's Consent Letter

Bogotá, 24 de agosto de 2017

Lic. María Amparo Arias

Rectora, Colegio Rufino José Cuervo IED

Cordial saludo:

Por medio de la presente, me dirijo a usted con el fin de solicitarle autorización para realizar la intervención de mi investigación de estudios de maestría en educación con énfasis en didáctica del inglés de la universidad Externado de Colombia.

Este estudio, busca desarrollar la comprensión lectora en la segunda lengua a través de materiales basados en lecturas relacionadas con la modalidad (administración) y estrategias de lectura. Asimismo, reforzará los procesos de la asignatura de lengua extranjera y promoverá un aprendizaje más autónomo por parte de los estudiantes.

La implementación se llevará a cabo dentro de las clases de inglés del plan de estudios a mi cargo, tendrá en cuenta contenidos relacionados con la modalidad y contará con las autorizaciones (consentimiento informado) de los padres de familia del grupo de inglés del curso decimo (10) con el que realizaré la intervención.

Sin otro particular y agradeciéndole de ante mano su gentil colaboración, me despido.

Cordialmente,

Liseth Molina Ramos
Docente de Lengua Extranjera
Colegio Rufino José Cuervo IED

María Amparo Arias
Rectora
Colegio Rufino José Cuervo IED

Appendix G: Parents' and Students' Consent Letter

Bogotá, _____

Colegio Rufino José Cuervo IED

Área de humanidades (asignatura de inglés)

Estimados estudiantes y padres de familia:

Como parte de mi formación profesional, me encuentro cursando la Maestría en Educación con Énfasis en Didáctica del Inglés en la Universidad Externado de Colombia, la cual precisa como requisito de grado un estudio de investigación enfocado en el aula de clase. Esta investigación se centrará en el análisis del impacto de talleres basados en estrategias de lectura para fortalecer los procesos de comprensión de los estudiantes de grado decimo (10°). Los estudiantes que participarán en el estudio serán del grupo 1001 de la modalidad de administración. El propósito es generar espacios que ayuden a fortalecer los procesos de comprensión lectora en inglés de los estudiantes, los cuales serán de utilidad no solo para el desarrollo de las clases sino servirán como herramienta de preparación para el examen SABER 11 que los estudiantes presentaran el próximo año.

Los dos talleres estarán recopilados en un cuadernillo que será proporcionado (sin ningún costo adicional para los estudiantes) a los estudiantes del curso y será trabajado en el transcurso de este segundo semestre. Para lograr el cometido del estudio, se aplicarán los siguientes instrumentos de recolección de datos: a) notas de campo, donde el investigador observará el desarrollo de la clase durante la implementación de los talleres; b) artefactos de estudiantes, los talleres implementados en clase; c) entrevistas a grupos focales, previo acuerdo entre los estudiantes y el investigador; y d) un test de comprensión lectora que será aplicado dentro del tiempo en que se llevará a cabo la implementación.

En ánimo de atender a los aspectos éticos que implica este tipo de investigación, es importante resaltar que la identidad de los participantes permanecerá anónima en cualquier tipo de reporte de resultados que se genere al culminar el estudio (i. e. el documento final de tesis y posibles artículos en revistas académicas), además, el investigador será el único con acceso a los datos y resultados que se obtengan a través de los instrumentos de recolección de datos. Los estudiantes decidirán voluntariamente hacer parte de la investigación, sin embargo, harán parte de un proceso activo de enseñanza sobre procesos de lectura, por lo consiguiente se espera su participación en todas las actividades propuestas en el estudio pues estas hacen parte del programa de la asignatura.

Si le surgen más dudas acerca del estudio y del rol del estudiante como participante puede contactarme en cualquier momento a través del correo lisseth.molina@est.uexternado.edu.co o de

forma presencial en la institución. Por favor diligencie la sección de abajo con el fin de autorizar y tener conocimiento de la participación del estudiante en este estudio.

El siguiente espacio es proporcionado para que el padre de familia y el estudiante suministren los datos requeridos para autorizar su participación en el estudio de investigación.

Lisseth Marina Molina Ramos

Docente de Inglés

Yo, _____, con número de identificación _____ de _____, manifiesto que tengo conocimiento sobre el propósito y objetivo de la investigación y autorizo a mi hijo (a) _____, con número de identificación _____ de _____, en el presente estudio de investigación, previo conocimiento de sus implicaciones y del rol del estudiante como participante. He recibido copia de este documento.

Firma del acudiente

C.C _____

Firma del estudiante

T.I _____

Appendix H: Worksheet Sample of the Reading School Project

COLEGIO RUFINO JOSÉ CUERVO IED GUÍA N° 1. PROYECTO LECTOR ICRE 2018

Por lo que a las Técnicas de Estudio se refiere, siempre hay una gran importancia en dominar la técnica del **subrayado**; pues aquellos alumnos que son capaces de realizar un buen subrayado del texto que sea, partirán con una considerable ventaja a la hora de estudiar, comprender, analizar y explicar un texto.

¿Por qué utilizar colores para el subrayado de un texto?

1. Ayuda a desarrollar la **memoria visual** que tenemos del texto con el que trabajamos.
2. Sirve para distinguir entre las palabras clave del texto y las palabras secundarias.
3. Se mejora la calidad de la lectura, al tener el alumno que subrayar palabras en lugar de líneas.
4. Todos los alumnos pueden seguir el mismo ritmo de aprendizaje, revisar su subrayado y corregir aquellas palabras que se crean pertinentes.
5. Las palabras se convierten en un glosario de términos que guardan relación directa con la Unidad Didáctica que se trabaje.

Lo primero y más importante es hacemos nuestra propia jerarquía de colores. Esto nos va a ayudar a identificar cada parte del texto y a que siempre utilizemos los mismos colores.

¿Qué colores usar para subrayar?

El color que mejor memoriza el cerebro **es el rojo**, pues es alerta o atención, pero cuidado, la base de un buen subrayado con colores es uno abusar del rojo, por lo que sólo tendremos que utilizarlo para palabras muy concretas que nos darán el sentido del texto. O como truco para poder visualizar todas aquellas palabras que nos cueste trabajo memorizar.

Otro color que el cerebro recuerda muy bien **es el azul**, por lo que es aconsejable que, si vamos a estudiar sobre apuntes, sean de color negro, para que los colores que usemos después sean más fáciles de resaltar. Aunque es cierto, que subrayar en azul a veces confunde, por lo que habrá que utilizarlo como color secundario al rojo, y utilizarlo en contadas ocasiones, para que cuando memoricemos una página, esos dos colores resalten sobre los demás.

Lo más importante del subrayado

Es muy importante no subrayarlo todo, ya que la esencia del mismo se pierde, es decir, poder tener en la cabeza determinadas palabras que resaltan y nos facilitan la posterior exposición en un examen. Por lo que es muy útil no sólo usar subrayadores gordos, sino también finos, para sólo resaltar la palabra concretas con los gruesos, y frases completas con los delgados.

Trucos para subrayar

1. **Para los títulos:** Siempre usaremos el mismo color, que puede ser oscuro y que no resalte, como **violeta**.
2. **Para los subtítulos importantes:** Utilizaremos otro color, pero esta vez que resalte en la memoria, como puede ser el **rosa o el amarillo**. Y así ir identificando los distintos apartados gracias a los colores. Esto nos facilitará mucho la visión del texto en global a la hora de estudiar.
3. **Para las palabras clave:** Utilizaremos el color **verde**. Dentro de las palabras clave establezco dos apartados. Uno referido a las palabras claves en sí, y otro referido a las listas que se derivan de las anteriores. Las palabras claves van con un subrayado más grueso, mientras que las listas y enumeraciones van con un subrayado mucho más fino.
4. **Para fechas y/o autores:** Utilizaremos el color **naranja**.
5. **Saca en una hoja aparte la lista de colores que se van a utilizar para cada aspecto.**

Utilizar correctamente, sobre todo el color rojo, y los colores que hayamos elegido será mucho más interesante que hacer borrones por todos lados.

Además, alternar subrayadores gordos, con finos, hará que la página de estudio quede mucho más limpia. De esta manera, cuando repasemos el texto, sabremos exactamente cuántos apartados tiene, que contiene cada pregunta y cómo se estructura, gracias a los colores que hemos usado. Esta técnica nos hará el estudio mucho más sencillo. Además, recuerde que usted puede hacer una jerarquía de colores a su gusto.

ACTIVIDAD: Lee con atención los tres textos. Luego utiliza la técnica de subrayado descrita anteriormente. Finalmente, completa la tabla con los datos subrayados.

Texto N° 1: Los componentes de la sangre

- La sangre humana es un líquido denso de color rojo. Está formada por el plasma sanguíneo, los glóbulos rojos, los glóbulos blancos y las plaquetas.
- El plasma sanguíneo es un líquido constituido por un 90 por 100 de agua y un 10 por 100 de otras sustancias, como azúcares, proteínas, grasas, sales minerales, etc.
- Los glóbulos rojos o eritrocitos son células de color rojo que son capaces de captar gran cantidad de oxígeno. En cada milímetro cúbico de sangre existen entre cuatro y cinco millones de eritrocitos. Esta enorme abundancia hace que la sangre tenga un color rojo intenso.
- Los glóbulos blancos o leucocitos son células sanguíneas mucho menos abundantes que los eritrocitos. Hay un leucocito por cada 600 eritrocitos. Los glóbulos blancos tienen una función defensiva frente a las infecciones.
- Las plaquetas son fragmentos de células sin núcleo. Hay unas 250.000 plaquetas por milímetro cúbico de sangre, y su función es la coagulación de la sangre.

Texto N° 2: Los Romances

Uno de los géneros más abundantes de nuestra literatura son los romances. Los hay de todas las épocas. Desde el punto de vista cronológico, los romances se dividen en:

1º Romances viejos. – Son casi todos anónimos. Hoy está generalmente admitido que proceden de los Cantares de Gesta; los episodios más interesantes de los largos cantares de gesta fueron siendo cantados independientemente del resto del Cantar por los juglares. El verso épico monorrimo se rompe y da origen a los versos octosílabos con rima en asonante los pares.

Los romances viejos aparecen a partir del siglo XIV. Los temas de estos romances son generalmente históricos, en torno a prestigiosas figuras de la historia nacional (el Cid, el rey Rodrigo, los Infantes de Lara, Fernán González, etc). Se agrupan formando ciclos de romances. Otros romances tratan de episodios de la Reconquista: son los romances fronterizos. Hay romances inspirados por las hazañas de los caballeros franceses de la corte de Carlomagno (Roldán, Carlomagno, etc.): son los romances carolingios. Existen también romances novelescos y líricos, cuyo tema no está tomado de la historia o la épica tradicional. (Brunet 1988, pag.178)

Texto N° 3: Digestión Intestinal

En el duodeno, el quimo recibe tres jugos que completarán la transformación en sustancias asimilables; dichos jugos son el pancreático, el intestinal y la bilis. Cada jugo se encarga de realizar alguna de las muchas transformaciones necesarias; así, la bilis – de la que diariamente segregamos alrededor de mil centímetros cúbicos – actúa principalmente sobre las grasas.

Poco a poco, el primitivo bolo alimenticio se ha transformado en una papilla, que en el intestino recibe el nombre de quilo; las vellosidades intestinales se encargan de absorber del quilo las sustancias que se han convertido en asimilables.

Las sustancias no absorbidas pasan al intestino grueso, donde permanecen entre 10 y 20 horas; durante este tiempo actúa la denominada flora microbiana; las bacterias que forman dicha flora finalizan la labor transformadora. Finalizada ésta, solo queda por realizar la defecación – expulsión de los excrementos por el ano. (Brunet 1988, pag.182)

Tomado de: <http://www.tiempoentrepapeles.com/estudios/como-subrayar-con-colores> - <http://recursos.uveni.com/guia-actividad-el-subrayado-y-los-esquemas/>

En una hoja anexa diligencie el siguiente cuadro, indicando los correspondientes datos:

	TEXTO N° 1	TEXTO N° 2	TEXTO N° 3
TITULO			
SUBTÍTULOS			
PALABRAS CLAVE			
FECHAS-AUTORES			