

THE IMPACT OF SCANNING READING STRATEGY IN YOUNG EFL LEARNERS'  
READING COMPREHENSION

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# The Impact of Scanning Reading Strategy in Young EFL Learners' Reading Comprehension

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## **DEDICATION**

Thanks to God, my mother, my husband, my son and family  
for their support to reach this important goal for my professional life.

**Jessica Marcela González Meza**

## **ACKNOWLEDGMENTS**

First and foremost, I would like to thank God. Also, I would like to say thanks to every person who helped me in the process of getting this master's degree done; especially my mother, my aunt and my husband for their great support. To my beloved son who gives me strength to be better every day.

Secondly, I would like to thank the school where I work (the schools' principal, teachers, and students) for allowing me to reach my academic accomplishments.

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## **ABSTRACT**

The aim of this study is to determine how the implementation of scanning reading strategy could facilitate the comprehension of texts in standardized tests in a group of six fifth-grade students in a private institution in the department of Sucre. This qualitative research study has a case study design. The instruments for the collection of the data were pre-tests and post-tests, focus group and student's journals. The participants were 6 students between the ages 10 and 11 years old. The 10 reading comprehension activities developed during the intervention of the study offer a guide to how to teach reading using the different stages: pre-reading, while-reading and post-reading as well as the use of scanning to answer reading comprehension questions about the texts. As a result, it was found that the use of the scanning reading strategy increased the students' comprehension of the texts. In conclusion, the study demonstrated the effectiveness of the use of scanning reading strategy to facilitate students' reading achievement.

**Key Words:** Reading, reading comprehension, reading strategy, scanning.

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## CHAPTER 1 INTRODUCTION

Teaching English as a foreign language has increased its popularity around the world over the years. English is considered the universal language since it allows people to have access to knowledge and to interact with English speakers around the world. English has been introduced in schools to learners at a very young age and teachers are being trained every day to improve their teaching practice and provide appropriate pedagogical contexts for foreign language achievement. Graddol (2006) affirms this idea by stating that “It seems to me that in the last few years pedagogic practices have rapidly evolved to meet the needs of the rather different world in which global English is learned and used.” (p. 85). In Colombia, the picture does not seem to be different. According to Macias’ study “The teaching of English as a Foreign Language (EFL) has been institutionalized in Colombia on the basis of the nation’s development and insertion into the globalized world” (p. 182).

Colombian educational system is regulated by General Education Law 115 (1994), which claims that students must learn at least one foreign language. In favor of enhancing the instruction of English as a foreign language, The National Minister of Education released the National Program of Bilingualism (2004-2019) where the national standards of foreign language learning were formulated to unify the criteria and state what every student must know according to each grade. In addition, the National Program of Bilingualism also expresses what is intended to be reached by the year 2019 in the country:

Vision Colombia 2019 - Mastery of English as a foreign language:

- “Mastering a foreign language represents a comparative advantage, an attribute of its competence and competitiveness”.
- “Make this competition a competition for all”.
- It is necessary to create strategies for the development of communicative competences in English.

The main goal of this program is to have citizens be able to communicate in English, which is recognized as the global language that Colombians need to achieve.

English language learners need training of all four language skills in order to be able to understand and be active users of the target language for effective communication. Reading is one of the four language skills that students need to develop when they are learning English as a foreign language. As in Karbalael’s (2010) study is stated: the act of reading not only consist of understanding the meaning of the written words but instead to understand the included ideas on them (p. 52). Gomez & Avila (2009) provide their definition of the macro skill by arguing that “Reading is the process of identification, interpretation, and perception of written or printed material” (p. 55). If the reading ability of students is poor, it might be due to distinct reasons such as students at school are not attracted to reading even in their mother tongue, students' lack of knowledge, and motivation. Also, it could be said that English teachers are not paying enough attention to the development of reading and its strategies in the classroom. As a consequence of this phenomena, students struggle with the use of reading comprehension strategies and present low levels of reading comprehension.

Teaching reading in the mother tongue (L1) or the foreign language (L2) is not just giving students a text, telling them to read and after a while asking questions about it. It

implies practice, use of strategies, time management, concentration, and motivation.

Students need to develop their thinking ability when reading a text, starting from the development of strategies that enables them to be efficient readers. Gomez & Avila (2009) additionally state that “Comprehension is the understanding of the meaning of written material and involves the conscious strategies that lead to understanding” (p. 55). The intention is to prepare learners to be strategy users.

Reading is considered an important skill to be developed among students in the English program. One of the reasons is that they have to take four different mock tests through the school year to measure their current knowledge about the target language. Every mock test has a reading section, where the students have to answer questions about specific information on the texts; but this is not the only exposure that the learners have to this skill. They read while working on text books, story books, written instructions given by the teacher, texts on projected videos during the class, etc. Having the above reasons in mind, we can say that it is essential for students to become aware of how to use the different tools that the language provides in order to develop a better level of reading comprehension.

Different studies (Maxwell, 1972; Calderon, Carvajal, & Guerrero, 2007; Abdekrahman, & Bsharah, 2014) have shown the benefits of using strategies for reading comprehension in a foreign language. In Colombia, there are few studies that explore this topic (Aguirre & Ramos, 2009; Lopera, 2012; Diaz & Laguado, 2013), which have provided evidence on how the use of reading strategies have a positive effect on students' understanding of texts. In accordance with those studies, this research project may serve other teachers as a guide to know about and to implement reading strategies in the language classroom. This study may also serve for learners who do not know how to approach reading comprehension

effectively, as they avoid translating word by word in order to gain understanding of the text and start using scanning reading strategy.

## **Rationale**

The purpose of this study is to examine the effects of the implementation of scanning reading strategy on students' reading comprehension. One of the main reasons to carry out this exploratory research project was the coordinator of the area and English teachers' concern about the low results obtained in the reading comprehension sections of the mock tests by LOS TRES EDITORES publishing house that are taken periodically at the school. Also, the teachers have noticed some issues during English classes at the moment of assigning a reading comprehension activity due to the lack of knowledge about reading strategies needed to find and understand the information required from the texts.

Throughout the school year, book editors periodically implement tests in order to simulate the SABER annual test that students have to take in 3°, 5°, 9° and 11° grades. The purpose of these pre-tests (mock tests) is to know students' current knowledge in the basic school subjects and to prepare them for the official SABER test that is taken every October. In this institution, students receive this training from first grade up to eleventh grade. Regarding the external test that the school applies to primary school students, in the English section, specifically in the reading comprehension part, the book editors have expressed the necessity to improve the students' reading abilities. The above is due to the low results on the mock test, which differ from those of grammar and vocabulary sections. Similarly, students have had problems when performing reading comprehension tasks that require answering specific questions about a text.

Why is the teaching of reading comprehension strategies important? If students are not aware of the use of strategies to comprehend texts, or they simply do not use any probably by the lack of interest in the activity, there might not be an active participation from the subjects in the reading lesson. Therefore, it is necessary to enhance students' learning strategies to promote meaningful interactions. The role of the English teachers become of great value since students will not discover how strategies can be used to improve their reading abilities by themselves or if they already know a strategy, the idea is to assist the students to use it.

Why scanning reading strategy for this project? The selection of scanning strategies to be taught, practiced and evaluated among students arises from the following reasons:

1. I consider myself as an analytical teacher who observes the struggle that students face during the English classes. My job is not only to provide knowledge but to be a constant observant of the process that takes place inside my students. This time, the issue was how to guide students in the use of scanning reading comprehension strategy to find specific information required to answer questions about certain text.
2. Scanning seems to be an easy reading comprehension strategy to be learned and applied by 5-grade students according to their age and language level.
3. According to the guidelines found in The Basic National Standards of Competence in Foreign Language: English (2006) students of 4° and 5° grades in all Colombian schools should reach the A2.1 language level of competence.

Regarding reading skill students are required to:

- understand short descriptions about people, places, and actions.



- Locate in a short text the places and times in which actions happen.
- Identify the actions in a short sequence of events.
- Identify cultural elements such as names own and places, in simple texts.
- Recognize, in a short narrative, aspects such as what, who, when and where.

The above mentioned represents student's necessity to manage scanning reading strategy.

In this sense, this study is designed as a way to develop the reading skill through the implementation of scanning reading strategy to make reading comprehension achievement more accessible. In this exploratory research project, I intend to explore how the implementation of the selected strategy have any effect on students' reading comprehension as well as to increase their motivation towards reading in a foreign language.

## **Context**

This research takes place at private primary school with six fifth-graders as the participants in the study. The institution has students who belong to the middle and upper class. They live in the urban areas of the city and tend to pursue the undergraduate studies once they finish high school. The school is considered one of the best schools in the city because every year the students obtain excellent results on the national test SABER that evaluate the basic subjects of all the students of public and private schools in 3<sup>rd</sup> and 5<sup>th</sup> grades in primary education, 9<sup>th</sup> grade in middle school and 11<sup>th</sup> grade in high school in Colombia.

At the school, students need to be able to understand and use the target language. For that reason, the main goal of the institution is to teach English as a foreign language for real communicative purposes by following the guidelines in the National standards of competence

presented by the Ministry of Education. The methodology used at the institution is the communicative language learning approach. In this approach learners are exposed to foreign language authentic tasks; they are provided with good opportunities to use the language inside and outside the classroom, to interact with a good learning environment, there is a connection with the language and it is used for effective communication in real or simulated situations.

The characteristics of the English program in all primary grades consists of four subjects. Besides English; science, social studies, and math are taught in both Spanish and English. Each grade receives 8 hours of class per week, divided into the different subjects: 5 hours for English, 1 hour for Science, 1 hour for Social Studies and 1 hour for Math. The resources available for the English classes are textbooks, workbooks, a storybook, a portfolio, workshops (photocopies), art crafts materials, computers, the internet, virtual platform, video-beam (one per classroom), digital boards and a tape recorder.

The ages of the students in primary are between six and eleven years old. The participants in the study are 5<sup>th</sup>-grade students. The type of material used could be challenging for them, but they can be easily attracted to dynamic activities since they are still children. This classroom is the one where the English teacher had more class-time in her weekly schedule, which allowed her to perform the different interventions (reading comprehension activities to practice scanning reading strategy). The 5<sup>th</sup> graders at this institution evidence to be absolutely interested in learning English as a foreign language and they are not inhibited to show what they already know and what they could still learn.

Language learners might struggle during reading comprehension activities due to the fact that they are not trained to use strategies to achieve understanding of what is being asked.

Teachers are not paying enough attention to their teaching style while working with a text in the reading classroom. There are two types of reasons that might generate achievement in a student's reading ability: internal reasons and external reasons. The internal reasons are students' general knowledge about the language and intrinsic motivation, and the external reasons are responsibility of the teacher's methodology in teaching Reading. For these reasons previously mentioned, it is necessary and favourable to teach reading comprehension strategies to English foreign language learners to avoid failure and anxiety.

## **Research question**

The problem previously described led me to formulate the following research question:

- What is the relationship between explicit teaching of scanning reading strategy and the development of students' reading comprehension?

## **Research sub-question:**

- What are students' perceptions of their reading abilities?

## **Research objectives**

One general objective and one specific objective has been established:

### **General Objective**

- To identify the relationship between the explicit teaching of scanning reading strategy and the development of students' reading comprehension.

### **Specific objective**

- To describe students' perceptions about their reading abilities.

## **Organization of this paper**

This paper is divided into five different sections. In the first section is the introduction, which gives an overview of what this study is about. Also in this section, we can find the rationale of the study that provides an explanation about the value of this research and its contribution to already existing research related to this topic. Additionally, the research question, sub-question, general objective and specific objective. The second section describes the theoretical framework that supports this research project. The third section is the methodology paradigm selected, the approach and a complete description of the data collection techniques that have been used. Section four is the analysis of the collected data and its connection to the theoretical foundations described in the previous chapter. Finally, in the fifth section, we can find the conclusion, implications of the study and a personal reflection followed by the list of references and appendices.

## CHAPTER 2 THEORETICAL FRAMEWORK

This chapter's objective is to provide an overview of the theoretical foundations that support this research project. First, it provides the definition of reading skill. Second, what the reader purposes are on reading and the two approaches in reading. Fourth, reading comprehension is defined. Then, I will present the three stages in the reading process that I consider crucial for the development of a reading activity. Sixth, different perceptions about the concept of metacognition and its relation to this important skill. After that, different reading strategies are presented, making special emphasis on scanning reading comprehension strategy. Parallel to this, the importance of learner's motivation for reading achievement. The last part is the review of various research studies on the issue under investigation.

### **Definition of Reading**

According to the Merriam-Webster online dictionary, reading is:

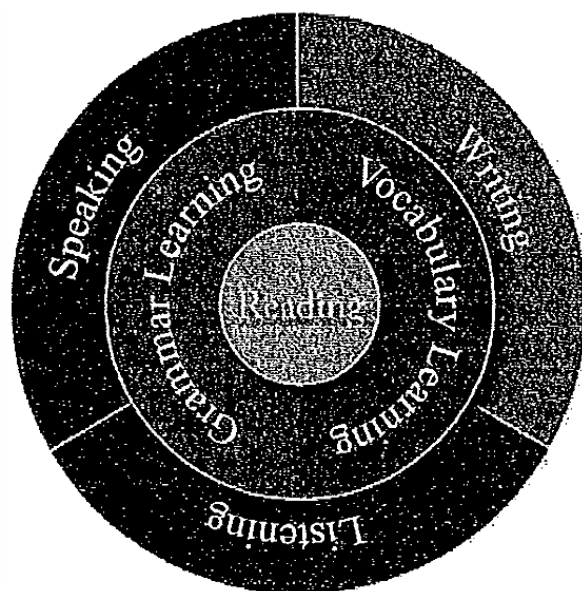
(1): to receive or take in the sense of (as letters or symbols) especially by sight or touch (2): to study the movements of (as lips) with mental formulation of the communication expressed (3): to utter aloud the printed or written words of <read them a story>.

Considering the above definition described, it could be said that reading implies much more than just recognizing words in a text, it includes making sense of the words to show comprehension. Nunan (2015) states that "Readers can ponder over the words, and revisit them as often as they want until they are satisfied that they have reconstructed the meaning originally intended by the author" (p. 63). Reading is a complex process that involves

readers' abilities to interpret, recall, think, and manipulate the information of a written text. Snow, Burns & Griffin (1998) define reading as "a complex developmental challenge that we know to be intertwined with many other developmental accomplishments: attention, memory, language, and motivation, for example. Reading is not only a cognitive psycholinguistic activity but also a social activity" (p, 15). This means that there needs to be a close relationship between the reader and the knowledge of the target language, as well as, the intrinsic and extrinsic motivation that the individual has and the memory skill in order to interpret the information and carry out the process of reading.

Reading skill have been also defined in different studies: Rios and Valcarcel (2005) assert that reading is a process that begins with the decoding of symbols, continues with the understanding of the written piece and finishes with the internalization of the information thanks to the background knowledge and experience (p. 60). Alyousef (2006) defines reading as the process where "the reader interacts dynamically with the text as he/she tries to elicit the meaning and where various kinds of knowledge are being used: linguistic of systemic knowledge (through bottom-up processing) as well as schematic knowledge (through top-down processing)" (p. 64). In the process of reading, the reader interacts with the text. This interaction is shaped by the use strategies according to the information in the printed material (Blay, Mercado, and Villacorta, 2009). Reading is the process in which the reader makes use of strategies to achieve comprehension of a text (Carrell, 1998, as cited in Aguirre & Ramos, 2009). Reading is not just to go through the printed words, instead, the reader interprets what is intended to be explained in the graphic symbols with the help of a plan to achieve understanding.

According to Nunan (2010) “reading and writing, are *literacy* skills, are unnatural acts” (Chapter 6, para 1). Unlike speaking and listening which humans learn naturally through exposure, reading and writing are not learned in the same way. Instruction is needed to achieve mastery of these two skills. It is absolutely helpful that foreign language learners master reading in their mother tongue first to be able to read in in the target language (Chapter 6). During a reading session, the learner deals with a written text that encourages the brain to process complex information. The learner alone becomes responsible for what is happening at that moment, as Nunan (1991) asserts, “Reading is usually conceived as a solitary activity in which the reader interacts with the text in isolation” (p. 72).



**Figure 1.** Placing reading at the core of language learning instruction (Anderson, 2008, p. 219).

Figure 1 illustrates that reading is considered the center from which the other three language skills are developed as a result of the close relationship among them (Anderson, 2008, p. 218). The provided visual representation advocates that the idea of having reading



in the center as the core of language learning instruction. It shows that through reading, pupils learn new words that enrich their vocabulary, grammar is shown in a real context, a model for writing is also provided and listening and speaking skills are strengthened.

I consider that defining reading skill and what the reading process implies in this study is relevant since it is necessary to be aware that reading is not just a simple process of word recognition; moreover, is of great value to recognize what readers can do with what they read to construct understanding. As a teacher, it is essential for me to have my students read texts realizing what the information means and how to manage it. I contend that they need to fulfill reading activities using strategies that enable their comprehension. Also, the recognition of the advantages of reading on the part of the apprentices that help to improve the language skill in English, for instance: reading helps the student acquire new vocabulary; reading serves as a model for writing, which provides the learners more security to write about certain topics. Reading helps to think in English and to be informed about what is happening around us.

### **Reader Purposes in Reading**

Readers might have a variety of purposes for reading according to their interests; some may read for pleasure and be entertained, while others read to find an answer to a question, or maybe to apply what they read in a given situation or context (in a class, oral presentation, taking a test, writing a project, etc.). Alderson & Bachman (2000, pp. 50-51) explain a variety of reading purposes among readers and how they differ from reading for pleasure to reading for pedagogical purposes. The first one gives the reader a different effect on the comprehension due to the self-generated reasons, and the other, for instance,

the effects of reading on a test, enhances intentional learning. Nunan (2010) points out that “Reading is such a natural part of our everyday life that we are often unaware of every piece of written material that we process”. The presence of written texts are everywhere; from simple tasks such as reading instructions in your shampoo label, reading your email messages to reading an article for academic purposes. In all of them comprehension is a purpose.

RAND, 2002 (as cited in Carver & Pantoja, 2015) states that “Generally there are three main purposes for reading a text: increased knowledge, such as with an informational text; application of information, such as repairing an appliance; or engagement such as reading a novel” (p. 106). Duffy (2009, p. 4) also describes some examples that show real tasks that readers do which can be taken as purposes for reading:

- When real readers want to use a video game, they read directions.
- When real readers want information about a matter of concern to them, they read an expository text about the topic.
- When real readers are trying to decide about civic issues or current events, they read newspapers or magazines.
- When real readers want to spend their time in an entertaining way, they read popular novels.

As a final point, according to the examples listed before, I can conclude that people are surrounded by reading everywhere all the time. They read when watching TV commercials, browsing the internet, observing street signs, chatting on their phones and much more. Those are relevant reasons why teachers should encourage students and teach them reading

skill to become active language users and be able to perform using this macro skill by doing simple daily real world tasks.

### **Approaches in Reading**

There are two types of approaches. Nunan (2010) points out that “The bottom-up approach views reading as a process of decoding writer symbols into their aural equivalent” (“What is reading?” para. 8). This approach proposes the interpretation of the graphics in a word in which the learners builds up meaning. Letters make up words, words form sentences, sentences are the structure of a paragraph and lastly, those paragraphs shape a whole text. It is used by the learner to construct meaning.

On the other hand, Nunan (2010) further suggests that the top-down approach "is based on the idea that the reader uses his/her background knowledge to make predictions about the meaning of a text and then samples the text to extract clues to confirm or reject these predictions” (“What is reading?,” para. 12). It is claimed by scholars that the top-down approach plays a definite role in comprehension due to the fact that the students’ prior knowledge facilitates the process and understanding of information.

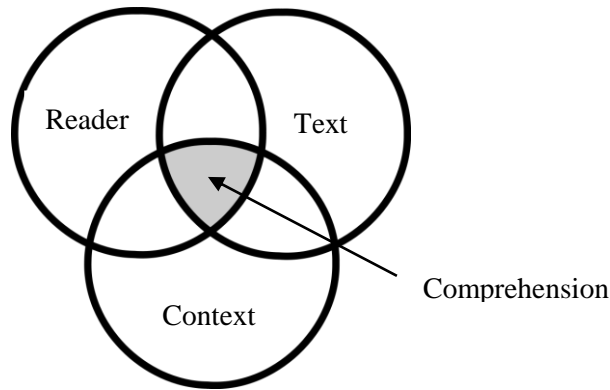
The combination of bottom-up and top-down approaches enhances students’ abilities to comprehend written texts. Simply by trying to decode a text, either by using information about the world, students can administrate their reading plan and reach understanding (Anderson, 2008, p. 218). Readers who are aware of the cognitive process that takes place when reading in the target language can be considered active strategy users. They use their background knowledge to draw meaning from the text and take advantage of their experience to fully understand the message of the author.

## **Reading Comprehension**

Suk (2016) explains that “Reading ability is an important second-language (L2) skill in academic settings, where L2 learners are required to read to learn and complete related tasks” (p. 73). Reading comprehension is not simply a decoding of symbols process or taking word by word for understanding of ideas; it rather implies strategic thinking from the reader to comprehend the written text and to learn from it.

According to Santoyo and Morales (2000) reading comprehension is the process in which the reader forge understanding of the printed word thanks to the prior exposure to the target language and practice (p. 59). Rios and Valcarcel (2005) comment that reading comprehension is taking relevant information effectively from the written text (p. 60). Moreover, Rativa, Pedreros, and Nuñez (2012) state in their study that reading comprehension occurs when the reader is a strategy user and incorporates his/her current knowledge (p. 14). With the help of the learner’s prior knowledge and experience, the interpretation of information in a text leads to reading comprehension achievement.

Taking into account the definitions mentioned in the previous paragraph, it could be said that they are related to the idea exposed by Pearson (2009) were three important components merged without a doubt to give origin to reading comprehension. Students' understanding of a text is reflected when they are able to articulate the three main components to reach comprehension: reader, text, and context. As shown by Pearson (2009), the Venn diagram figure below indicates that the readers’ comprehension of a text is the result of the intersection of these three components (p. 14).



**Figure 2.** Comprehension occurs at the intersection of reader, text, and content.

Duffy (2009) also claims that comprehension is:

- Proactive, the reader thinks and monitors the meaning in an active way.
- Tentative, one action carries another.
- Personal, prior knowledge influences reader's own interpretations.
- Trans active, the intention of the author(s) in the text relate to the reader's background.
- Thoughtful, the reader follows the indications that the author gives on a text.
- Imagistic, the reader creates an idea by drawing a mental picture of what is happening in the text.
- Inferential, the reader makes his/her own conclusions of what the author of the text means with the information reflected in the text.
- Reflective, a good reader reflects on the text and also evaluates it by thinking where the new information obtained can be effectively used.

(pp.18-19)

Snow (2002) with the Reading Study Group (RRSG) defines “reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with the written language” (p. xiii). Based on these views, comprehension can be defined as the process where the reader interacts with the text, his/her prior knowledge, and reading strategies that establish the level of comprehension of a text.

### **Stages of the Reading Process**

Reading is a process that needs to follow certain stages in order to achieve its goal which is the comprehension of meaning. Goodman, 1992 (as cited in Castilla & Gánem, 2012, pp. 27-28) indicates three stages in the reading process that become crucial to follow in the right order, step by step. The steps need to be described in the given task in order to achieve comprehension of meaning: (1): pre- reading stage: In this stage, the goal is to activate prior knowledge and to prepare students for the upcoming task. (2): during-reading stage: In this stage annotating and analyzing strategies help students make connections to deal with difficulties and also to understand by concluding, analyzing or trying to make sense of the reading (3): post-reading stage: In this final stage students have the opportunity to show what they know. They summarize, evaluate, synthesize, confirm, comment, reflect and question.

Having into account the aforementioned, the effectiveness of the reading process is delimited by the effective completion of the different stages of the process. Readers first preview, plan and set a purpose for the activity. Second, they read with a purpose to connect the existing doubts with what they are learning. Finally, readers have the opportunity to show what they have learned and reflect on it. In the development of this exploratory

research study it was important to keep the different stages of the reading process and their unique characteristics in mind. Indeed, they are vital to design well-constructed tasks to promote reading comprehension.

### **Metacognition on Reading**

Literature related to metacognition can be easily found these days as a result of the increased interest in this issue. Researchers define this term as the learner's understanding of his or her own cognitive process. "metacognitive process refers to the control or executive processes that direct our cognitive processes and lead to efficient use of cognitive strategies" (Forest & Waller, 1984, p. 2). Awareness about learning will improve matters of comprehension.

As Marray and Christison (2011) hold the position that "Metacognitive strategies are strategies for thinking about one's own learning" (p. 184). If poor readers were aware of strategies, they would be able to implement the knowledge that they do not possess to enhance the comprehension of a text (Alderson & Bachman, 2000, p. 41). Considering the idea previously mentioned, readers' lack of metacognitive awareness does not allow them to use reading strategies that could increase their ability to understand a text. The teacher primarily has to guide, especially poor readers, and teach them the strategies explicitly, so they become aware and go beyond recognizing isolated words to start constructing meaning.

Alderson & Bachman (2000, p. 60) propose a list of metacognitive skills that good readers use effectively for reading comprehension:

- Recognizing the most important information in text
- Adjusting reading rate

- Skimming
- Previewing
- Using context to solve misunderstanding
- Formulating question about information
- Monitoring cognition, including recognizing problems with information presented in text or an inability to understand text

Self-regulated students who monitor their own learning process have self-determination to plan how to achieve reading comprehension. Nunan (2015) claims that metacognition on reading “Not only does it build facility in the language, but it also fosters independent learning” (p. 64). Students should be encouraged to be independent. Thus, teachers need to provide them with tools that empower their choices to be autonomous. Autonomy permits learners to go through their learning process and to take responsibility for it, and metacognitive strategies are a powerful tool towards independence.

### **Reading Strategies**

Duffy (2009) establishes that “A *strategy*, in contrast, is a plan. You reason when to do it, and you often adjust the plan as you go along” (p. 13). In education, teachers decisions about the course curriculum and adapt it to the special characteristics of the language learners. Strategy instruction is chosen after an analysis of the needs and identification of the existing constraints so as to make it much easier to achieve the course goals.

There is a variety of strategies that can make reading successful. Some examples are predicting, inferring, summarizing, skimming, and scanning reading comprehension strategies. The explicit teaching and use of strategies to comprehend a text correspond to a



conscious process that ends in a learner's involvement that results significant for the class participation. As Nunan (2010) wrote:

In academic contexts, reading and writing are taught not only to equip learners to do the things already discussed above outside the classroom but also to develop the intellect of the learner. From learning strategy research, we know that some individuals are visual learners. They learn and retain information by seeing it. For these individuals, learning to read is a vital important educational skill (Chapter 6).

The term comprehension strategies corresponds to the procedures that teachers use to help students improve their comprehension of a text (Dole, Dritis, & Nokes, 2009, Pp. 363-364). Scanning, the reading comprehension strategy selected for this study, needs to be taught explicitly since the teacher is the one who directly assists students' comprehension. Teachers' attention should be addressed towards adapting their methodology to help language learners comprehend the text through the use of strategies that convert them into autonomous readers (Snow, 2002, p. 14).

Scanning reading strategy can be considered as a fast way to find information in a text. It is relevant to review the selected strategy (scanning) in this research project since the main objective of this study is to determine what impact the use of this strategy may have on students' reading comprehension.

### ***Predicting***

According to Quiroga (2010) prediction reading comprehension strategy refers to the interaction between the reader and the words in the text that aim comprehension of it. For instance, the titles, keywords, and pictures in the text. (p. 14). Moreover, Duffy (2009) states

that “Predicting is fundamental to comprehension. Good readers anticipate meaning. They do this by predicting what they think is going to happen in the selection and by revising their prediction as they read” (p. 101). Making predictions along the reading provides a valuable interaction between the students and the text as well as it reinforces the interest due to the fact that the learner keeps attentive to the topic. Additionally, not only the written material contributes to the predicting process, pictures, and charts that accompany the text present more ideas about what is being described with words.

### ***Inferring***

Inferring is defined as gaining understanding of the information in author’s words that is not explicitly shown in a text (Duffy, 2009, p. 122). Rios and Valcarcel suggest that inferring “is the use of syntactic, logical and cultural clues to find out the meaning of unknown elements” (p.60). According to De Zuburia (1995) the main purpose of inferring is to find out what is meant inside the text’s lines (as cited in Zabala, 2004, p. 102). To make use of this reading comprehension strategy, the reader must be aware of the text’s clues that are hidden in the text, including the use of prior knowledge that permits to draw conclusions about the issue discussed along the reading. This strategy corresponds to the combination of what is presented in the text plus what the reader already knows.

### ***Summarizing***

Duffy (2009) explains that “Summarizing is the creation of a brief retelling of a text. While it may include the main idea or theme, the focus is on describing in brief form the text’s major points” (p. 153). Mikulecky (1996) also affirms that “a good summary includes the main ideas and the major supporting points” (p. 174). In reading comprehension, this

strategy serves to extract what is essential from the text. The reader shows understanding of the subject by using keywords from the text or their own to re-tell only the important ideas.

### ***Skimming***

Edge (2000) describes skimming as a reading strategy that focuses on overall information by reading a piece of written text quickly, ignoring some information and using titles, subtitles and the first line paragraphs (p. 195). Thus when implementing skimming reading strategies the learners would get the main idea instead of the details, and they also have to ignore some parts of the text that do not seem useful to collect the information needed which might affect full comprehension of the material.

### ***Scanning***

Likewise, Edge (2000) defines scanning as a reading strategy where the reader looks through the text for specific information (p. 195). Scanning is a more detailed view of the text where the reader's intention is to locate the information by carefully reading every single word. Moreover, Nation (2009) provides a brief definition by stating that "Scanning involves searching for a particular piece of information in a text, such as looking for a particular name or a particular number" (p. 70). Scanning reading strategy allows the reader to extract just the information needed from a written text, in order to be able to answer specific questions about a text.

Scanning cannot be taken for granted. The instructor's intervention provides knowledge and facilitates mastery of the strategy, which leads toward reading success. "When a teacher instructs learners to look quickly through a text to find keywords, without expecting them to understand everything, she is getting them to use the strategy of scanning" (Nunan, 2015, p.

70). The students learn to read the passage and skips over irrelevant information. Students make the decision about what type of information to look for (words or numbers) and how to organize the details of the different sections of the text. According to Nation (2009) “Typical scanning tasks include searching a text for a particular quotation, someone’s name, a particular date or number, or a particular word; or searching a list for a telephone number, someone’s name, or a particular word or phrase” (p. 70).

It is not necessary to read every detail included in the text. This strategy can be considered a time-saving language tool that is absolutely useful. Scanning is mostly used to answer questions about specific information in a text as Mikulecky & Jeffries (1996) propose, “When you scan, you have a question in mind. You do not read every word, only the words that answer your question” (p. 15). Students “need to be able to scan the text for particular bits of information they are searching for” (Harmer, 2001, p.69) To sum it up, scanning reading comprehension strategy needs to be explicitly instructed, implemented and practiced by the teacher so students are well trained to face its application for the benefit of their comprehension.

### **Activities to Promote Reading Comprehension**

In relation to the creation of reading activities, there are some implications to take into account when designing a reading task. Alderson & Bachman (2000) argue that "At the lower levels of achievement, the language of these texts will be fairly simple or simplified on occasion, but they will exhibit the main organizational characteristics of the respective genre" (p. 175). Based on this idea, it could be said that the activities selected for a certain group of learners need to match the students’ levels, their ages, interests, etc. of students without changing the features of the type of genre selected. Similarly, Nation (2009) holds a

similar position by stating that “Teachers have to choose texts suited to the particular needs of their learners” (p. 29).

Another issue to consider is the fact that the success of a reading comprehension task is a combination of the teacher’s organization of the task and the capability of the learners.

Duffy (2009) claims that “reading instruction tends to be more successful when it is organized around important tasks you and your students pursue together” (p. 12). Nunan (2015) additionally explains that the development of reading skills, type of tasks and the stages of a reading comprehension activity create a bridge between the learners and the readings (p. 75).

According to information found in the British Council web page ("Interacting with Texts", 2017), there are two types of Directed Activities Related to Texts (DART’s): the reconstruction activities and the analysis activities.

***Types of reconstruction activities:***

- Text completion (Fill in missing words, phrases or sentences.)
- Sequencing (Arrange jumbled segments of text in a logical or time sequence.)
- Grouping (Group segments of text according to categories.)
- Table completion (Fill in the cells of a table that has row and column headings, or provide row and column headings where cells have already been filled in.)
- Diagram completion (Complete an unfinished diagram or label a finished diagram.)
- Prediction activities (Write the next step or stage of a text, or end the text.)

***Types of analysis activities:***

- Text marking (Find and underline parts of the text that have a particular meaning or contain particular information.)
- Text segmenting and labeling (Break the text into meaningful chunks and label each chunk.)
- Table construction (Draw a table. Use the information in the text to decide on row and column headings and to fill in the cells.)
- Diagram construction (Construct a diagram that explains the meaning of the text. For example, draw a flow chart for a text that explains a process, or a branch diagram for a text that describes how something is classified.)
- Questioning (Answer the teacher's questions or develop questions about the text.)
- Summarizing (British Council, n.d.).

From the above definitions, I can infer that the use of DART's in reading lessons seems to have a positive effect on students' learning and reading achievement. Through the implementation and practice of these aforementioned activities, students can become more aware of how a text is constructed. Also, they can become analytical and autonomous in their reading process. As a result, an improvement of learners' performance in the reading class can be noticed. "A good reading exercise directs the learners' attention to the reading text" (Nation, 2009, 28).

### **Motivation**

Motivation is an essential part of foreign language learning. Harmer (2001) mentions that "motivation is some kind of intend drive which pushes someone to do things in order to achieve something" (p. 98). Successful reading comprehension can be reached if the levels of students' confidence and interest are high.

Alderson & Bachman (2000, p. 53) assert that

A distinction is frequently made between extrinsic and intrinsic motivation, and the latter, generated internally by the individual, is generally thought to be superior to extrinsic motivation. Reader motivation has been shown to relate to the quality of outcome of reading, in that extrinsically motivated students seem to read at a surface level, paying attention to facts and details rather than to the main ideas, to what the text is about, to how ideas in the text relate to each other, and to how the text relates to other texts, or to what the reader knows about the subject of the world.

Readers develop intrinsic motivation to construct meaning rather than just remembering information without having a purpose and not being able to use it. Additionally, Murray & Christison (2011) give their views about the two types of motivation. Intrinsic motivation refers to the innate desire that humans have to do certain tasks. Extrinsic motivation is associated with all the external factors that surround the learners, and which boost the performance during the task.

According to Vygotsky (1978) “with the guidance and support of an expert, children are able to perform tasks that are slightly beyond their own independent knowledge and capability” (as cited in Snow, 2002, p. 16). Social interactions reflect a positive effect on achieving reading comprehension through the use of strategy instruction. The learning environment, the teacher, the materials even classmates develop the interest of learners and the reward received by the satisfaction felt when succeeding during the task ensure motivation.

The role of the teacher is crucial to reach the goal of understanding. Harmer (2001) indicates that teachers should provide appropriate learning environments so students can

succeed and be highly motivated to learn (p. 101). Nunan (1991) also establishes that “teachers’ beliefs and attitudes about language learning and teaching will have a marked influence on what they do in class and what they get their learners to do” (p. 74). The teachers are mostly in charge of shaping their students’ performance through the choices related to the methodology applied in their classes. Moreover, Snow (2002) suggests that “Teachers who are interested in improving their instruction need reliable and valid assessment that are closely tied to their curricula so that they can identify those students who are learning and those who need extra help” (p. xix). If students feel inspired and supported by an expert peer, his or her attitude towards the target language should be favorable. Fewer failure leads to less the anxiety and rejection towards the target language.

On the other hand the role of materials is essential for the reinforcement of reading comprehension and motivation among students. According to Harmer (2001) “good reading texts can introduce interesting topics, stimulate discussion, excite imaginative responses and be a springboard for well-rounded, fascinating lessons” (p. 68). A text in the target language that contains relevant and engaging information for the learners can become a success in terms of reading achievement.

### **Research Studies**

Previous studies in national and international contexts have shown evidence on how the instruction and implementation of reading comprehension strategies may or may not have an effect on students' reading achievement. In this current study, scanning reading strategy was explicitly taught and practiced during ten sessions in fifth grade English classes with the aim of improving reading comprehension. The following is a review of the literature.



### ***International context***

Li'ismawati (2014) conducted an experimental research study to investigate the effects of using skimming and scanning techniques on the students' reading comprehension achievement. Results led to the conclusion that the selected techniques have a significant effect on the eleventh-grade student's reading comprehension achievement and give variation in the teaching-learning process of reading.

Suprpto's (2011) classroom research study was pursued in order to overcome two difficulties in comprehending text and students' passivity in joining in the English reading class by using skimming and scanning techniques. Results showed that skimming and scanning techniques can improve students' reading comprehension achievement and activate students' performance.

### ***Colombian context***

In Calderon, S., Carvajal, L. M. & Guerrero, A. Y. (2006) forty-four participants became familiar with the skimming technique during various sessions. Results suggest that skimming was beneficial for students reading comprehension of a text.

Lopera's (2012) research investigated the effects of strategy instruction in a group of university students. Data indicated that reading strategy instruction is very useful because it improves the comprehension of students and renders them more autonomous by decreasing the use of the dictionary.

Díaz, S & Laguado, J. (2013) found that through the use of skimming and scanning techniques in the English reading class students increased their motivation and changed their

perceptions towards reading. Also, an improvement in reading comprehension was notorious.

Reading is an active process where the reader interacts with the text to construct meaning based on previous knowledge, experience, and the used of strategies. Scanning is a strategy that helps readers to go fast through the text to discard unimportant information. This strategy was used in the previous studies to achieve reading comprehension. The data collected provided real evidence of how the use of the selected strategy helped to improve students' performance. The predominant data collection technique used to measure the effectiveness of the implementation of this particular strategy were pre-test and post-test due to the fact that the scores obtained provided specific information to compare students' reading achievement with the implementation of the strategy and without it.

In every research cited in this literature review section, scanning reading strategy had a positive impact on the comprehension of a text. Scanning reading strategy improved students' reading comprehension. Therefore, this strategy should be taught and implemented in the reading class.

## CHAPTER 3 METHODOLOGY

The purpose of this research study is to explore the effect of the implementation of scanning reading strategy to promote students' reading comprehension. According to Creswell (2009) "Research involves the forms of data collection, analysis, and interpretation that researchers propose for their studies" (p. 194). In this chapter I describe the methodology I utilized to find answers to the research question. Information on the methodology implemented in this study appears in the following order: first, the description of the chosen approach to address the research; and second, a detailed description of the data collection techniques applied to answer the research question and to fulfill the research objectives.

Research in education refers to an application of different methods in which the enrolled individual/people explore what issues prevail to improve aspects of education regarding teaching and learning. "Classroom research simply investigates what actually happens inside the classroom" (Allwright & Bailey, 1991, p. 2). The educational research attempts to solve a problem, this requires a procedure and later analysis of the data collected to focus on the possible solutions to that problem.

This study uses a qualitative approach to obtain descriptive data regarding fifth-grade students' lack of knowledge on the use of reading comprehension strategies in the English classes. This investigation was pursued to explore how effective scanning reading strategy is for reading comprehension in this specific group of learners. The general objective of this study is to identify the relationship between the explicit teaching of scanning reading

strategy and the development of students' reading comprehension. The following research question guides this qualitative study,

- What is the relationship between the explicit teaching of scanning reading strategy and the development of students' reading comprehension?

To find answers to the above research question I used qualitative methods that include focus group interviews, pre-test and port-test, and student's diary as explained below.

### **Paradigm**

In education, research methodology is split into two kinds: quantitative and qualitative methodologies. Once the intervention practice inquiry, the participants, and the setting are stated, it is time to decide the research methodology and to be located in a particular paradigm that will guide the study. As Dawson (2002) claims that the research is led by the procedures of the research methodology (p. 22). To decide about the research methodology to be implemented (quantitative or qualitative), the researcher has to think about the type methods of collecting data and how that information is going to be manipulated for later analysis.

It is not correct to confirm that one parading is better than the other, they just differ. The selection of the approach is based on the research problem, for instance, quantitative research aims at a descriptive explanation of a social phenomenon based on numerical data, in contrast, qualitative research aims at the description of attitudes, experiences, and behaviors of the people involved.

## **Quantitative research**

Dawson (2002) asserts that “Qualitative research generates statistics through the use of large-scale survey research, using methods such as questionnaires or structured interviews” (p. 15). A proposal that is shaped by this type of research approach used surveys, tests and other research methods that provide numeric information to be analyzed using statistical procedures. A quantitative approach results best to the chosen when the research is dealing with numbers and things that need to be measured. In every research the main objective is to explain a phenomena; in quantitative research specifically, the data obtained from data collection methods such as questionnaires and tests have to be presented using numbers to be analyzed through mathematical methods (Muijs, 2004, pp. 1-2). The gathering and analysis of numerical data not only contribute to the conduction of the inquiry in an objective manner, thus, it causes less contact with the participants in the research and also shortens the time for analyzing the collected information, which is quite the opposite in qualitative research.

## **Qualitative research**

This research study is qualitative in terms of design since it tends to study a particular problematical situation found in a certain context. An important feature of qualitative research according to Efron & Ravid (2013) is that it tends to investigate what happens in the classroom practice as the situations occur in a natural way (p. 40). As Creswell (2009) explains, “Qualitative research is a means for exploring and understanding the meaning individuals or groups ascribe to a social of human problem” (p. 193). The purpose of

qualitative research is to obtain knowledge and interpret the educational process of everyone who is involved.

Creswell (2009) additionally suggests that “The process of research involves emerging questions and procedures; collecting data in the participants’ setting; analyzing the data inductively, building from particular to general themes; and making interpretations of the meaning of the data” (p. 193). Qualitative research supplies useful information for a study, through data collection techniques which provide a closer and faster view of the participants who give the information (Dawson, 2007, p. 16). Patton (1990) asserts that “Qualitative methods permit the evaluator to study selected issues in depth and detail” (p. 13). Due to the previously mentioned characteristics, it was appropriate to implement qualitative approach in this particular research study since the researcher needs to investigate peoples’ behavior, perceptions, and attitudes to find answers to this research inquiry.

Patton (1990) points out that the data for "qualitative analysis typically come from field work. During field work the researcher spends time in the setting under study – a program, an organization, a community, or wherever situations of importance to a study can be observed and people interviewed" (p. 10). Mason (2002) states that through qualitative research we can analyze real life matters of the participants in the research, as well as the social processes and their significance (p. 1). In our particular context, the classroom teacher noticed certain issues in her students’ learning process. Thus, she launched this educational inquiry to find possible solutions to the problem. This study, therefore, meets the requirements of qualitative research if we bear in mind Patton’s assertion. Qualitative research methods were implemented because they match the problem of this study is that of

a case study. A case study is a powerful tool that is meant to transform and make progress in a certain context.

## **Case Study**

This research study is framed within the category of a case study. In a case study. As a result of this, he/she starts to analyze what can be done to boost the students' learning process and especially to understand the students better. Stake (1995) defines that:

Case studies are a strategy of inquiry in which the researcher explores in depth a program, event, activity, process, or one or more individual cases are bounded by time activity, and researchers collect detailed information using a variety of data collection procedures over a sustained period of time. (as cited in Creswell, 2009, p. 28)

According to Merriam (1998) “The case then, could be a person such as a student, a teacher, a principal; a program; a group such a class, a school, a community; a specific policy; and so on” (p. 27). Related to the definition of case study, Cohen, Manion & Morrison (2007) point out that “Case studies are set in temporal, geographical, organizational, institutional and other contexts that enable boundaries to be drawn around the case; they can be defined with reference to characteristics defined by individual and groups involved ” (p. 253). The English teacher becomes the researcher in order to improve a specific situation presented in the classroom and the learners get involved by exposing their behavior, opinions, experiences, etc. After gathering the data, the researcher then analyzes it to draw some conclusions and finally take appropriate action.

Additionally, Cohen et al. (2007) define “Case studies are ‘a step of action’. They begin in a world of action and contribute to it. Their insights may be directly interpreted and put to

use; for staff or individual self-development” (p. 256). Research in education serves to evaluate the teacher and learner's process and progress during the teaching-learning practice; a case study investigates real-life issues and takes action on its solution. Merriam (1998) also asserts that a "Case study is a particular suitable design if you are interested in process" (p. 33). As it has been raised the research question in this project: What is the relationship between the explicit teaching of scanning reading strategy and the development of students' reading comprehension? A case study design explores how to answer to that situation through a detailed description. Yin (1984) indicates that "the case study allows investigation to retain the holistic and meaningful characteristics of real-life events" (p. 3).

Yin (1984) identifies three types of case studies: exploratory; descriptive; and explanatory. The first one explains how the researcher focuses on solving a specific issue through some data and later analysis. The second term describes the issue using the data in a narrative form. The last one, explains the issue according to the data collected based on its reasons and consequences (as cited in Cohen et al. 2007). Taking this definitions into account, I can assert that this specific study is a descriptive case study because it is a narrative of the characteristics of an event that happens in the school context.

The next section frames the data collection techniques selected for this qualitative study. The purpose of this section is to show through literature how the research question tends to be answered.

### **Data collection techniques**

A qualitative case study research requires various data collection sources. Patton (1990) establishes that “Qualitative methods consist of three kinds of data collection: (1) in-depth,



open-ended interviews; (2) direct observation; and (3) written documents” (p. 10). The analysis of the students’ production through data collection tools enables the researcher to study the students’ performance and progress during a lesson or after a task, and also to focus on the mistakes while not highlighting them, but instead becoming aware of students’ ways of learning and possible ways for improvement.

This case study used focus group interviews, pre and post tests, and student’s diaries to obtain information about the effect of the explicit teaching and use of scanning reading strategy on students’ comprehension. When researchers pursue qualitative studies they “typically gather multiple forms of data, such as interviews, observations, and documents, rather than rely on single data source” (Creswell, 2009, p. 154). Therefore, these tools are crucial for collecting the information to answer the research question addressed how the implementation of scanning have an effect on reading comprehension among students.

Journals can give the teacher an idea of what is happening inside the students’ heads just like focus group interviews, where student’s opinions and thoughts are expressed and collected. In this research, journals and focus group were be used to document the attitudes and motivation of the participants towards learning English as a foreign language and more specifically learning reading comprehension strategies. Focus group interviews were held in small groups to avoid children’s anxiety, so they felt free to communicate their experiences in foreign language learning, as well as, their view about reading comprehension activities during English classes.

Other data sources are the pre and post-tests which are the reading section in the mock test provided by LOS TRES EDITORES Publishing house. Students take these tests every

academic period of the school year. Tests are useful tools to collect information about the performance of the students in reading comprehension skill since they have the opportunity to show their current knowledge. Finally, the students monitored their own process by keeping a diary during the ten interventions of scanning practice activities; they wrote down in the diary format after every session and describe certain issues related to the use of scanning reading strategy to achieve comprehension.

The results obtained from the use and application of this procedures of collecting information describe in detail the students' and teacher's performance. It is important to take into account how valid this source of data is to measure student's knowledge, and the relation that it bears with the research purpose.

- *Focus Group Interviews*

Regarding data collection, Mason (2002) states that "If you choose qualitative interviewing it may be because your *ontological* position suggests that people's knowledge, views, understandings, interpretations, experiences, and interactions are meaningful properties of the social reality which your research questions are designed to explore" (p. 63). Kvale (as cited in Cohen et al., 2007) also defines an interview as an interchange of information between two or more people in which the participants hold the same interest in the topic (p. 349). An interview permits to ask questions and gathers information for the teacher in a thorough manner in a case study research project (Efron & Ravid, 2013, p. 98). The methodology of a focus group interview is the interaction between the researcher and the participant(s) in having a conversation on a particular topic. The researcher encourages the conversation around the research question issue and records the needed information

obtained from the interviewee(s). Kitzinger (1995) remarks that in a focus group interview the goal is to foment a discussion where the participants freely talk about the main issue without having them to respond to a particular list of questions (as cited in Trainor, 2015, p. 44).

This procedure of gathering information has the following characteristics: (a) Interviews are a powerful tool used for collecting data in qualitative research, (b) to develop the questions of an interview it is important to take into account the purpose of the interview, the population to be interviewed, and the language to be used (register). To interview children, as it is the case in this particular study, it is better to do it in small groups (focus group) to make them feel freer to share the information and more comfortable to answer the questions (Cohen et al., 2007). Another characteristic of a focus group interview is related to the size of the group. There is not a certain number of people that researchers should choose; it is recommended that the appropriate number of participants should be reduced for taking the sample in order to make the information collected something more manageable. Traynor (2015) comments that “The focus group membership should map approximately the variation with the population and will depend on the research question” (p. 45).

According to Patton (1990) individually or in small groups, the people involved in the investigation talk to the research about their thoughts; this information is kept for its later examination (p. 10). Additionally, Patton proposes that in a focus group interview "The object is to get high-quality data in a social context where people can consider their own views in the context of the views of others" (p. 335). In a focus group interview, a small group of people gets together with a purpose, which is to share their views, perceptions, opinions about a specific topic. Focus group interview is an appropriate data collection tool

to be applied to children. It is a stress-free technique where the learners feel joy at the moment of participating thanks to the accompaniment of other people. Also, listening to other's insights may help to construct their own comments about the issue they have been asked for.

Two different interviews were conducted in this classroom research. The first interview consisted of five questions (See Appendix A). The objective of this focus group interview was to explore students' perceptions about their reading skills before the implementation and practice of scanning reading strategy. The questions were formulated in Spanish to avoid language interference when they were going to express their perceptions. There were six participant learners. They were interviewed as a group. The interview took place while they were sitting on the floor to avoid anxiety and to foster the participants' relaxation. The second interview consisted of six questions (See Appendix B). The objective of this second focus group interview is to know students' opinions about the use of scanning reading strategy to comprehend texts. The characteristics of this second interview are the same as the ones in the first one: the same participants and the same classroom conditions. In both interviews, the students were interested in participating and being part of this project. They showed excitement and commitment. The use of focus group interviews in this research project enhanced the channels of communication between the interviewer (researcher) and the interviewees. The use of the mother tongue made students feel more comfortable to communicate their thoughts about the formulated questions freely.

- *Tests*

According to Osterlind (2002):

A test item is an examination of mental attributes as a unit of measurement with a stimulus and a prescriptive form for answering; and, it is intended to yield a response from an examinee from which performance in some psychological construct (such a knowledge, ability, predisposition, or trait) may be inferred (p. 3).

This valuable data collection technique is an assessment tool to mostly measure knowledge. Cohen et al. (2007) assert that tests provide a wide range of numerical and reliable data that is considered an efficacious method to collect evidence (p. 414). Tests have different purposes, for instance “to *diagnose* a student’s strengths, weaknesses and difficulties, to measure *achievement*, to measure *aptitude* and *potential*, to identify *readiness* for a programme” (Cohen et al. 2007, p.418).

There are various types of tests: (1) diagnostic testing (applied to know the strengths and weaknesses in the learners before a program); (2) formative testing (applied during the program to know about learners’ progress); and (3) summative testing (applied to measure achievement and mastery after a program) (Cohen et al. 2007, p, 418). The data collection tools pre and post-test were already designed by LOS TRES EDITORES Publishing house. These two tests correspond to the diagnostic testing and summative testing. These evaluations are focused on measuring students' reading comprehension of a text. Besides different reading comprehension, multiple-choice tests were applied to the students before and after the implementation of the strategy. The first test (See Appendix C) has two readings and ten multiple choice questions, and the second test (See Appendix D) has two readings and eight multiple choice questions.

Osterlind (2002) mentions that the structure of a multiple choice test consists of a set of questions about a particular issue with several choices where only one is the legitimate

answer and the others act as distractors (p. 162). With the results obtained from the pre and post-test, the researcher wanted to explore whether and how the implementation of scanning reading strategy had an effect on students' reading comprehension.

Two different tests took place in the classroom research, a pre-test (before the presentation, implementation and practice of scanning reading strategy), and a post-test at the end of the interventions. The purpose of this data collection tool is to compare students' performance before and after learning scanning reading strategy. Furthermore, it was important to know whether or not there was an impact on students' reading comprehension after the strategy was taught.

The formative testing corresponds to the practice sessions that students went through during ten different activities to put in practice the implementation of the above mentioned reading strategy (See Appendix E). The teacher explicitly taught scanning reading strategy in the first session before the implementation of it in the ten following reading comprehension activities. Each student worked individually following the given instructions. The objective of this practice is to get the students to learn the strategy and to practice it.

The impact of scanning reading strategy among students' reading comprehension is observed in the comparison of pre and post-tests results. Both tests were graded using the assessment scale used by the institution from 1.0 to 5.0 (See the Figure). To know the individual value of each question, 5.0 which is the highest score, will be divided by the number of questions in each test, and then the result will be multiplied by the number of correct answers to obtain the test's grade. In the case that a student does not get any correct

answer the grade will be 1.0 (low performance in the assessment scale); the score will depend on the number of right answers obtained by each learner.

- *Student's Diary*

Efron & Ravid (2013) discuss personal or episodic artifacts and documents, for example, students' diaries as a form of collecting data that reflects the personal views of the participants (p. 123). After each intervention, students document their views about their performance and progress. The diaries include opinions, comments, description of events, questions, and any information the students consider relevant to incorporate. Yi (2008) asserts that diaries allow teachers to have an idea of what is happening inside the learner's head and how he/she perceives his/her own learning process (p. 2). Diaries can be considered as a window in which the researcher can observe through the learners' insights.

Some characteristics of using diaries in qualitative research are: learners through the documentation of their opinions, perceptions, etc. reflect on the way learning occurs. "The general aim of diary-keeping in this context is to help learners to be aware of how they learn" (Yi, 2008, p. 2). Diaries provide first-hand information from the participant involved. Appel-meulenbroek (2014) remarks that "Using diaries gives a researcher more influence on the completeness of the reported information than using surveys would" (as cited in Becker, Van der Voordt, and Dewulf, 2016, p. 143). People involved in the research is able to describe the learning experience with honest entries and personal views. Any person associated with the proposal can keep a diary to record information about the teaching practice or the learning process that take place in the classroom (Nunan, 1992, p. 120). According to Given (2008) "Data are not considered to be "out there" just waiting to be

collected; rather, data are produced from their sources using qualitative research methods” (p. 192). Diaries are produced data for a specific purpose. Participants of the study freely express their responses to the selected question to gather the needed information to answer the research question.

In this particular research, diaries were assigned to identify for later analysis the perceptions of the participants about the use of scanning reading strategy to develop text comprehension. Students felt pleased to answer without pressure or fear the questions on the diary format (See Appendix E). The questions were designed in Spanish and students’ information was kept in the mother tongue too. The student’s diary format contains three open questions, where the participants should post their opinions according to their performance in the reading comprehension activity. The researcher explained in detail how to administrate the diaries after each session.

### **Setting**

The research was conducted at a private institution in which I have been working for four years. The school’s principal allowed me to carry out this research project due to the fact that she considers investigation on the school field very helpful to deal with the possible issues presented in a foreign language classroom. In all primary grades, students receive 8 hours of English per week. The classrooms are endowed with some useful technological devices, such as a laptop, a video beam, a digital board, a tape recorder, a microphone and a sound system.



## **Participants**

The participants of the study are 6 students of fifth grade, who have been learning English as a foreign language since their early years when they started school but they have never had a formal instruction of reading comprehension strategies. Their ages are between 9, 10 and 11 years old. The learners show enthusiasm about learning English as a foreign language at school and out of the institution because they are highly interested in using the target language. They are aware of the benefits, for example, they can use it when listening to music, browsing the internet, reading, chatting, watching TV, and playing video games among other activities that they perform in everyday life.

## **Ethical Considerations**

In a qualitative research project, the information gathered from the participants of the study cannot be exposed to harmful or damaging situations. This information must be carefully administrated and the identity of the students and school must remain confidential. Related to Ethical considerations, Cohen et al. (2007) point out that “Much social research necessitates obtaining the consent and cooperation of subjects who are to assist in investigators and of significant others in the institutions or organizations providing the research facilities” (p. 52). The researcher has the responsibility to manage the information in the best way possible so the integrity of the pole involved is not affected.

Given (2008) states that it is important to be aware of the ethical considerations when being part of procedures of data collection and later analysis due to the needed protection of the human’s wholeness (p. 10). The use of qualitative research data collection techniques (observations, questionnaires, interviews, diaries, etc.) forge an inevitable interaction

between the researcher and the participants in the study. In this research, the participants voluntarily agreed to provide their personal views and parents agreed also to allow their children to participate in the research.

### **Informed Consent**

Participants need to be informed about how the investigation is going to be carried out, and the implications of using their personal information for the purpose of the study. If the people who take part in the research are children, the researcher have to make sure that the parents or guardians are aware of what is going to happen. Due to their age, young people can be vulnerable and need to be treated with honesty and respect (Dawson, 2002, p.146).

After having planned all the steps to start this research project. The first one was to contact students' parents in a school meeting, where I informed the reasons why I chose fifth graders to conduct this research. I explained to them the importance and necessity of this intervention in the school context and the interest of their children in participating in this study, also, I ensure them that their children's identities will not be disclosed under any circumstances. Parents agreed and the next important step in our agenda took place which was starting to collect the data using the first data collection technique.

### **Privacy and Confidentiality**

Real names of student participants and of the educational institution is not revealed in this research report. Furthermore, all the data gathered in the focus group interviews, pre and post-test, and student's diaries will be only used for the purpose of this particular study.

## **Data Analysis and Interpretation**

This study analysis consists of the use of scanning reading strategy to develop comprehension among fifth-grade students in a primary school. The first step in the data analysis procedure was to administrate, perform and record the first interview for a later transcription. Then, the administration of the pre-test, followed by the intervention-practice activities to develop scanning reading strategy. Next, after ten sessions of exposure to the strategy, a post-test took place followed by the second focus group interview and later transcription of it. The following paragraphs describe how diaries, tests and focus group interviews were analyzed.

### **Focus group Interview**

“Focus groups provide an ostensibly attractive medium for public participation in the research process: they are sociable events, they are time-limited; and they required no technical skills of the group members” (Bloor, 2001). Having the previous definition in mind, in this research study the relation between the participants (researcher-students) highlights a social interaction that benefits this project, due to the fact that both parties actively participated in it.

There were two focus groups interviews. One before students' exposure to scanning reading strategy and another interview after students practiced scanning. The interviews were in Spanish so the students felt more comfortable using their mother tongue (L1) to express their opinions about each question. The questions were asked in the original order and some other questions arose during the interviews to keep students focus on discussing the main issue.

Questions in the first focus group interview:

1. Te gusta leer texto en inglés?
2. Con que frecuencia lees textos en inglés?
3. Cómo te sientes cuando lees en inglés?
4. Cómo te sientes cuando lees los textos en inglés de los simulacros de prueba saber que se hacen en el colegio?
5. Conoces alguna estrategia de lectura?
6. Cuando lees en inglés utilizas alguna estrategia?
7. Te gustaría aprender alguna estrategia que te ayude a leer y a comprender mejor un texto?

Questions in the second focus group interview:

1. ¿Te gustaron las 10 actividades de comprensión de lectura? ¿Por qué?
2. ¿Que aprendiste de estas actividades de comprensión de lectura?
3. ¿Como te sentiste cuando leías los textos en inglés durante las 10 actividades realizadas en clase?
4. ¿Sentiste alguna diferencia entre cómo solías leer textos en inglés antes y después de las actividades?
5. ¿Como te sentiste cuando leías los textos en inglés Hansel y Gretel, the frog prince en el último simulacro de pruebas saber comparado con el primero que leímos que fue el de school boss and the boys?

6. ¿Utilizaste la estrategia scanning para responder las preguntas sobre los textos?

Explica cómo la usaste ¿Cuáles fueron los pasos que seguiste para responder esas preguntas usando scanning?

7. ¿Crees que la estrategia scanning te ayudo a comprender el texto?

As it can be observed in both set of questions, the purpose was to obtain students' perceptions about their performance and progress in using scanning reading strategy to achieve comprehension. During both interviews, the researcher was the interviewer and the 5° graders were the interviewees. We sat on the floor in a circle as they took turns to answer using their mother tongue. The data collected in the transcriptions of the focus group interviews were used to place some categories that were going to help to analyze it. Both interviews were audio recorded and the interviewees' responses are placed in the interview transcription format (See Appendix G and Appendix H). Some conventions for laughter, pause, hesitation and silence were also used. After that, I read the audio scripts several times and placed the participants' responses among the different categories to be analyzed and described.

## **Test**

In the direction of determining the impact of the used of scanning reading strategy in fifth grader's reading comprehension, a pre-test and a post-test was applied. In the beginning of the process, a pre-test was applied to obtain students' scores before knowing how to properly use scanning reading strategy. From this data obtained it was observed that students got basic and low levels according to the assessment scale used by the institution. After the

intervention, a post-test was applied to establish a formal comparison between students' performance after the explicit teaching of scanning reading comprehension strategy.

The pre-test and post-test have different readings but the format of the test is the same (reading comprehension multiple-choice test). The pre-test was applied before the implementation of scanning reading strategy. Students took the test individually during the English class. The test lasted 30 minutes. The post-test was applied after the implementation of the ten activities where the students applied scanning reading strategy. Students also had 30 minutes to answer the post-test.

### **Student's Diary**

Students' journal entries were structured by three questions: (1) how did you feel when reading the text?, (2) did you understand the text?, and (3) did you use scanning reading strategy to understand the text and to answer the questions about it?. The questions appeared in Spanish and students wrote their thoughts in Spanish too on the diary journal formats in order to have more detailed information and to avoid the barriers of the foreign language use.

All six students were able to complete the diary formats after every scanning practice session. They always answered the same three questions based on what they read. Each student had a format to be filled for each of the activities. It was necessary to explain to them how important it was to write down candid answers to each of the questions in the paper.

Regarding the analysis of the information obtained from the diaries, I analyzed them taking into account the information provided. Students were asked about their feelings when

they read the text selected for the activity. Also, they were asked about their understanding and in the last question, they were asked about the use of scanning reading strategy to comprehend and answer questions about specific information in from the text.

After collecting all the students' diaries, I read them and analyzed the different entries to give answer to the research question proposed for this particular study.

### **Issues of Validity, Reliability**

In qualitative research has the data collected is a truthful source of information. In terms of validity and reliability, Creswell (2009) indicates that “Validity strategies in qualitative research are procedures (e.g., member, checking, triangulating data sources) that qualitative researchers use to demonstrate the accuracy of their findings and convince readers of this accuracy” (p. 195). Issues of validity and reliability of this research study are as follows: (1) the participants in the research were aware of the importance of their participation and they freely agreed to participate; (2) the data obtained through the collecting techniques matched the characteristic of qualitative research method; (3) focus group interviews were recorded to ensure accuracy; and (4) there was objectivity from the researcher in the management and analysis of the information.

In this chapter I provided a description of the selected research method, and data collection techniques and analysis. In the next chapter, findings and discussion of the study are described.

## CHAPTER 4 FINDINGS

This chapter provides the analysis and interpretation of the data collected to find answer to the research question: What is the relationship between explicit teaching of scanning reading strategy and the development of students' reading comprehension? According to Yin (2011) "*Interpreting* may be considered the craft of giving your own meaning to your reassembled data and data arrays. This phase brings your entire analysis together and stands at its pinnacle" (p. 207). This phase of the research can be considered as the most important and culminating point where the researcher expresses his/her own views through descriptions and analysis of what is observed in the information collected.

Data collection techniques implemented include: two focus group interviews, a pre- test and a post-test, and the students' diaries. First, findings of the focus group interviews are described taking into account what students expressed about their experiences using scanning reading strategy during the reading activities and post-test to develop comprehension. Second, the pre-test and post-test results are presented to establish a comparison between students' performance before and after the explicit teaching and practice of the reading strategy selected. In the third section, student's diary entries are analysed in order to identify their perceptions regarding the use of scanning reading comprehension strategy in the English class. Next, I present the detailed description of the data obtained from the different instruments used in this research project:



## **Analysis of results**

This part of the research corresponds to the interpretation of the results of the focus group interviews, the pre- test and post-test, and the students' diary. The numerical data obtained from the pre-test and post-test was used to define the impact of the implementation of the reading strategy. The data obtained in the focus group interviews and students' diaries was characterized into different categories related to scanning reading comprehension strategy.

### **Focus Group Interviews**

Different categories were created to organize the information gathered before and after the implementation of the selected strategy. These are the categories that arose from the first focus group interview: student's perceptions about texts in English, how frequent students read, student's feelings while reading in English, student's feeling when taking reading tests, student's knowledge about any reading strategy, student's implementation of reading strategies, and student's will to learn a reading strategy. The first set of questions in focus group interview were:

1. ¿Te gusta leer textos en inglés?
2. ¿Con que frecuencia lees textos en inglés?
3. ¿Cómo te sientes cuando lees en inglés?
4. ¿Cómo te sientes cuando lees los textos en ingles de los simulacros de prueba saber que se hacen en el colegio?
5. ¿Conoces alguna estrategia de lectura?
6. ¿Cuando lees en inglés utilizas alguna estrategia?
7. ¿Te gustaría aprender alna estrategia que te ayude a leer y a comprender mejor un texto?

## **Student's Perceptions about texts in English**

The students provided their feelings towards reading in English. Most of them showed a positive attitude toward this important learning activity.

*“A veces porque a veces porque me suena bueno el tema, me...es bacano [++] el tema que estemos dando en inglés” (Q1, S1)*

*“A mi me parece que si, porque así aprendo nuevas cosas en ingles y las que no sé, bueno ahí voy” (Q1, S5)*

*“A mi si porque a mi a uno le emociona aprender algo nuevo” (Q1, S6)*

## **How Frequent Do the Students Read?**

Most of the students recognize that they only read in English when the teacher asks them to during the class. Only one asserted that he reads at home to practice pronunciation.

*“Cuando la profesora nos manda por ejemplo en el student's book a leer, cuando hacemos simulacros, cuando hacemos exámenes” (Q2,S1)*

*“... Por ejemplo cuando la miss nos manda a leer en el libro o ...” (Q2,S2)*

*“Leemos muy poco porque hacemos muchas actividades en el libro” (Q2, S3)*

*“Yo los leo a veces y a veces en mi casa los leo para aprender cómo son las pronunciaciones” (Q2, S5)*

### **Student's Feelings when Reading Texts in English**

The answers provided by the students suggested that they mostly felt insecure when they read in English. They seemed to be more worried about the pronunciation of the words when they were reading in public. Grills-Taquechel, Fletcher, Vaughn, and Stuebing (2012) indicate that “children with anxiety concerns commonly experience comorbid social (e.g., peer rejection, school avoidance, social incompetence) and emotional (e.g., low self-worth, poor self-concept, depression) difficulties” (n. p). When a child experiences an embarrassing situation or does not feel comfortable in the classroom, this experience makes the learning process uneasy and affects the child's performance in class. The above is illustrated by some student participants as follows,

*“No sé, así como asustada que vaya a leer mal”* (Q3, S1)

*“Feliz porque estoy aprendiendo cómo pronunciar algunas palabras”* (Q3, S2)

*“Inseguro por si uno pronuncia mal una frase”* (Q3, S3)

*“Inseguro porque si te mandan a leer una historia y te equivocas pasas pena”*  
(Q3, S4)

### **Student's Feeling when Taking Reading Tests**

In this category students' perceptions show that most of them do not have positive feelings when they are answering the reading section of the mock test that they take periodically at school. These phenomena can be called student's test anxiety; where they do not feel secure. As a consequence of the above, a negative trait in their achievement and motivation is observed. The following is an example,

*“A veces a veces asustada porque vaya a marcar que depende de lo que estemos leyendo la pregunta entonces que no vaya entender alguna palabra y marque la respuesta que es ...entonces me siento insegura, asustada” (Q4, S1)*

*“Me siento insegura porque de pronto no comprendo bien el texto y de pronto me vayan a salir muchas malas” (Q4, S2)*

*“Yo me siento asustado porque si hay un cuento entonces si no se las palabras entonces me salen todo mal las preguntas del cuento” (Q4, S6)*

### **Student’s Knowledge about any Reading Strategy**

All the students were in agreement about not knowing any reading strategy. Yet, something peculiar about their negative answer is that when I explained the meaning of a strategy to them, they immediately started to share their “tricks” to answer the multiple choice reading comprehension questions about texts in reading tests. Some of them described how they look at the information in the questions and then they go to the reading and look for similar information. So, it can be concluded that they have already some knowledge about scanning even they did know its official name but according to the results obtained in the pre-test it was not been used properly.

### **Student’s Implementation of Reading Strategies**

In an empirical way, five of the students knew about strategies but they did not know the names of them.

*“Yo si tengo una estrategia que es primero leo el texto y después voy a la primera pregunta y según esa primera pregunta yo lo voy relacionando con lo del... alguna oración del texto y busco que lo más importante que son la acción, el nombre y a dónde está” (Q6, S5)*

## **Student's Desire to Learn a Reading Strategy**

“Hermosa (2002) implicitly defines reading motivation as the interest or desire to read for different reasons or purposes. She believes that positive reinforcement have favourable effects towards motivation in reading” (as cited in Meniado, 2016, p. 120). Strategy instruction in the EFL classroom may help enhance students' level of reading comprehension performance and reading motivation. According to the participants' points of view, it was useful to learn a reading strategy. They were aware of the benefits of the skills and they seemed to be highly interested in using it in their reading comprehension tests. The above is suggested in one of the interviews,

*“Si porque yo puedo comprender emm las pruebas, emm los exámenes y los talleres, y así puedo aprender más y...comprender más el texto” (Q7, S3)*

*“Si porque eso me puede ayudar a mejorar mis calificaciones y a comprender mejor” (Q7, S2)*

These are the categories for the second focus group interview: student's perception about the material used, student's perceptions about the information in the texts after the activities, student's feelings when reading in class, student's perception about their reading abilities before and after the intervention, student's feeling when taking the post-test, student's use of the selected reading strategy, and student's perception about the effectiveness of the selected strategy in reading comprehension. The second set of questions of the focus group interviews was:

1. ¿ Te gustaron las 10 actividades de comprensión de lectura? ¿Por qué?
2. ¿ Qué aprendiste de estas actividades de comprensión de lectura?

3. ¿Cómo te sentiste cuando leías los textos en inglés durante las 10 actividades realizadas en clase?
4. ¿Sentiste alguna diferencia entre cómo solías leer textos en inglés antes y después de las actividades?
5. ¿Como te sentiste cuando leías los textos en inglés Hansel y Gretel, the frog prince en el último simulacro de pruebas saber comparado con el primero que leímos que fue el de school boss and the boys?
6. ¿Utilizaste la estrategia scanning para responder las preguntas sobre los textos? Explica cómo la usaste ¿Cuáles fueron los pasos que seguiste para responder esas preguntas usando scanning?
7. ¿Crees que la estrategia scanning te ayudó a comprender el texto?

### **Student's Perception about the Material Used**

Students indicated that they liked the activities planned by the teacher in the scanning practice sessions. Moreover, the teacher carefully detected interesting topics for the readings so students were engaged with the activities.

*“Me encantaron porque fue divertido, umm [++] aprendí a leer mejor y usé bastante scanning” (Q1, S1)*

*“Bien porque aprendí muchas cosas (\*) palabras más difíciles y las entendí bien” (Q1, S4)*

*“Bien porque ahora sí podré leer en inglés” (Q1, S6)*

## **Student's Perceptions about the information in the texts after the Activities**

Students admitted that they learned many things from the texts; especially relevant details that helped them to remember and comprehend what the texts were about. Arias (2017) comments that “short stories are suitable for teaching a foreign language; however, teachers must choose appropriate material according to their students language ability. Otherwise, reading could be a very difficult task for them” (p. 107). Teachers are responsible for every aspect and stage related to the activity. Among their two activities are: planning and executing the task.

*“Muchas cosas como la vida de personas, cosas que pasó antes de que nosotros nacióramos, sobre animales...” (Q2, S1)*

*“Bien porque descubrí muchos temas por ejemplo de Fernando Botero, las cosas que pasaron antes de nosotros, eso...” (Q2, S2)*

*“Bien porque así aprendí en el texto aprendí más cultura y... y... sobre la vida de otras personas y deportes y esas cosas” (Q2, S6)*

## **Student's Feelings when Reading in Class**

The answers offered by the interviewees showed that the students now feel totally different compared to their feelings before the intervention.

*“- Bien porque aprendí la pronunciación de las palabras y usé scanning primero en el texto, o sea medio leía el texto y veía las preguntas. - ¿Pero cuando lo medio leías lo comprendías? Comprendías lo que estabas leyendo? (teacher) - Si, o sea los pedazos que leía eran los pedazos fundamentales del texto o sea de que se trataba el texto” (Q3, S5)*

*“Bien porque cuando me preguntaron algo sobre la lectura yo leí la historia y comprendí todas las preguntas” (Q3, S4)*

In conclusion, students feelings are directly related to their reading comprehension achievement, thus the learning process became easier thanks to the implementation of strategies that facilitated comprehension.

### **Student’s Perception about their Reading Abilities before and after the Intervention**

In this research study, students recognized that the use of scanning reading strategy helped them to understand specific details in the text. Students expressed that they could learn more things from the texts than they used to learn before.

*“(\*) yo... vi mucho cambio en mi porque... yo no sabía ni una palabra en inglés, no entendía la lectura y entonces con esta actividad, las 10 actividades, me relacioné bien con el scanning y todo eso [++] y pude aprender más y más y más” (Q4, S4)*

*“(\*) Si noté mucha diferencia porque yo antes no utilizaba la estrategia scanning y... mediante esta estrategia pude comprender mejor el texto” (Q4, S2)*

*“Pues... yo si he notado mucha diferencia porque antes no sabía leer textos ni responder ninguna pregunta” (Q4, S6)*

### **Student’s Feelings when Taking the Post-test**

Students obtained good results in the post-test they took. This test contained two different readings where they had to answer questions about specific information in the texts. They claimed to have used scanning reading strategy to find the information requested in the questions. Most of them felt good when they were taking the reading test. Only one student expressed her confusion due to since her lack of knowledge did not



allow her to feel secure about her answers. The following are some of the students' responses,

*“Bien porque ya sabíamos comprender la lectura y... utilizar el scanning para responder las preguntas” (Q5, S3)*

*“- Un poco confundida aunque me gustó mucho los temas de que se hablaron en el texto. - ¿Y por qué confundida? ¿Te sentiste confundida en el último simulacro de pruebas saber? (teacher) - Allí más o menos porque algunas palabras eran extrañas para mí” (Q5, S5)*

*“Bien porque desde la primera actividad yo no sabía nada y como ya había aprendido una estrategia y a comprender mejor el texto ya me sentía bien con el texto el último de Hansel y Gretel” (Q5, S2)*

*“Yo yo me sentí bien ahora si porque yo podría yo podi leer un texto y comprenderlo mejor” (Q5, S6)*

### **Student's Use of the Selected Reading Strategy**

Students understood that in the use of scanning reading strategy, they do not have to read every single word in the text. They can construct meaning from the relevant pieces of information captured by the human eye.

*“Uff demasiado use la estrategia scanning y el proceso fue que yo primero leía la pregunta y después la buscaba en el texto” (Q6, S1)*

*“(\*) Si la utilice mucho, mejor dicho la utilice en todos los textos, primero yo leía el texto, después veía la pregunta y si encontraba alguna palabra que estuviera del texto que estuviera en la pregunta así seguía y entendía mejor la pregunta” (Q6, S2)*

## **Student's Perception about the Effectiveness of the Selected Strategy in Reading Comprehension**

Students' perceptions in this category provide two different points of view. Most students agreed that the use of scanning strategy benefits reading comprehension and considered scanning as a positive thing for their learning process. On the other hand, only one student argued that scanning was only used to relate the information of the questions with the information in the text, but he/she did not understand the information on the texts.

*“Si, porque al yo usar scanning buscaba palabras, preguntas y así leía más el texto y cada vez que leía más el texto, entendía más el texto” (Q7, S1)*

*“Yo creo que no porque el scanning yo solamente lo usaba para buscar las preguntas” (Q7, S5)*

## **Tests**

Students took a pre-test and a post-test (See appendix C and D) where they had the opportunity to show how much they comprehended through answering a set of multiple-choice questions about specific facts found in the text. Similar tests were applied to the students before and after the intervention (10 scanning practice sessions) in order to demonstrate the effectiveness of the use of scanning reading strategy in the reading class. Even the results obtained in the pre-test were not the best. There was a notorious improvement in the scores obtained in the post-test.

Both tests were graded according to the numerical values presented in the scale implemented by the institution (See figure 3).

The institution agreed to establish the numerical ranks from 1 to 5 which are at the same time articulated with the national valuation according to the 1290decree. The description of the results is shown below (See tables 1 and 2):

| <b>Institutional Scale</b> |           |
|----------------------------|-----------|
| <b>Superior:</b>           | 4,6- 5,0  |
| <b>High:</b>               | 4,0 – 4,5 |
| <b>Basic:</b>              | 3,0 – 3,9 |
| <b>Low:</b>                | 1,0 – 2,9 |

**Figure 3.** Institutional Grading Scale

| <b>Student</b> | <b>Grade</b> | <b>Level</b> | <b>Correct Answers</b> | <b>Incorrect Answers</b> | <b>Percentage</b> |
|----------------|--------------|--------------|------------------------|--------------------------|-------------------|
| <b>S1</b>      | <b>3,0</b>   | <b>Basic</b> | <b>6</b>               | <b>4</b>                 | <b>60%</b>        |
| <b>S2</b>      | <b>2,5</b>   | <b>Low</b>   | <b>5</b>               | <b>5</b>                 | <b>50%</b>        |
| <b>S3</b>      | <b>2,0</b>   | <b>Low</b>   | <b>4</b>               | <b>6</b>                 | <b>40%</b>        |
| <b>S4</b>      | <b>3,0</b>   | <b>Basic</b> | <b>6</b>               | <b>4</b>                 | <b>60%</b>        |
| <b>S5</b>      | <b>2,5</b>   | <b>Low</b>   | <b>5</b>               | <b>5</b>                 | <b>50%</b>        |
| <b>S6</b>      | <b>2,5</b>   | <b>Low</b>   | <b>5</b>               | <b>5</b>                 | <b>50%</b>        |

**Table 1.** Pre-test scores.

| <b>Student</b> | <b>Grade</b> | <b>Level</b>    | <b>Correct<br/>Answers</b> | <b>Incorrect<br/>Answers</b> | <b>Percentage</b> |
|----------------|--------------|-----------------|----------------------------|------------------------------|-------------------|
| <b>S1</b>      | <b>4,3</b>   | <b>High</b>     | <b>7</b>                   | <b>1</b>                     | <b>87,5%</b>      |
| <b>S2</b>      | <b>5,0</b>   | <b>Superior</b> | <b>8</b>                   | <b>0</b>                     | <b>100%</b>       |
| <b>S3</b>      | <b>4,3</b>   | <b>High</b>     | <b>7</b>                   | <b>1</b>                     | <b>87,5%</b>      |
| <b>S4</b>      | <b>4,6</b>   | <b>High</b>     | <b>7</b>                   | <b>1</b>                     | <b>87,5%</b>      |
| <b>S5</b>      | <b>5,0</b>   | <b>Superior</b> | <b>8</b>                   | <b>0</b>                     | <b>100%</b>       |
| <b>S6</b>      | <b>5,0</b>   | <b>Superior</b> | <b>8</b>                   | <b>0</b>                     | <b>100%</b>       |

**Table 2.** Post-test Scores

Every test was scored taking into account the institutional scale to measure the effectiveness of scanning reading comprehension strategy in both mock tests. The above tables were divided into six columns: the first part the students, followed by the individual grade of each participant, next was the level of performance according to the institutional scale, then, the number of correct answers obtained by each individual. After that, the number of incorrect answers of each student, and finally, the percentage which exhibits the students' reading comprehension achievement.

Some conclusions can be drawn considering the information in table 1 (Pre-test scores) and table 2 (Post-test scores):

- In pre-test 4 of 6 students were in low level.
- In pre-tests 2 of 6 students were in basic level.

- In post-test 3 of 6 students reached high level.
- In port-test 3 of 6 students reached superior level.
- S3 obtained the lowest score (2.0) in the pre-test.
- S3 has a better performance in the post test. The student reached high level, which is a considerable increase compared to the pre-test score.
- Students 2, 3, 5 and 6 reached the low level of performance in the pre-test, but in the post-test they obtained high and superior levels.
- Students 1 and 4 reached the basic level of performance in the pre-test.
- Students 1 and 4 reached the high level of performance in the post-test.
- The percentage obtained in the pre-tests compared to the percentage in the post-test increased from 27, 5% up to 60% more.

The results obtained suggest that the explicit instruction, practice (10 scanning practice sessions) and application (post-test) of scanning reading strategy enhance reading comprehension achievement. A significant improvement in the selected group of six 5<sup>th</sup> grade students' performance is observed, from low scores in the diagnostic mock test to a completely different situation in students' academic performance in the post-test. It is clear that students' reading abilities and comprehension of texts underwent a huge change compared to their state at the beginning of the process.

The purpose of the tests was to establish a comparison between students' performance before and after the use of the selected reading strategy. According to the information shown in the following figures there is no doubt that the use of scanning fosters the development of reading comprehension among the participants.

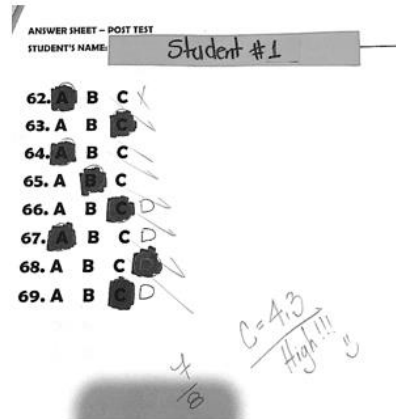
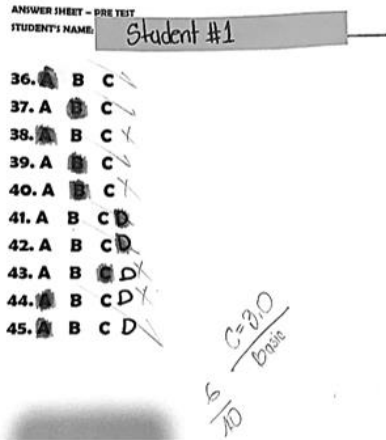


Figure 4. S1 results of pre-test and post-test.

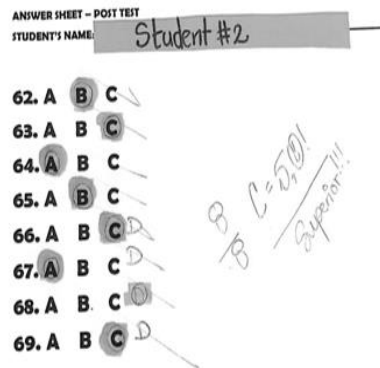
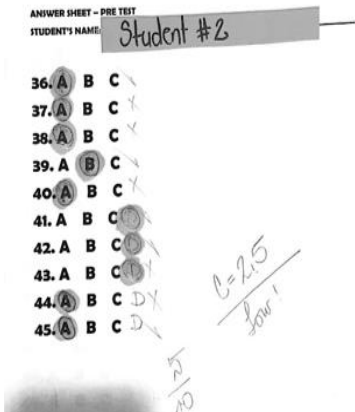


Figure 5. S2 results of pre-test and post-test.

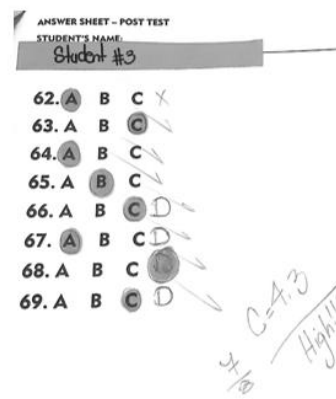
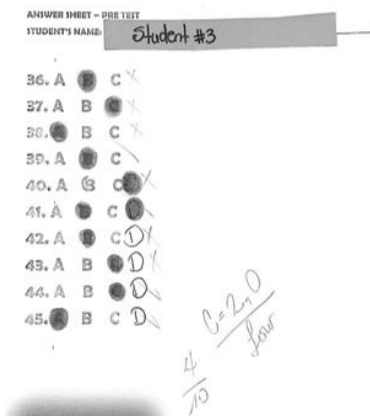


Figure 6. S3 results of pre-test and post-test.

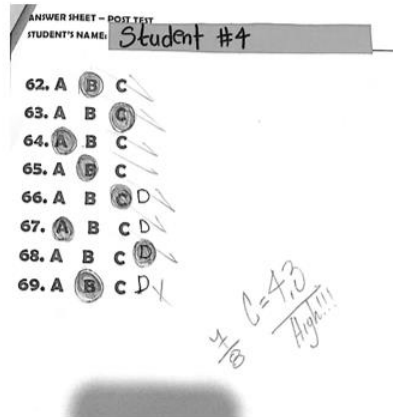
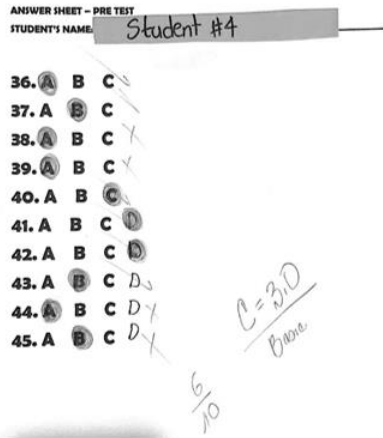


Figure 7. S4 results of pre-test and post-test.

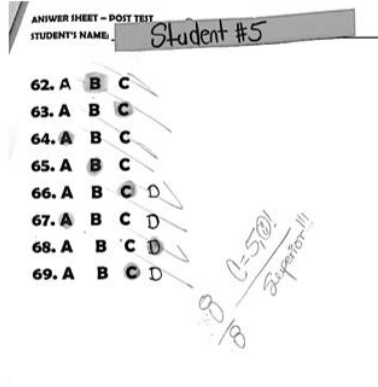
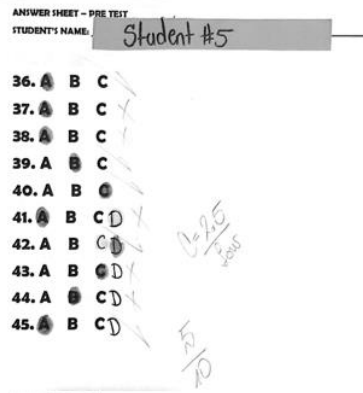


Figure 8. S5 results of pre-test and post-test.

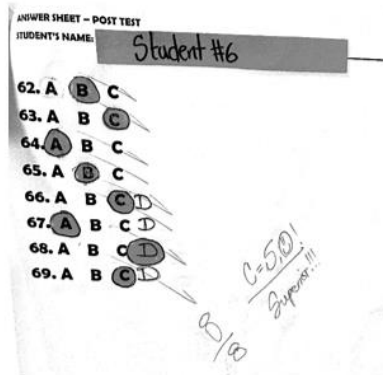
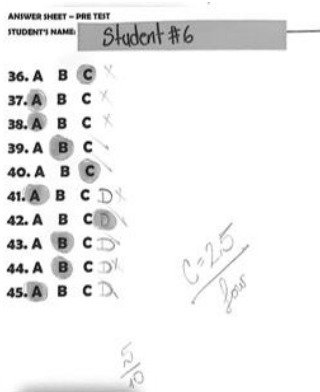


Figure 9. S6 results of pre-test and post-test.

A comparison between students' scores in the pre-test and post-test indicates there is a significant difference between students' two performance moments. In the pre-test, students only obtained low and basic level and none of them reached the superior level. On the other hand, the contrary happened in the post test where students reached high and superior levels after the implementation of the "scanning training program."

"If students are capable of comprehending what they are reading through a variety of strategies, they will create an interested and self-regulative attitude toward the path of academic achievement" (Karbalael, 2010, p. 52). If the teacher provides the learners with the tools to succeed in the reading class, this macro skill will gain great significance in the learning process of the students.

Having analyzed the results obtained in both tests, we notice that students are able to scan a text to "cover a great deal of material rapidly to locate a specific facet or piece of information" (Abdelrahman and Bsharah, 2014, p. 170) to answer multiple-choice comprehension questions related to that text. The effectiveness of scanning reading comprehension strategy among 5<sup>o</sup> grade students is evidenced through the modification that occurred in test results from low and basic level up to high and superior levels.

### **Student's Diary**

Karbalael (2010) states that "metacognition refers to the knowledge and control that we have over our cognitive process" (p. 52). A diary can be considered a tool of self-reflection that matches the previous concept since it helps students to think about what and how they have learned in the English class. The teacher then can handle this information for the benefit of all. On the one hand, diary contents can be used to learn



about the students' perceptions about the course and thus to fulfill student's needs. On the other hand, students' diaries may help instructors reflect about and to enhance their own teaching practice.

In qualitative research, this data collection technique is used to analyse students' statements about a certain issue. The job of the researcher is to provide an analysis without inferring in the ideas of others. According to Findlay et al. (2010) in qualitative descriptive analysis "the researcher seeks to describe events purely as de participant has reported they occurred" (p. 35). The researcher has to avoid incorporating his/her perception about the issue discussed which respects the validity of the information provided.

The purpose the student's diary is to evaluate students' perceptions about their reading abilities as well as the implementation of scanning reading strategy during the explicit teaching and practice sessions of the selected strategy. Meniado (2016) explains that "In the field of reading, metacognitive strategies are those activities that make students aware of their thinking as they do reading tasks" (p. 119). In this study, each student wrote a diary after every session. In their diaries, every learner answered three questions and reflected about their feelings and their use of scanning after the reading task planned for the class. In total they filled 10 formats of the diary, one per every activity.

Following are the different questions in the diary format, the main objective of each question, the transcriptions of some comments written by the students on their diaries, and the interpretation of the students' entries. The students were asked to write a small

personal comment about how they felt during the activity and about the use of scanning reading strategy to comprehend what they had been asked about the text.

- **Question one:** ¿Cómo te sentiste leyendo el texto?

***Question Main objective***

To gain understanding about student's feelings when reading a text in English.

***Diary comment #1***

*“Me sentí Bien y fue divertido porque me entretienen mucho los super heroes y esa actividad me encanto”*

***Diary comment #2***

*“bien, porque sé un poco de inglés y se me hizo fácil, además la estrategia scanning me ayudó”*

***Diary comment #3***

*“Me sentí muy bien, la historia es muy fascinante”*

***Diary comment #4***

*“Bien, porque adoro los perros y éste ha sido mi tema favorito de todo”*

***Diary comment #5***

*“Me sentí emocionada y Fue Bien saber mas sobre un gran artista Colombiano y también su historia de como empezó”*

### ***Interpretation of the Entries (Question #1)***

The above diary entries provide an overview of students' feelings about reading a text in the target language. With these statements: "Me sentí muy bien", "Bien", "fue divertido", and "Me sentí emocionada" students show that they have a positive feeling towards the exercise. The topics chosen by the designer of the activities attracted the attention of the students. The above circumstance finds support in the following quote,

"Children's motivation to read can be enhanced when interesting texts and materials are used in class" (Blay, Mercado & Villacorta, 2009, p. 19)

- **Question two:** Entendiste el texto?

#### ***Question Main objective***

To check if the student understands the text in each reading task.

#### ***Diary comment #1***

*"Si, lo entendí muy bien porque ya sabía la mayoría de esas palabras y sus significados"*

#### ***Diary comment #2***

*"si, porque yo tengo conocimiento ya que las palabras las hemos visto en clases"*

#### ***Diary comment #3***

*"si, scanning me ayudo a entenderlo"*

#### ***Diary comment #4***

*“si porque entender palabras en ingles se puede lograr estudiando”*

***Diary comment #5***

*“si, aunque algunas palabras no las conocía”*

***Interpretation of the Entries (Question #2)***

The previous answers for question number two describe whether or not students were able to understand the information of the texts. Most students answered that they were able to understand the text. The above mentioned comments led us to believe that students' knowledge of the target language obviously played an important role as well as the type of designed activities which were engaging to them. Guthie, Wigfield, Humenik, Perencevich, Taboada & Barbosa (2006) assert that “the effectiveness of reinforcing intrinsic motivation in the classroom through stimulating tasks promises greater success in reading” (As cited in Blay et al., 2009, p. 8). With this statement it can be assumed that students' prior knowledge and the relevance of the topics in the readings, helped to make comprehension easier for them.

- **Question three:** Usaste la estrategia de lectura “SCANNING” para entender y responder las preguntas sobre el texto?

***Question Main objective***

To determine how the use of scanning reading strategy helps students to comprehend the questions about certain facts in a text.

***Diary comment #1***

*“si, es mas fácil con esa estrategia y también es mas rápido”*

***Diary comment #2***

*“si, me facilitó responder, además sé inglés y me lo facilitó más”*

***Diary comment #3***

*“si y la necesité mucho mas que en otros textos anteriores porque lo que decía era mucho más complejo”*

***Diary comment #4***

*“si, porque la estrategia no es difícil de usar y es práctica”*

***Diary comment #5***

*“si, la necesité para analizar y responder cada pregunta de la actividad”*

***Interpretation of the Entries (Question #3)***

Students implemented scanning reading strategy in each of the activities. In one of the statements, a student expressed that the selected strategy reduced the time that s/he used to read and answer the questions related to the text: *“es más rápido”*. This corroborates the idea of Maxwell (1972) “Scanning is a high speed search for the answer to a specific question or the location of a specific fact” (p. 48).

In the entry: *“si y la necesite mucho más que en otros textos anteriores porque lo que decía era mucho mas complejo”*, the student recognizes how important the use of the scanning strategy was in that reading that was more challenging compared to the others. Karbalael (2010) indicates that “A strategy is an individual’s comprehension approach to a task; it includes how a person thinks and acts when

planning and evaluating his or her study behaviour” (p. 53). The students admitted that the use of scanning was necessary to complete the task. This made the student think about the learning process that was taking place inside his/her head.

Taking into account the data obtained from different data collection techniques, it is clear that students are able to use a reading strategy to improve comprehension. As a teacher, I consider necessary to implement and teach reading strategies, so students can be aware of how they learn and see their progress in their reading ability. The scores obtained in both tests (pre-test and post-test), showed the effectiveness of scanning reading strategy to develop comprehension, students passed from low and basic level up to high and superior level scores in the institutional scale. Thus, their perception was exposed in the interviews and newspapers where the same conclusion was confirmed “Student’s performance in reading comprehension activities had a significant and positive change”.

## CHAPTER 5 CONCLUSION

This study offers some suggestions to teachers about the use of scanning strategy to enhance comprehension in the reading classroom. As a notorious conclusion, it has been proved that there is a strong relationship between the explicit teaching of scanning reading strategy and students' comprehension of written texts. This main conclusion was drawn from the students' performance in the tests, students' focus group interviews, and students' diaries. From the analysis of the data collected it is concluded that:

- Before the researcher's intervention, students did not use any reading strategy properly.
- Students who have used scanning reading strategy correctly could understand information in a written text.
- Students as they went further in the process, became more aware of how they learned.
- Students reading abilities improved significantly.

The conclusions will be presented in accordance with the research's general objective: "to identify the relationship between the explicit teaching of scanning reading strategy and the development of students' reading comprehension", it is possible to conclude through the tools used to collect the data that scanning is a useful strategy to be developed among students to promote reading comprehension. Moreover, during the implementation of the scanning training sessions (10 activities), as well as, in the post-test, the use of this speed reading strategy dramatically improved the students'

performance, which motivated them to read more. Students with low and basic levels of performance obtained in the pre-test, changed to high and superior levels, supporting the idea that the implementation of scanning reading strategy facilitates comprehension.

In relation to the specific objective presented in the research: “to describe students’ perceptions about their reading abilities”, it was revealed through the information gathered in the focus group interviews and the student’s diaries that students perceived that the use of scanning helped them to understand important facts about the different texts they went through in the whole process of implementation and the final evaluation. On that account, their perceptions towards reading skill completely changed. The students expressed having felt more secure at the moment of answering reading comprehension questions about specific facts in an exercise. The opposite happened before the researcher’s intervention. For all the reasons previously mentioned, I conclude that the use of scanning made easier the learning and comprehension process.

For me as a teacher and a researcher, the implementation of scanning strategy in a reading classroom represents great advantages for foreign language learners: (1) students development of that specific reading strategy and at the same time they are becoming autonomous learners, (2) reading becomes an enjoyable activity, (3) reduction of failures in student’s performance during a reading comprehension activity or a test, and (4) the use of the selected strategy is beneficial to gain confidence in reading in English.

Finally, regarding the applicability of this study, from a pedagogical point of view, this study serves as a guide of how to implement scanning reading strategy for other teachers and learners who may be interested in knowing about the positive impact that this have in the student’s reading process and learning of English as a foreign language.



The teacher teaches the strategy, monitors and guides learners using compelling texts which make the English classes more attractive. In a reading classroom students who are introduced to reading strategies also develop self-confidence since they are explicitly aware of scanning reading strategy that could help them to understand and have a good performance which results appealing to the apprentice.

### **Limitations of the study**

- First, the age of the learners can represent a constraint to use scanning reading strategy to comprehend specific information in a text. A very young learner in the first years of primary school (1<sup>o</sup> and 2<sup>o</sup> grades approximately) probably does not have sufficient background knowledge, capacity to go through a text looking for certain information needed to answer questions related to that text and to be concentrated enough. The type of exposure to reading skill at that age is based on simple easy to read short texts.
- Second, the time it took to finish this study in a public school, might be a problem due to the fact that the time set in the weekly schedule for the English class would not be enough to carry out this research project and deal with the normal classes at the same time.
- Third, students who have not been exposed to sufficient reading sessions and/or reading comprehension exercises or tests in their English class might find difficult to cope with the set of activities scheduled for the development of the project.
- Another limitation of this study is student's lack of interest in reading in a foreign language. Some learners find difficult to read in English but worse they seem not to be attracted to reading in their mother tongue either.

## **Pedagogical Implications**

Various implications can be drawn from this research study:

- First, it is paramount to make sure that English teachers are knowledgeable of reading strategies so they can teach and enhance students' comprehension of this macro skill.
- Second, is the creation of a reading comprehension strategy program due to students' comments about how much they read in the English class (which is not sufficient) in the focus group interviews.
- Third, teachers will be responsible for students' training about the use of scanning reading comprehension strategy and other strategies in the English class, as well as their engagement and use of the skills which had not been really explored in the classroom.
- Fourth, to extend this program to other primary grades (3° and 4° grades), so the rest of the community can enjoy the benefits of implementing strategies in their foreign language process.

## **Personal Reflection**

The role of the teacher in strategy instruction is vital. The teacher is responsible for planning, explaining, practicing, and implementing a reading strategy that generates positives outcomes for the subjects' learning process; specifically reading comprehension achievement. Additionally, it can be assumed that students become aware of their own process which makes them more implicated in the action of learning.

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## Student's Focus Group



### Introducción:

Buenos días, bienvenidos! Gracias por hacer parte de este grupo focal. Esta discusión tiene como objetivo conocer lo que ustedes piensan, cuáles son sus creencias, y/o actitudes hacia la lectura en Ingles y el uso de una estrategia de lectura. Por ser estudiantes del grado 5\_\_ han sido escogidos como representantes del curso para participar en este dialogo. Sus sinceras y honestas respuestas me servirán para recoger la información. Es muy importante que entiendan que esto no es una evaluación y en esta actividad no hay respuestas buenas o malas. Siéntase libres de expresar sus opiniones respecto a lo que piensen sobre cada pregunta.

### Preguntas:

1. ¿Cómo te sientes cuando lees en inglés?
2. ¿Cómo te sientes cuando lees los textos en inglés de los simulacros de prueba saber que se hacen en el colegio?
3. ¿Conoces alguna estrategia de lectura?
4. ¿Cuándo lees en inglés utilizas alguna estrategia?
5. ¿Te gustaría aprender alguna estrategia que te ayude a leer y comprender mejor un texto?

## **Student's Focus Group**



### **Introducción:**

Buenos días, bienvenidos! Gracias nuevamente por hacer parte de este grupo focal. Esta segunda discusión tiene como objetivo conocer en este punto después de las 10 actividades de comprensión de lectura que realizaron durante las clases, lo que ustedes piensan, cuáles son sus creencias, y/o actitudes hacia la lectura en a Ingles y el uso de la estrategia de lectura scanning para responder a preguntas relacionadas con los textos. Sus sinceras y honestas respuestas me servirán para recoger la información. Es muy importante que entiendan que esto no es una evaluación y en esta actividad no hay respuestas buenas o malas. Siéntase libres de expresar sus opiniones respecto a lo que piensen sobre cada pregunta.

### **Preguntas:**

- 1. ¿Te gustaron las 10 actividades de comprensión de lectura realizadas en la clase de inglés? Porque?**
- 2. ¿Que aprendiste de estas actividades de comprensión de lectura?**
- 3. ¿Cómo te sentiste cuando leías los textos en inglés durante las 10 actividades realizadas en clase?**
- 4. ¿Cómo te sentiste cuando leías los textos en inglés (HANSEL Y GRETEL/THE FROG PRINCE) en el último simulacro de prueba saber?**
- 5. ¿Utilizaste la estrategia scanning para responder las preguntas sobre los textos?**
- 6. ¿crees que la estrategia de lectura scanning te ayudo a comprender el texto?**

Appendix C Pre-test



En el siguiente cuadro encontrarás las pruebas que vas a resolver, el número de preguntas y el tiempo disponible para contestarlas. ➔

# GRADO 5<sup>o</sup>

## 3<sup>er</sup> PERIODO

### EVALUACIÓN DE SEGUIMIENTO ACADÉMICO INSTITUCIONAL

| Materia             | No. de preguntas | Tiempo            |
|---------------------|------------------|-------------------|
| Matemáticas         | 15               | 40 min            |
| Ciencias Naturales  | 15               | 35 min            |
| Inglés              | 15               | 35 min            |
| Lenguaje            | 15               | 40 min            |
| Ciencias Sociales   | 15               | 35 min            |
| Ética               | 9                | 15 min            |
| Tecnología          | 9                | 15 min            |
| Educación Física    | 9                | 15 min            |
| Educación Religiosa | 9                | 15 min            |
| Artística           | 9                | 15 min            |
| <b>Total</b>        | <b>120</b>       | <b>4 h 20 min</b> |



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PREGUNTAS DE SELECCIÓN MÚLTIPLE CON ÚNICA RESPUESTA (TIPO I):



Las preguntas de este tipo constan de un enunciado y de cuatro posibilidades de respuesta, entre las cuales debes escoger la que consideres correcta.

Ejemplo

De las siguientes letras una no es vocal

|      |                                  |
|------|----------------------------------|
| A. e | <input type="radio"/>            |
| B. o | <input type="radio"/>            |
| C. i | <input type="radio"/>            |
| D. k | <input checked="" type="radio"/> |

La respuesta correcta es la D y así deberás marcarla en tu hoja de respuesta.

RECICLA  
RECUPERA  
REUTILIZA

**CONTINÚE ABAJO**



COMPRESIÓN DE TEXTOS

EN LAS PREGUNTAS 41 A 45, RESPONDE A, B, C o D LA QUE CONSIDERES CORRECTA



A SCHOOL DAY

School starts at 8:00 in the morning. His mom woke him up at 6:30. He yawned and got out of bed. He got dressed. He ate breakfast. He ate a bowl of cereal for breakfast. His favorite cereal was Cheerios. He also ate a banana. Bananas are yellow outside and white inside. He drank a glass of orange juice. Oranges are orange outside and orange inside. He ate a piece of toast with butter on it. Brown toast, yellow butter. He drank a glass of milk. Then he brushed his teeth. He kissed his mom goodbye. He walked outside to the school bus stop. It was two blocks away. He met his friend Bobby. They talked while they waited for the bus. The bus arrived. He said hello to the bus driver. He and Bobby sat together on the bus. They talked about baseball. The bus ride took 20 minutes. They got to school at 7:30. The bus driver said, "Have fun in school." They always did.

- |                                |   |  |
|--------------------------------|---|--|
| 41. What time he woke up?      | A. At 8:00 am.                          | B. In 20 minutes.                        |
|                                | C. At 7:30 am.                          | D. At 6:30 am.                           |
| 42. What he ate for breakfast? | A. Candies, water and ice cream.        | B. Apples, coffee and eggs.              |
|                                | C. Milkshake, grapes and bacon.         | D. Cheerios, bananas and milk.           |
| 43. After breakfast he:        | A. Brushed his hair and kissed his mom. | B. Brushed his teeth and kissed his mom. |
|                                | C. Talked about baseball.               | D. Talked about breakfast.               |
| 44. Who sat together?          | A. The bus driver and Billy.            | B. Bobby and Billy.                      |
|                                | C. He and his friend Bobby.             | D. He and the bus driver.                |
| 45. How long was the ride?     | A. 20 minutes                           | B. 15 minutes.                           |
|                                | C. 625 seconds.                         | D. 4 hours                               |





Appendix D Post-test

**GRADO 5°**

**SESIÓN 1**

**EVALUACIÓN DE SEGUIMIENTO ACADÉMICO INSTITUCIONAL**

**PERIODO FINAL**

En el siguiente cuadro encontrarás las pruebas que vas a resolver, el número de preguntas y el tiempo disponible para contestarlas.

| Materia            | No. de preguntas | Tiempo            |
|--------------------|------------------|-------------------|
| Matemáticas        | 24               | 60 min            |
| Ciencias Naturales | 24               | 60 min            |
| Inglés             | 24               | 60 min            |
| Tecnología         | 20               | 45 min            |
| Educación Física   | 20               | 45 min            |
| <b>Total</b>       | <b>112</b>       | <b>4 h 30 min</b> |

**PREGUNTAS DE SELECCIÓN MÚLTIPLE CON ÚNICA RESPUESTA (TIPO I):**  
Las preguntas de este tipo constan de un enunciado y de cuatro posibilidades de respuesta, entre las cuales debes escoger la que consideres correcta.

**Ejemplo**

De los siguientes, es un ser vivo

- A.  una linterna.
- B.  un muñeco.
- C.  una vela.
- D.  un pez.

La respuesta correcta es la D y así deberás marcarla en tu hoja de respuesta.

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PARTE 5  
COMPRENSIÓN DE TEXTOS

LEA EL TEXTO Y SELECCIONE LA RESPUESTA CORRECTA PARA CADA PREGUNTA.  
EN LAS PREGUNTAS 62 A 65 MARQUE A, B o C EN SU HOJA DE RESPUESTA

HANSEL AND GRETEL



A poor woodcutter and his wife had two children named Hansel and Gretel. Their mother died when they were young. Hansel and Gretel were very sad. Soon their father remarried but their stepmother was very cruel. One day, she took the children deep into the forest and left them there. Clever Hansel had some breadcrumbs in his pocket and had dropped them on the way so that they could find their way back home. Alas! The birds ate all the crumbs and they couldn't find the path that led back home.

Hansel and Gretel went deeper and deeper into the forest. They were hungry and tired. Finally, after walking for a long time, they saw a cottage made of chocolate, candies, and cake. "Look, Hansel! A chocolate brick!" shouted

Gretel in delight and both ate it hungrily.

Now, a wicked witch lived there. When she saw Hansel and Gretel, she wanted to eat them. She grabbed the children and locked them in a cage. The witch decided to make a soup out of Hansel and eat him first. She began boiling a huge pot of water for the soup. Just then, Gretel crept out of her cage. She gave the wicked witch a mighty push from behind and the witch fell into the boiling water. She howled in pain and died instantly. Hansel and Gretel found treasure lying around the cottage. They carried it home with them. Their stepmother had died and their father welcomed them back with tears of joy. They never went hungry again!

62. How many brothers are in the history story?
- A. Two.  
B. One.  
C. Hansel and Gretel.
63. What did the kids find in the forest?
- A. A stepmother.  
B. More woods.  
C. A candy house.
64. Who lived in the candy house?
- A. A witch.  
B. Hansel and Gretel.  
C. A poor woodcutter and his wife.
65. What happened with the witch?
- A. She found a treasure.  
B. She fell into the boiling water.  
C. She ate the kids.

**PARTE 6**  
**COMPRESIÓN DE TEXTOS**

**LEA EL TEXTO Y SELECCIONE LA RESPUESTA CORRECTA PARA CADA PREGUNTA.  
EN LAS PREGUNTAS 66 A 69 MARQUE A, B, C o D EN SU HOJA DE RESPUESTA**

**THE FROG PRINCE**



Once upon a time, there lived a beautiful princess who had a golden ball. One day, while playing in the garden, the ball fell into a pond. She was very upset and did not know what to do. While she sat there crying helplessly, a frog hopped out of the pond and asked, "Why are you crying, little princess?" She told him about her golden ball. The ugly frog said, "I can help you get your ball but what will you give me in return?" "I will give you anything you want!" promised the princess. The frog immediately dived into the water and fetched the ball for her. The princess was very happy. The frog reminded her, "Remember that you promised me anything. Well, I want to be your friend, eat from your plate, and sleep in your palace!" The princess hated the idea but she agreed and ran back to the palace.

The next morning, the princess found the frog waiting for her. He said, "I have come to live in your palace." Hearing this, the princess ran to her father, crying. When the kind king heard about the promise, he told her,



"A promise is a promise and you must keep your word. You must let the frog stay here." The princess was very angry but she had no choice and let the frog stay. He ate from her plate during dinner and asked the princess to take him to her bed at night. The princess picked him up angrily and threw him to the floor.

In a flash, the frog turned into a handsome prince! He told the princess that he had actually been under the spell of a wicked witch. The princess fell in love with the prince. They were married and lived happily ever after.

*Copiado de: <http://shortstoriesshort.com/story/the-frog-prince/>*

**66.** Where did the ball fall down?

- A. To the floor.
- B. To the roof.
- C. Into a pond.
- D. Into the pool.

**67.** Who asked "Why are you crying, little princess?"

- A. The frog.
- B. The lady.
- C. The king.
- D. A friend.

**68.** What did the frog want?



- A. To live with the king.
- B. A new golden ball.
- C. To dance in the garden.
- D. Be the princess's friend.

**69.** The frog became?

- A. Another animal.
- B. An ugly witch.
- C. A gorgeous prince.
- D. A frog again.

Appendix E Student's Diary Format

**MY READING DIARY /Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_ **Activity#:** \_\_\_\_\_



1. ¿Cómo te sentiste leyendo el texto?

2. ¿Entendiste el texto?

3. ¿Usaste la estrategia de lectura **“SCANNING”** para entender y responder las preguntas sobre el texto?

# Appendix F Practice Activities (Scanning Reading Strategy)

## ACTIVITY #1

### READING ACTIVITY #1

#### READING STRATEGY: SCANNING

#### WARM UP

1. Watch the video:  
<https://www.youtube.com/watch?v=PLEKXZRGHNS>
2. Class discussion:
  - a. Do you like super heroes of the video?
  - b. What is your favorite super hero from the video?
  - c. Do you like a different hero who is not in the video? Which one?

#### PRE-READING

3. Observe the illustrations. Which hero each symbol represent?



4. Look at underlined words in the text. Do you know these words? If not, try guess their meanings in the **Vocabulary Power Point Presentation**.



**Batman, the Knight of the Dark**

Batman is a superhero who protects his identity under the name of Bruce Wayne. Bruce was the son of Thomas Wayne and his wife Martha Wayne. When he was a little child, Bruce accidentally fell in a cage full of bats. Since that day and for a very long time, Bruce had scary visions of a large bat. At the age of ten, a criminal killed his parents and he swore his vengeance on the criminal world.

When Bruce was eighteen, he graduated from school, left the United States and travelled around the world. He also studied various martial arts in Far East schools. Ten years later, he returned to Gotham City and began his mission of fighting criminals. However, on day he got seriously injured, and while he was bleeding, he realized he had to find a way to make criminals fear him. It was then he had the idea of becoming "batman". He created his operations center underground in his mansion and designed his costume.

During the following couple of years, Batman fought deadly criminals: The Joker, the mysterious Catwoman, the Penguin, Riddler, the Scarecrow and Poison Ivy. But he also met Robin, his loyal partner. Both started working with more heroes to prevent crime in Gotham city.

#### WHILE-READING

5. Scan the text and answer the questions according to the reading.

1. What is Batman's real identity?
  - a. Thomas Wayne
  - b. Bruce Dark
  - c. Martha Wayne
  - d. Bruce Wayne
2. Why was he scared of bats?
  - a. Because, he fell in a cage full of bats
  - b. Because, bats are his favorite animal
  - c. Because, bats had scary visions
  - d. Because, are criminals
3. What happened to his parents?
  - a. A large bat
  - b. A school friend
  - c. A criminal
  - d. Catwoman
4. What did Bruce Wayne do after he graduated from high school?
  - a. He went to university
  - b. He left east schools
  - c. He left United Union
  - d. He traveled around the world
5. Who were the criminals that Batman fought?
  - a. The Joker and Robin
  - b. The Penguin and Scary
  - c. The Penguin and Catwoman
  - d. Poison Ivy and Gotham
6. Who was Batman's loyal partner?
  - a. Catwoman
  - b. Poison Ivy
  - c. Robin
  - d. Riddler

#### AFTER-READING

6. Number the pictures (1-4) according to the way the events are presented in the reading. Retell Batman's biography using the pictures.



# ACTIVITY #2

## READING ACTIVITY #2

READING STRATEGY: SCANNING

### WARM UP

1. What do you know about the ancient empires? Let's watch the video and learn about THE ANCIENT ROME : <https://www.youtube.com/watch?v=D-Vmb3pEEFAA>

### PRE-READING

2. Look at underlined words in the text. Do you know these words? If not, try guess their meanings in the [Vocabulary Power Point Presentation](#).

### Kingdoms and Empires

#### Roman Architecture



Thousands of years ago, Romans brought many ideas to architecture, for example: carved rocks and the use of cement and concrete. Although the first people who made cement were the Greeks, it became popular in the Roman Empire. One of the most remarkable Roman structures of the epoch was the Parthenon.

#### Egyptian Writing



Long, long ago, Toth, the god of writing and knowledge, brought the gift of the 'god's words' to the land. That sacred script was the means to record the words of the pharaohs, gods and goddesses. The first examples of writing in Egypt appeared around 340 BC. The most famous of all ancient Egyptian scripts is the demonic. However, throughout thousands of years, they developed other scripts. Egyptians used hieroglyphics mainly for formal inscriptions on the temples and tombs.

#### Greek Games



Among the most important aspects the human race inherited from the Greek civilization are the Olympic Games. They used to be called the Pythian Games. Did you know they started many years ago? The first Olympic Games took place in Olympia around 750 BC. No one knows why the games started; there are a few myths explaining their origin. These games were open to all cities and any free man could participate.

### WHILE-READING

3. Scan the text and answer the questions according to the reading.

1. When did the Romans develop the ideas about architecture?

\_\_\_\_\_

2. Which was the most famous ancient script?

\_\_\_\_\_

3. Where did the Egyptian make their inscriptions?

\_\_\_\_\_

4. Where did the first Olympic Games take place?

\_\_\_\_\_

5. When did the first Olympic Games take place?

\_\_\_\_\_

6. What did the human race inherited from Greek civilization?

\_\_\_\_\_

### AFTER READING

4. Draw one of the characteristics of each empire:

| Roman Empire | Egyptian Empire | Greek Empire |
|--------------|-----------------|--------------|
|              |                 |              |

# ACTIVITY #3

## READING ACTIVITY #3

### READING STRATEGY: SCANNING

#### WARM UP

1. What is a gladiator? What did they do? Let's watch the video to find out:

<https://www.youtube.com/watch?v=WotYwC8MvU8>

#### PRE-READING

2. Look at undefined words in the text. Do you know these words? If not, try guess their meanings in the **Vocabulary Power Point Presentation**.

|           |           |              |           |       |        |
|-----------|-----------|--------------|-----------|-------|--------|
| 3. Label. | Arm armor | Belted tunic | Leg armor | Sword | Shield |
|-----------|-----------|--------------|-----------|-------|--------|



A Gladiator's Life



Gladiators were prisoners or slaves in the Roman Empire who had to fight each other against professional fighters or against animals. They usually fought to the death. Before fighting they marched around the arena to ~~look~~ the emperor and his guests. To make the competition interesting, each gladiator used a different ~~weapon~~, the most common being ~~swords and daggers~~. Gladiators wore arm and leg ~~armor~~ below their knees and elbows and carried shields. They wore belted tunics. Some gladiators fought on horseback or chariots. The combatants who fell to the ground used to ask for mercy. The spectators showed their decision if they wounded gladiator should live or die by ~~booming of cheering~~. The emperor was the one who showed thumbs up or thumbs down. The thumbs down sign meant death to the losing gladiator. Successful gladiators became heroes. Some were even set free.

The biggest arena in the city of Rome was the Coliseum. It could seat up to 50,000 people. One of the most famous gladiators of the epoch was Spartacus. He was slave of the Romans around the year 73 BC. Spartacus was trained in the Thracian gladiator style. About 90,000 runaway slaves followed him. They formed a powerful army and rebelled against the Roman Empire. Many legions persecuted Spartacus and his men, but his army managed to succeed several times. However, by the year 71 BC, he was killed and his followers were crucified.

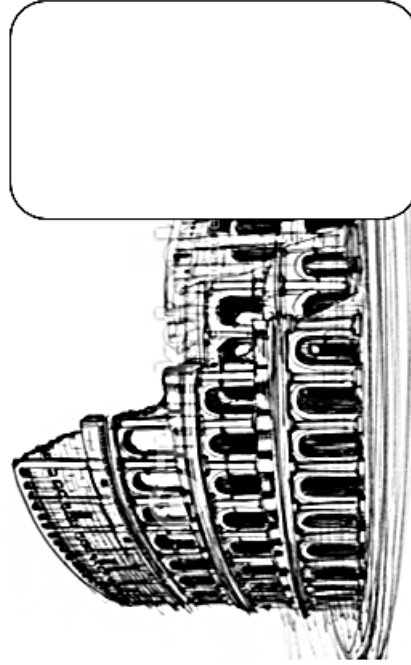
#### WHILE-READING

4. Scan the text and answer the questions according to the reading.

1. Who were the gladiators?
  - a. Animals
  - b. Professional prisoners
  - c. Prisoner or slaves
  - d. Rich fighters
2. What were the most common weapons used by gladiators?
  - a. Swords and daggers
  - b. Dangers and arms
  - c. Shields and weapons
  - d. Daggers and words
3. How did the gladiator protect their bodies when they fought?
  - a. Wearing a school uniform
  - b. Wearing armors
  - c. Wearing helmets and sandals
  - d. Wearing shield and chariots
4. Who decided whether the gladiator had to die or could be free?
  - a. Emperor
  - b. Gladiators
  - c. Combatants
  - d. Spectators
5. Where did they used to fight?
  - a. In their houses
  - b. In the Coliseum
  - c. In the palace
  - d. In the animals' cage
6. Who was the most famous gladiator?
  - a. The emperor
  - b. Thracian
  - c. Romans
  - d. Spartacus

#### AFTER READING

5. If you were a gladiator. How would you look like? Draw yourself as a gladiator of the Ancient Rome.





# ACTIVITY #4

## READING ACTIVITY #4

READING STRATEGY: SCANNING

### WARM UP

1. What is your favorite tourist site in Latin America? Why do you like it?
2. Let's watch this video and learn about a wonderful tourist place in Latin America:  
<https://www.youtube.com/watch?v=bq0F0ZQU6Ys>
3. Did you know about this place before?

### PRE-READING

4. Look at underlined words in the text. Do you know these words? If not, try guess their meanings in the [Vocabulary Power Point Presentation](#).

#### Your Next Vacation Destiny

Among all the beauty and variety that Latin America offers to the tourist, there are three places that they should not miss: The Mayan ruins in Yucatán, México, the Lost City in the Tayrona Park in Colombia, and the Galapagos Islands in Ecuador.

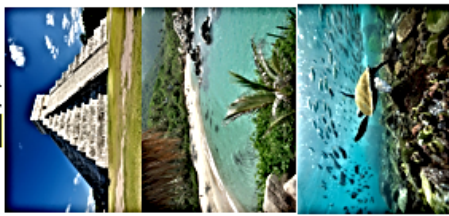
The Mayan ruins are located on the Yucatán Peninsula, México. Although [archaeologists](#) have not excavated all these [ruins](#) yet, tourist can enjoy visits to the places, observatories, temple-pyramids and ceremonial sites.

I've swum and cooled off on their beaches and I've seen archeological attractions like [temples](#) and pyramids. And since the government has restored most of Chichen Itza, there are restaurants, museums and [stores](#). I've bought lots of [souvenirs](#)!

This wonderful place is the Lost City in the Tayrona Park, Colombia. It is set of ruins located in a rainforest at 3000 feet above the sea level. There are only two ways into this city—one is a helicopter, but it's [expensive](#), and the other is a 5 day trek through the jungles and [slopes](#) of the Sierra Nevada de Santa Marta. We've done the trek! We've crossed rivers, eaten bananas from the tree, swum in natural pools, slept in [hammocks](#) and shared with the descendants of the Tayrona people, [the Kogi](#). It has been the best trip ever!

The Galapagos Islands in Ecuador are composed of 13 greater islands, 6 smaller islands and 42 islets. [Puerto Ayora](#), on the island of Santa Cruz, is the city with the highest tourist activity. The Galapagos is a special and fascinating place for science, tourism and photography. I came her with my brother. He is a scientist. He say that Galapagos' rich [marine life](#) makes it incomparable!

We've taken photographs, practiced [snorkelling](#) and [dive](#) a lot. The CEDAM and Rorale's [Scuba Diving](#) magazine have declared the Galapagos one of the seven underwater wonders of the world and number one diving destiny in the world.



### WHILE-READING

5. Scan the text and answer the questions according to the reading.

1. Where are the Mayan ruins located?
  - a. Guatemala
  - b. Mexico
  - c. Ecuador
  - d. Colombia
2. What can you find in the Mayan Ruins?
  - a. Temples and churches
  - b. Temples and pyramids
  - c. Malls and restaurants
  - d. Pyramids and a zoo
3. The Tayrona Park is located \_\_\_\_\_ above the sea level.
  - a. 0300
  - b. 300
  - c. 3000
  - d. 0003
4. How are the Tayrona people called?
  - a. Aztecs
  - b. Itzas
  - c. Hammocks
  - d. Kogis
5. How many great islands compose the Galapagos?
  - a. 6
  - b. 113
  - c. 42
  - d. 13
6. Galapagos is one of the \_\_\_\_\_ underwater wonders of the world.
  - a. Seventy
  - b. Sven
  - c. Seven
  - d. Seventeen

### AFTER READING

6. Complete the chart.

| PLACE                | KINDS OF ACTIVITIES YOU CAN DO THERE |
|----------------------|--------------------------------------|
| Mayan Ruins          |                                      |
| The Lost City        |                                      |
| The Galapagos Island |                                      |

# ACTIVITY #5

## READING ACTIVITY #5

### READING STRATEGY: SCANNING

#### WARM UP

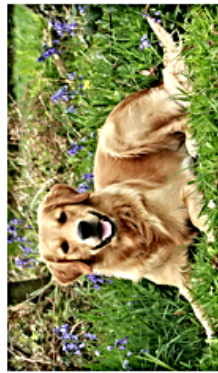
1. Do you like dogs?
2. Do you have dog? What's his/her name?
3. What do you know about golden retrievers?
4. Let's watch this video to know more characteristics of these dogs:

<https://www.youtube.com/watch?v=M7Z0Vr0pM0>

#### PRE-READING

5. Look at underlined words in the text. Do you know these words? If not, try guess their meanings in the **Vocabulary Power Point Presentation**.

### Three Times lost, Three Times Found



Gary is Golden retriever that is very mischievous. He is always messing around and giving Johnny, his owner, a hard time. Johnny has lost Gary on three different occasions. The first time happened when Gary was puppy. By mistake, he went into the drawer of Johnny's night table and stayed there until Johnny found him. The second time, Gary was already a grown up dog. They were taking a walk in the park when, all of a sudden, Johnny couldn't see Gary. After hours of looking for him, he found his pet biting a bone under some bushes. And the last time was very recent. Last week, while Johnny and his mother were at the shopping mall, they lost Gary. They had to go back home without their pet. Fortunately, that afternoon an man brought Gary to Johnny's house. They all were very happy. Johnny and Gary are very lucky. Johnny has lost Gary three times, and three times he has found him.

#### WHILE-READING

6. Scan the text and answer the questions according to the reading.

1. What did Johnny use to lose?  
\_\_\_\_\_
2. Who is Gary?  
\_\_\_\_\_
3. How did Gary get lost the first time?  
\_\_\_\_\_
4. How did Gary get lost the second time?  
\_\_\_\_\_
5. How did Gary get lost the last time?  
\_\_\_\_\_
6. How was Gary returned to Johnny?  
\_\_\_\_\_

#### AFTER READING

Apply the survey to a friend using the items in the chart and report.

| QUESTION   | NEVER | ONCE | TWICE | 3 TIMES OR MORE |
|--|-------|------|-------|-----------------|
| a. Have you ever seen a Golden Retriever?        |       |      |       |                 |
| b. Have you ever lost something important?       |       |      |       |                 |
| c. Have you ever had a strange pet?              |       |      |       |                 |
| d. Have you ever taken a dog to a park?          |       |      |       |                 |
| e. Have you ever taken a dog to a shopping mall? |       |      |       |                 |

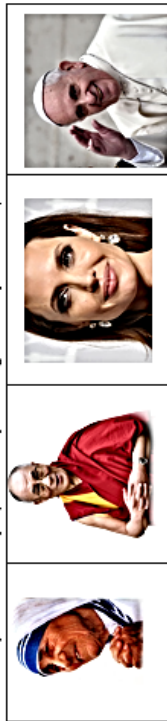
# ACTIVITY #6

## READING ACTIVITY #6

### READING STRATEGY: SCANNING

#### WARM UP

1. What can we do to help people in need?
2. Let's watch this video to learn about helping others!  
[https://www.youtube.com/results?search\\_query=helping-others](https://www.youtube.com/results?search_query=helping-others)
3. Do you know these people? What special things have they done to help others?



#### PRE-READING

4. Look at underlined words in the text. Do you know these words? If not, try guess their meanings in the **Vocabulary Power Point Presentation**.

### Two Teenagers that Amaze—Part I

Many young people around the world are concerned about others. They volunteer to help in different activities to support those who are in need. Sasha Bowers from Columbus, Ohio. This teenager have engaged in programs that any adult would admire.

Fourteen-year-old Sasha Bowers, from Ohio, is a girl who, in spite of being a homeless person, decided to make the life of other homeless children a little bit happier. Since she had the experience of living in a homeless shelter, she felt there should be fun activities for those children to participate in.

So, she developed a summer-long program of weekly activities for more than 250 homeless children in their area. She had to look for donations at different organizations, promote her program through interviews in different media, recruit other volunteers and manage to get supplies and transportation for her summer program. The activities programmed took place every Monday during the journeys called "learning day" at the park for the homeless children. They included gardening, fishing, educational tours, environmental readings and wild life lectures. At the end of the summer there was a great party for the kids.



#### WHILE-READING

5. Scan the text and answer the questions according to the reading.
  1. Where is Sasha from?
    - a. Ohio
    - b. Ohio
    - c. Ohio
    - d. Ohio
  2. How many homeless children did Sasha help?
    - a. 25
    - b. 205
    - c. 250
    - d. 225
  3. What did Sasha do to organize the camping summer program?
    - a. She called the police
    - b. She looked for famous people
    - c. She collected money
    - d. She managed to get supplies and transportation
  4. What type of activities do the children do at the campsite?
    - a. Fishing
    - b. Swimming
    - c. Cooking
    - d. Running
  5. What happened at the end of the summer?
    - a. They had a big meeting
    - b. They had wild life lectures
    - c. They had a great party
    - d. They had a horse riding day

#### AFTER-READING

6. Complete the following chart about a good person who has done something valuable in our community.

| Name | Age | Occupation | People he/she helped | Activities he/she has done |
|------|-----|------------|----------------------|----------------------------|
|      |     |            |                      |                            |

# ACTIVITY #7

## READING ACTIVITY #7

### READING STRATEGY: SCANNING

#### WARM UP

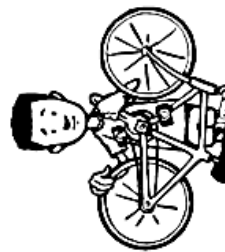
1. Have you helped someone? What did you do?
2. Do you consider that making others happy is important? Why?
3. What is to be a volunteer? Comment the pictures.



#### PRE-READING

4. Look at underlined words in the text. Do you know these words? If not, try guess their meanings in the **Vocabulary Power Point Presentation**.

### Two Teenagers that Amaze – Part II



Many young people around the world are concerned about others. They volunteer to help in different activities to support those who are in need. Clayton Lillard from San Antonio Texas is one of them. This teenager have engaged in programs that any adult would admire.

Clayton Lillard, a 14-year-old boy, from Texas, decided to collect and repair used bicycles and donate them to the children who have a parent in prison. The idea first came when he saw how two of his neighbors were throwing away their bicycles which we in perfect condition. He thought of repairing them and giving them to those kids whose parents could never give this kind of present to their children. Clayton had to ask his local radio station to announce that he was looking for used bicycles. He received many more bicycles than he had expected. With the help of his friends, he managed to repair 100 bicycles the first year. Clayton also got donations helmets, locks and other accessories to go with the fixed bikes. The following two years they repaired and donated 300 bicycles. The children who received the bicycles think that they are a present from their parents in prison. This is what Clayton wants them to believe. This is what gives him the most happiness.

#### WHILE-READING

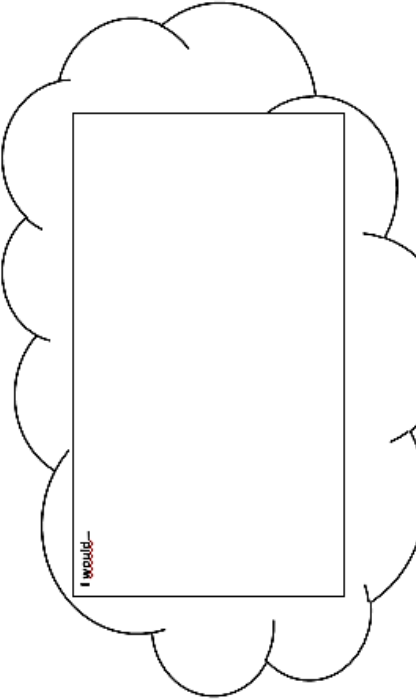
5. Scan the text and answer the questions according to the reading.

1. Where is Clayton from?
  - a. San Bernardo, Texas
  - b. San Antonio, Texas
  - c. San Agustín, Texas
  - d. San Anthony, Texas
2. What did Clayton decide to do to make others happy?
  - a. Go to Texas
  - b. Buy new bicycles
  - c. Collect used bicycles
  - d. Throw away bicycles
3. Why did he decide to do that?
  - a. Because, he saw how two neighbors were throwing away their bicycles in perfect condition
  - b. Because, he saw how two neighbors bought bicycles in perfect condition
  - c. Because, he saw how two neighbors wanted to make children happy
  - d. Because, he saw how two neighbors repaired two bicycles in perfect condition
4. How many bicycles did he repaired the first year?
  - a. 130
  - b. 300
  - c. 330
  - d. 100
5. What did the children think the bicycles came from?
  - a. From Santa Claus
  - b. From their parents
  - c. From Clayton
  - d. From people of The radio

#### AFTER-READING

What about you? If you were Clayton...

What would you do to make children whose parents are in prison happy? Draw your idea!





# ACTIVITY #9

## READING ACTIVITY #9

### READING STRATEGY: SCANNING

#### WARM UP

- Have you ever seen any of the Spiderman movie? Let's see this amazing movie trailer to find out what amazing things can Spiderman do.  
<https://www.youtube.com/watch?v=FN3yavbNz5>
- What amazing things can Spiderman do?

#### PRE-READING

- Look at underlined words in the text. Do you know these words? If not, try guess their meanings in the **Vocabulary Power Point Presentation**.



## Spiderman

Picture retrieved from:  
<http://www.linio.com.pe/Spiderman--Manta-Polar-152517.html>

Peter Parker was born on 1962 at "The Comics." He lost his parents when he was a young boy. Since that day on he went to live with Aunt May and Uncle Ben in Queens, New York, where he lived the normal life of a college student. When he was attending a science demonstration, a radioactive spider bit him and his life changed forever. He developed spider-like abilities such as being able to cling to any surface and the spider sense of danger. He became Spiderman.

One day, a burglar killed Uncle Ben, so Peter swore to devote his life to fighting crime dressed in a spider-like fitting costume. Aunt May did her best to continue educating Peter. He started to work for the *Daily Bugle* as photographer under J. Jonah Jameson's orders. At the same time, Mary Jane Watson, the girl next door, caught Peter's heart, but he was going out with his school pal and college roommate, Harry Osborn.

On the other side of the town, Harry's father, Norman Osborn, a powerful businessman, experienced some changes after an experiment went wrong and blew up in his face. His intelligence and his strength increased, but at the cost of his sanity. He became the Green Goblin, Spiderman's enemy. The Green Goblin soon put Spiderman's abilities to test.

#### WHILE-READING

- Scan the text and answer the questions according to the reading.

- When was Peter Parker born?
  - 1662
  - 1992
  - 1962
  - 1692
- Where did Peter live?
  - College
  - New York
  - His parents' house
  - Queens and Kings, New York
- What happened to Norman Osborn?
  - He was intelligent
  - An experiment blew up his face
  - He was Harry's father
  - He became Spiderman's friend
- When was Peter Parker born?
  - A radioactive spider bit him
  - A radioactive spider spit him
  - A radioactive spider made webs
  - A radioactive spider
- Where did Peter work?
  - Daily photographer
  - Daily mail
  - Daily Bugle
  - Daily Bubble

#### AFTER-READING

Do you remember these names: Peter Parker, Mary Jane Watson, Uncle Ben, Aunt Mary? Who are they?

Find the words in the word puzzle:

WORD PUZZLE

K A T V U J R A O S L N D I T R  
 O R U E I T H A R R Y O S B O R N  
 E M N W N L A B E C I O S A T I  
 M P O O T N L M L T K P K G W L  
 N A R M O M C A O O Y R C E N U B  
 S D R E H P A R G O T O H P N O O  
 B A B V O E O Y R H O C O C L N G  
 A I N E E C A J N S B S L D S R N  
 G L Y D T L N A M - R E D I P S E  
 W Y R O M L S N I B B N P K B R E  
 E B P R N A P E T E R P A R K E R  
 N U L E R G N W N W S C O O A G G  
 S G J J O N A H J A M E S O N N  
 T L F L A S H T H O M P S O N E A  
 A E O O O R S R H T N N J N V P  
 C A O S A K R O Y W E N G N E A R  
 Y H Y V A B R N I L B O G B O H I  
 O M O H N N R A U A J R N O E T U

AVENGERS  
 DAILY BUGLE  
 DOCTOR OCTOPUS  
 FLASH THOMPSON  
 GREEN GOBLIN  
 HARRY OSBORN  
 J. JONAH JAMESON  
 MARY JANE WATSON  
 NEW YORK  
 PETER PARKER  
 PHOTOGRAPHER

# ACTIVITY #10

## READING ACTIVITY #10

### READING STRATEGY: SCANNING

#### WARM UP

- How much do you know about Fernando Botero?
  - Where is he from?
  - What does he do?
  - Let's watch the following video to see his famous pieces of art: <https://www.youtube.com/watch?v=z2bnfawGydlU>

#### PRE-READING

- Look at underlined words in the text. Do you know these words? If not, try guess their meanings in the **Vocabulary Power Point Presentation**.

### Fernando Botero



Fernando Botero is one of the most celebrated contemporary Latin American artists. He was born on April 19<sup>th</sup>, 1932, in Medellín, Colombia. This figurative painter and sculptor began painting as a teenager. In 1960, he went to New York where he developed his well-known style: the drawing of round and corpulent human and animal figures. In his art works, he used flat, bright colors and bulky forms that reflect the influence of Latin American folk art. In 1973 he moved to Paris and began creating round sculptures. Although the world today lives an epoch that admires slenderness, Botero created an art of corpulence. His artistic work was strongly influenced by the colourful folk art of his homeland and by painter such as Velazquez, Goya, and Diego Rivera.

His particular style is sometimes cheerful and sometimes satirical. His work usually includes individual and family portraits, nudes, bullfighting scenes, still lifes and equestrian figures. In the late 1990's, his work changed as he developed a series of painting and drawings that showed periods of kidnappings, massacres and torture that his country went through.

He staged successful outdoor exhibitions of his monumental bronze figures around the world by the end of the 20<sup>th</sup> century.

#### WHILE-READING

- Scan the text and answer the questions according to the reading.

#### 1- When was Egozago Botero born?

- On April 19<sup>th</sup>, 1933
- On April 19<sup>th</sup>, 1942
- On April 18<sup>th</sup>, 1923
- On April 19<sup>th</sup>, 1932

#### 2- What happened in 1960?

- He went to Medellín
- He went to New York
- He went to Colombia
- He went to Latin America

#### 3- In his art work he uses?

- Reflection humans and animals
- Folk forms
- Bright colors
- Teenager paintings

#### 4- He was influenced by:

- Velazquez, Gonzalez, and Diego Rivera
- Velazquez, Goya, and Diego Rivera
- Velazquez, Egoz, and Diego Rivera
- Velazquez, Gonzalez, and Alfredo Rivera

#### 5- By the end of the 20<sup>th</sup> century he...

- Staged monumental bronze figures
- Painted and drew monumental bronze figures
- Staged outdoor paintings and drawings
- Staged monumental portraits around the world

#### AFTER-READING

Make your own "Botero Style" drawing:



Photo: <https://www.gettyimages.com/photos/fernando-botero>

|   |  |
|---|--|
| <p><b>Appendix G Sample of Focus Group Interview #1</b><br/> <b>Transcription Format</b></p> <p><b>Date: September 28 2015</b><br/> <b>Time: 7:16 a.m.</b><br/> <b>Where: 5° Grade Room</b><br/> <b>Interviewer: Jessica Gonzalez</b><br/> <b>Interviwees: 5° Graders Focus Group</b></p>   | <p><b>Conventions:</b><br/> (*) Hesitation<br/> ... Pause<br/> [...] Silent<br/> [++] Laughter</p> |
| <p><b>Buenos días, bienvenidos! Gracias por hacer parte de este grupo focal. Esta discusión tiene como objetivo conocer lo que ustedes piensan, cuáles son sus creencias, y/o actitudes hacia la lectura en Ingles y el uso de una estrategia de lectura. Por ser estudiantes del grado 5B han sido escogidos como representantes del curso para participar en este dialogo. Sus sinceras y honestas respuestas me servirán para recoger la información. Es muy importante que entiendan que esto no es una evaluación y en esta actividad no hay respuestas buenas o malas. Siéntase libres de expresar sus opiniones respecto a lo que piensen sobre cada pregunta.</b></p> <p><b>Preguntas:</b></p> <ol style="list-style-type: none"> <li><b>8. Te gusta leer texto en inglés?</b></li> <li><b>9. Con que frecuencia lees textos en inglés?</b></li> <li><b>10. Cómo te sientes cuando lees en inglés?</b></li> <li><b>11. Cómo te sientes cuando lees los textos en ingles de los simulacros de prueba saber que se hacen en el colegio?</b></li> <li><b>12. Conoces alguna estrategia de lectura?</b></li> <li><b>13. Cuando lees en ingles utilizas alguna estrategia?</b></li> <li><b>14. Te gustaría aprender alna estrategia que te ayude a leer y a comprender mejor un texto?</b></li> </ol> <p><b>Esas son las preguntas, ahora vamos a ir una por una y vamos escuchando las respuestas que ustedes me van a dar.</b></p> <p><b>Primera pregunta:</b></p> <p><b>1- ¿Te gusta leer textos en inglés?</b></p> |  |
| <p><b>Student 1-</b> A veces porque a veces porque me suena bueno el tema, me...es bacano [++] el tema que estemos dando en inglés.</p> <p><b>Student 2-</b> Si me gusta porque puedo aprender.</p> <p><b>Student 3-</b> Me gusta porque puede aprender uno frases que uno no conoce todavía.</p> <p><b>Student 4-</b> Si porque me gusta leer en inglés.</p> <p><b>Student 5-</b> A mi me parece que si, porque así aprendo nuevas cosas en ingles y las que no se, bueno ahí voy.</p>   |  |



|  |
|--|
| <b>Student 6-</b> A mi si porque a mi a uno le emociona aprender algo nuevo.   |
| <b>2- ¿Con qué frecuencia lees textos en inglés?</b>   |
| <b>Student 1-</b> Cuando la profesora nos manda por ejemplo en el student's book a leer, cuando hacemos simulacros, cuando hacemos exámenes.<br><b>Student 2-</b> ... Por ejemplo cuando la miss nos manda a leer en el libro o ...  |
| <b>¿Cada cuanto lees en el libro? ¿Todos los días? ¿Textos?</b>  |
| <b>Student 3-</b> (*) Leemos muy poco porque hacemos muchas actividades en el libro.<br><b>Student 4-</b> Cuando la miss nos pone a leer una historia en el libro o resolver una actividad.  |
| <b>¿Cada cuanto lees esa historia? ¿Todos los días?</b>  |
| <b>Student 4-</b> No, a veces.<br><b>Student 5-</b> Yo los leo a veces y a veces en mi casa los leo par a aprender cómo son las pronunciaciones.<br><b>Student 6-</b> Yo leo cada mes [++].  |
| <b>¿Cada mes? Ok</b>   |
| <b>3-¿Cómo te sientes cuando lees en inglés?</b>   |
| <b>Student 1-</b> que aprendo más.   |
| <b>¿Se sienten de alguna manera seguros o inseguros?</b>   |
| <b>Student 1-</b> No [++], a veces inseguro.   |
| <b>El sentimiento ¿cómo se sienten?</b>  |
| <b>Student 1-</b> No sé, así como asustada que vaya a leer mal.<br><b>Student 2-</b> Feliz porque estoy aprendiendo cómo pronunciar algunas palabras.<br><b>Student 3-</b> Inseguro por si uno pronuncia ma luna frase.<br><b>Student 4-</b> Inseguro porque si te mandan a leer una historia y te equivocas pasas pena.<br><b>Student 5-</b> Yo me siento al mismo tiempo insegura y segura porque de un lado está la pronunciación buena que es cincuenta y cincuenta, y la y está la mala y entonces yo no sé cuál es la correcta.<br><b>Student 6-</b> Yo siento (*) me siento inseguro porque estoy aprendiendo en inglés a pronunciar y en vez estoy aprendiendo inglés. |
|  |

|  |
|--|
| <p><b>¿Se preocupan más por la pronunciación o qué tal sobre la comprensión de ese texto?<br/>¿Qué opinan sobre eso?</b></p>   |
| <p><b>Student 5-</b> (*) yo sobre la comprensión del texto porque o sea uno no se puede saber una palabra pero es es más difícil que no se sepa el texto completo.</p>   |
| <p><b>¿Alguien más tiene un comentario sobre la comprensión del texto? Ok</b></p>  |
| <p>[...]</p>   |
| <p><b>Pasamos a la siguiente pregunta:</b></p> <p><b>4-¿Cómo te sientes cuando lees los textos en inglés de los simulacros de prueba saber que se hacen en el colegio?</b></p>   |
| <p><b>Student 1-</b> A veces a veces asustada porque vaya a marcar que depende de lo que estemos leyendo la pregunta entonces que no vaya entender alguna palabra y marque la respuesta que es ... entonces me siento insegura, asustada.<br/> <b>Student 2-</b> Me siento insegura porque de pronto no comprendo bien el texto y de pronto me vaya a salir muchas malas.<br/> <b>Student 3-</b> Me siento bien porque comprendo el texto sin unas palabras extrañas y... y... las preguntas algunas pueden salir buenas o malas.<br/> <b>Student 4-</b> Me siento insegura porque... yo estoy leyendo el texto y si me equivoco no entiendo la palabra (*) respondo la respuesta mala.<br/> <b>Student 5-</b> ¿me puede repetir la pregunta otra vez?</p> |
| <p><b>¿Cómo te sientes cuando lees los textos en inglés de los simulacros de prueba saber que se hacen en el colegio? En la sección de lectura</b></p>   |
| <p><b>Student 5-</b> Yo me siento bien, pero no es que sea la más creída así que “ay yo me se en inglés todas las palabras”, no, que yo a veces también me siento insegura porque algunas palabras yo no las entiendo y esas mismas palabras están en las preguntas.<br/> <b>Student 6-</b> Yo me siento asustado porque si si hay un cuento entonces si no se las palabras entonces me salen todo mal las preguntas del cuento.</p>   |
| <p><b>5-¿conoces alguna estrategia de lectura?</b></p> <p><b>¿Sabén lo que es una estrategia?</b></p> <p><b>6-¿cuando lees en inglés utilizas alguna estructura?</b></p>   |
| <p><b>Student 1-</b> No [++]</p>   |
| <p><b>Algún mecanismo que utilicemos para emm en este caso en la lectura para comprender mejor un texto, por ejemplo: cuando me decían , emm a veces veo palabras en la pregunta</b></p>   |

que están en el texto , eso es una estrategia, mirar que me están preguntando para yo ir al texto y buscar las palabras que se parezcan a la pregunta, y relacionarlas, eso es una estrategia que yo puedo usar , otra estrategia, (\*) puedo mirar la primera emm la primera parte del texto y puedo deducir de que se va a tratar, porque en la primera parte suelen poner siempre la idea general de que se va a tratar el texto. Entonces una estrategia es el mecanismo que tú usas para en lectura para comprender mejor un texto, de pronto ustedes tengan algún, tomémoslo como truquito, el truquito para yo encontrar la respuestas, entonces piensen si conoces alguna estrategia de lectura.

**Student 1-** Si, que por ejemplo que yo leo primero la pregunta antes de leer el texto y veo que me preguntan y voy al texto y busco lo que me están preguntando para resolver.

**Student 2-** (\*) Leo primero, si, leo primero el texto y si algunas palabras salen en el texto voy buscando si están.

**Student 3-** Yo no tengo (\*) una estrategia.

**¿Entonces cómo haces para leer y después para responder las preguntas?**

**Student 3-** (\*) Yo hago primero leer todo y después hago las preguntas

**Student 4-** Si porque en el texto yo, por ejemplo una historia, yo la leo y me y me preguntan así, y hay una palabra en el texto que está en la pregunta, buscó en el texto y veo de que se trata.

**Ok gracias**

**Student 5-** Yo si tengo una estrategia que es primero leo el texto y después voy a la primera pregunta y según esa primera pregunta yo lo voy relacionando con lo del ... alguna oración del texto y busco que lo más importante que son la acción, el nombre y a donde está.

**Student 6-** Si, yo tengo una estrategia que yo busco las preguntas y relacionó con el texto y el párrafo del texto y lo busco y ahí respondo la pregunta.

**Bueno, las respuestas que ustedes me acaban de dar también ayudaron de alguna forma a responder la siguiente pregunta que es ¿ cuando lees en inglés utilizas alguna estrategia? Porque la # 5 era ¿conoces alguna estrategia? Me dijeron algunos que sí, me dijeron algunos que no, y que hacían. Entonces si alguien tiene algún comentario, que quiera hacer sobre (\*) si utilizas alguna estrategia, algo que quiera complementar. No? Bueno , entonces pasamos a la séptima y última pregunta**

**7- ¿te gustaría aprender alguna estrategia que te ayude a leer y comprender mejor un texto?**

**Student 5-** Yo sí porque así me iría mejor en las pruebas y así podría saber lo que me están diciendo en el texto en vez de apenas leerlo así porque me toca.

**Student 6-** Yo si... pues si... si yo conociera una estrategia la usaría porque yo yo aprendo más con esa estrategia.

**Student 4-** Si porque (\*) si me enseñan puedo mejorar en inglés, emm que las pruebas me salgan bien.

**Student 3-** Si porque yo puedo comprender emm las pruebas, emm los exámenes y los talleres, y así puedo aprender más y...comprender más el texto.

**Student 2-** Si porque eso me puede ayudar a mejorar mis calificaciones y a comprender mejor.

**Student 1-** Me gustaría prender otra... otra forma para leer el texto otro... otros trucos para poder ser buena en inglés.

**Listo chicos, gracias por participar y regalarme sus opiniones.**

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| <p><b>Appendix H Sample of Focus Group Interview #2<br/>Transcription Format</b></p> <p><b>Date:</b> Noviembre 10 2015<br/> <b>Time:</b> 9:42 a.m.<br/> <b>Where:</b> 5° Grade Room<br/> <b>Interviewer:</b> Jessica Gonzalez<br/> <b>Interviwees:</b> 5° Graders Focus Group</p>   | <p><b>Conventions:</b><br/> (*) Hesitation<br/> ... Pause<br/> [...] Silent<br/> [++] Laughter</p> |
| <p><b>Buenos días, bienvenidos! Gracias nuevamente por hacer parte de este grupo focal. Esta segunda discusión tiene como objetivo conocer en este punto después de las 10 actividades de comprensión de lectura que realizaron durante las clases, lo que ustedes piensan, cuáles son sus creencias, y/o actitudes hacia la lectura en a Ingles y el uso de la estrategia de lectura scanning para responder a preguntas relacionadas con los textos. Sus sinceras y honestas respuestas me servirán para recoger la información. Es muy importante que entiendan que esto no es una evaluación y en esta actividad no hay respuestas buenas o malas. Siéntase libres de expresar sus opiniones respecto a lo que piensen sobre cada pregunta. Les voy a leer las preguntas para que se vayan haciendo una idea de lo que van a responderme:</b></p> <ol style="list-style-type: none"> <li>8. ¿ Te gustaron las 10 actividades de comprensión de lectura? ¿Por qué?</li> <li>9. ¿ Que aprendiste de estas actividades de comprensión de lectura?</li> <li>10. ¿ Como te sentiste cuando leías los textos en inglés durante las 10 actividades realizadas en clase?</li> <li>11. ¿Sentiste alguna diferencia entre cómo solías leer textos en inglés antes y después de las actividades?</li> <li>12. ¿Como te sentiste cuando leías los textos en inglés Hansel y Gretel, the frog prince en el último simulacro de pruebas saber comparado con el primero que leímos que fue el de school boss and the boys?</li> <li>13. ¿Utilizaste la estrategia scanning para responder las preguntas sobre los textos? Explica cómo la usaste ¿Cuáles fueron los pasos que seguiste para responder esas preguntas usando scanning?</li> <li>14. ¿Crees que la estrategia scanning te ayudo a comprender el texto?</li> </ol> <p><b>Bueno vamos a la prime pregunta:</b></p> <p>1- ¿ Te gustaron las 10 actividades de comprensión de lectura? ¿y por qué?</p> |  |
| <p><b>Student 1-</b> Me encantaron porque fue divertido, umm [++] aprendí a leer mejor y use bastante scanning.</p> <p><b>Student 3-</b> Bien porque aprendí nuevos temas y use el scanning.</p> <p><b>Student 5-</b> Bien porque así aprendo a comprender mejor los textos con la estrategia scanning</p> <p><b>Student 4-</b> Bien porque aprendí muchas cosas (*) palabras más difíciles y las entendí bien</p> <p><b>Student 2-</b> Bien porque aprendí una nueva estrategia que era el scanning</p> <p><b>Student 6-</b> Bien porque ahora sí podré leer en inglés</p>   |  |

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| <p><b>2- ¿ Que aprendiste de estas actividades de comprensión de lectura?</b></p>   |
| <p><b>Student 1-</b> Muchas cosas como la vida de personas, cosas que pasó antes de que nosotros naciéramos, sobre animales...</p> <p><b>Student 3-</b> Otros temas que no hemos visto antes (*) y...</p>   |
| <p><b>¿Qué tipo de temas?</b></p>   |
| <p><b>Student 3-</b> (*) Como qué pasó en la arquitectura de antes, (*) Fernando Botero y.... ya</p> <p><b>Student 5-</b> Bien porque descubrí que si tengo la capacidad para aprender nuevas palabras en los textos de inglés.</p> <p><b>Student 4-</b> Bien porque emmm entendí la lectura con la scanning y... muy bien</p> <p><b>Student 2-</b> Bien porque descubrí muchos temas por ejemplo de Fernando Botero, las cosas que pasaron antes de nosotros, eso...</p> <p><b>Student 6-</b> Bien porque así aprendí en el texto aprendí más cultura y... y... sobre la vida de otras personas y deportes y esas cosas.</p> |
| <p><b>3- ¿ Como te sentiste cuando leías los textos en inglés durante las 10 actividades realizadas en clase?</b></p>   |
| <p><b>Student 1-</b> Bien porque usaba scanning, me divertía y aprendía muchos temas que no sabía que existían.</p> <p><b>Student 3-</b> Bien porque estaba pronunciando bien emmm aprendí emm palabras y use scanning para responder las preguntas.</p> <p><b>Student 5-</b> Bien porque aprendí la pronunciación de las palabras y use scanning primero en el texto, o sea medio leí el texto y veía las preguntas.</p>   |
| <p><b>¿Pero cuando lo medio leías lo comprendía? Comprendías lo que estabas leyendo?</b></p>  |
| <p><b>Student 5-</b> Si, o sea los pedazos que leía eran los pedazos fundamentales del texto o sea de que se trataba el texto.</p> <p><b>Student 4-</b> Bien porque cuando me preguntaron algo sobre la lectura yo leí la historia y comprendí todas las preguntas.</p> <p><b>Student 2-</b> Bien porque estaba utilizando la estrategia scanning y habían muchas actividades que mediante las actividades aprendíamos la pronunciación, (*) muchos temas.</p>  |
| <p><b>¿Y comprendías?</b></p>   |
| <p><b>Student 2-</b> Si.</p> <p><b>Student 6-</b> (*) Bien porque ahora sí puedo yo yo [++], entendí más palabras y ahora sí puedo hacer un classwork de leer textos y así.</p>   |
| <p><b>4- ¿Sentiste alguna diferencia entre cómo solías leer textos en inglés antes y después de las actividades?</b></p>  |
| <p><b>Student 1-</b> Demasiado, sentí el cambio porque yo antes no sabía tanto leer en inglés, pero ahora sé leer mucho mucho mucho mucho más en ingles.</p> <p><b>Student 3-</b> Bien porque emm antes no sabía pronunciar y ahora sé comprender el texto y leerlo bien.</p>   |

**Student 5-** Si he notado mucha diferencia porque yo antes leía el texto pero no sabía (\*) pronunciar las palabras o que eran y ahora ya entendí que cómo es ese proceso.

**Pero el proceso de la pronunciación es diferente al proceso de la comprensión**

**Student 5-** O sea el de la comprensión y el de la pronunciación lo fui aprendiendo a medida que hice los textos

**Student 4-** (\*) yo... vi mucho cambio en mi porque... yo no sabía ni una palabra en inglés, no entendía la lectura y entonces con esta actividad, las 10 actividades, me relacione bien con el scanning y todo eso [++] y pude aprender más y más y más.

**Student 2-** (\*) Si noté mucha diferencia porque yo antes no utilizaba la estrategia scanning y... mediante está estrategia pude comprender mejor el texto

**Student 6-** Pues... yo si he notado mucha diferencia porque antes no sabía leer textos ni responder ninguna pregunta

**Ok, esta pregunta 5 se parece un poco a la anterior:**

**5- ¿Como te sentiste cuando leías los textos en inglés Hansel y Gretel, the frog prince en el último simulacro de pruebas saber comparado con el primero que hicimos el pre-test, como se sintieron en el post-test?**

**Student 1-** Bien porque el tema era el mismo pero era divertido en clase estábamos con nuestros compañeros y con la profesora.

**Student 3-** Bien porque ya sabíamos comprender la lectura y... utilizar el scanning para responder las preguntas.

**Student 5-** Un poco confundida aunque me gustó mucho los temas de que se hablaron en el texto.

**¿Y por qué confundida? ¿Te sentiste confundida en el último simulacro de pruebas saber?**

**Student 5-** Allí más o menos porque algunas palabras eran extrañas para mí.

**Student 4-** Bien porque yo... sentí felicidad cuando vi ese taller para mejorar mi pronunciación de letras, de palabras en inglés.

**Y la comprensión?**

**Student 4-** La comprensión yo la entendí perfecta y pude hacerlo bien.

**Student 2-** Bien porque desde la primera actividad yo no sabía nada y como ya había aprendido una estrategia y a comprender mejor el texto ya me sentía bien con el texto el último de Hansel y Gretel.

**Student 6-** Yo yo me sentí bien ahora si porque yo podría yo podi leer un texto y comprenderlo mejor.

**Comparado cómo lo hacías antes**

**Student 6-** Ujummm

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| <p><b>6- ¿Utilizaste la estrategia scanning para responder a las preguntas sobre los textos? Quiero que me expliquen cómo usaron la estrategia scanning, el proceso</b></p> <p><b>Student 1-</b> Uff demasiado use la estrategia scanning y el proceso fue que yo primero leía la pregunta y después la buscaba en el texto.</p>  |
| <p><b>Pero igual ¿entendías o no entendías de qué se trataba esa parte?</b></p>   |
| <p><b>Student 1-</b> Bastante entendía yo el texto.<br/> <b>Student 3-</b> Primero comprendía el texto, después miraba la pregunta y después otra vez buscaba en el texto y después comparaba con las preguntas para ver si salían bien.<br/> <b>Student 5-</b> Yo primero leí las preguntas y después fui analizando en que parte estaban las respuestas, pero después leía el texto completo.<br/> <b>Student 4-</b> Yo use la scanning. Primero leí el texto, después, después las preguntas me confundían un tanto y cuando vi una palabra que estaba en el texto yo me fui directo a esa partecita y así respondía las preguntas.<br/> <b>Student 2-</b> (*) Si la utilice mucho, mejor dicho la utilice en todos los textos, primero yo leía el texto, después veía la pregunta y si encontraba alguna palabra que estuviera del texto que estuviera en la pregunta así seguía y entendía mejor la pregunta.<br/> <b>Student 6-</b> Yo... yo... primero leía la pregunta Relacionado con el texto y después iba al texto y respondía la pregunta.</p> |
| <p><b>7- ¿Crees que la estrategia scanning te ayudo a comprender el texto?</b></p>  |
| <p><b>Student 1-</b> si, porque al yo usar scanning buscaba palabras, preguntas y así leía más el texto y cada vez que 7leía más el texto, entendía más el texto.<br/> <b>Student 3-</b> Si lo utilice porque cada vez que yo leía el texto lo comprendía más y por eso utilice el scanning yo vi las preguntas y entre a volver a leer el texto.<br/> <b>Student 5-</b> Yo creo que no porque el scanning yo solamente lo usaba para buscar las preguntas<br/> <b>Student 4-</b> Yo... [++] Cual era la pregunta miss?</p>   |
| <p><b>¿Crees que la estrategia scanning te ayudo a comprender el texto?</b></p>   |
| <p><b>Student 4-</b> Si y mucho porque yo no sabía ni deletrear palabras en inglés y con la scanning aprendí mucho y aprendí unas palabras que ni sabia.</p>  |
| <p><b>¿Sientes que la estrategia scanning te ayudo a enfocarte en la información que necesitabas del texto?</b></p>   |
| <p><b>Student 2-</b> Si, con la estrategia scanning siempre supe comprender el texto y mucho porque desde que empecé con las actividades.<br/> <b>Student 6-</b> Si y creo que la estrategia scanning me ayudo mucho porque antes no entendía algunas palabras.</p>   |
| <p><b>Listo chicos, muchas gracias por su colaboración.</b></p>   |