

SKIMMING AND SCANNING FOR READING COMPREHENSION

Skimming and Scanning reading strategies through the implementation of flipped learning for the development of reading comprehension in English as a foreign language

Lina Paola RODRÍGUEZ RAMÍREZ

Research Report submitted

in partial fulfillment of the requirements for the degree of

Master in English Language Teaching – Autonomous Learning Environments

Directed by Claudia Patricia ÁLVAREZ AYURE

Department of Foreign Languages and Cultures

Universidad de La Sabana

Chía, Colombia

April 2018

Declaration

I hereby declare that my research report entitled:

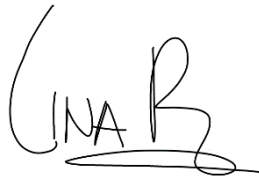
Skimming and Scanning reading strategies through the implementation of flipped learning for the development of reading comprehension in English as a foreign language

- is the result of my own work and includes nothing which is the outcome of work done in collaboration except as declared and specified in the text;
- is neither substantially the same as nor contains substantial portions of any similar work submitted or that is being concurrently submitted for any degree or diploma or other qualification at the Universidad de La Sabana or any other university or similar institution except as declared and specified in the text;
- complies with the word limits and other requirements stipulated by the Research Subcommittee of the Department of Foreign Languages and Cultures;
- has been submitted by or on the required submission date.

Date: July 19, 2018

Full Name: Lina Paola Rodríguez Ramírez

Signature:

A handwritten signature in black ink, appearing to read 'LINA R', with a horizontal line underneath the letters.

Acknowledgements

First of all, I want to thank God for the strength, patience, courage and wisdom received to be able to face such a big challenge and complete this new professional step in my life. Also, I would like to thank my beloved relatives; my grandmother, my mother and my husband who supported me in every way giving me advice, being patient, and helping me in any way they could, making me trust on myself to never give up.

I would like to express my sincere gratitude to my director Patricia Álvarez Ayure for the continuous support, her patience, guidance, motivation and immense knowledge, and the professors' team at the master program who helped me in each step of this process. In addition, I want to express my gratitude to those colleagues, who cheered me up in hard times and helped me believe effort pays off. Finally, my most sincere gratitude is to my students, without whom this would not be possible.

Abstract

Reading comprehension plays a significant role in foreign language learning and in the academic and professional life of some people according to their careers. Previous research has been conducted on how to improve reading comprehension through different strategies and in different contexts, but little attention has been given to the teaching of scanning and skimming reading strategies through the implementation of the flipped learning approach. Furthermore, this study focuses on populations mainly in Colombia and little or no research has been previously published. This paper reports on an action research project with fifth grade students in a private school in Bogotá, Colombia. The participants are nineteen female Colombian students, aged 9 to 11. Data collection instruments included a teachers' journal and three focus groups, reading tests and participants' artifacts to collect information on the contribution of the teaching of scanning and skimming reading strategies through flipped learning on the improvement of reading comprehension. The results revealed that scanning and skimming reading strategies through flipped learning had a positive influence on the learners' reading comprehension; specifically, they could understand the main idea and extract specific information from a text. This influence occurred through the use of the flipped learning approach, a pedagogical approach in which direct instruction occurs in the individual learning space and the classes are transformed into an interactive learning environment, which eases the learning process through the use of videos to allow the students to be prepared before class. This project research allowed students to improve their reading comprehension in English as a Foreign Language through the teaching of reading strategies with an innovative approach like flipped learning, in which case it should be more widely adopted by the educational community in Colombia.

Key words: reading comprehension, scanning, skimming, flipped learning, Colombia.

Resumen

La comprensión lectora juega un papel importante en el aprendizaje de idiomas y en la vida académica y profesional de las personas de acuerdo a su carrera profesional. Investigación previa ha sido llevada a cabo con el fin de mejorar la comprensión lectora con diferentes estrategias y en diferentes contextos, pero se ha prestado poca atención a la enseñanza de estrategias de lectura, scanning y skimming, a través de la implementación del enfoque flipped learning (aprendizaje invertido). Además, este estudio se enfoca en poblaciones principalmente en Colombia y poca o ninguna investigación ha sido publicada anteriormente. Este documento informa sobre el proyecto de investigación-acción con estudiantes de sexto grado en un colegio privado en Bogotá, Colombia. Los participantes de esta investigación-acción son diecinueve estudiantes colombianas, que se encuentran entre los 9 y los 11 años. Los instrumentos de recolección de datos que se utilizaron son: un diario docente, una encuesta, tres grupos focales, test de lectura y artefactos de los participantes para recoger información sobre el impacto de la enseñanza de dichas estrategias a través del enfoque flipped learning en la mejora de la comprensión lectora. Los resultados revelaron que las estrategias de lectura skimming and scanning enseñadas mediante el enfoque de aprendizaje invertido influyeron positivamente en la comprensión lectora de los alumnos; específicamente, los estudiantes entendieron la idea principal y extrajeron información específica de un texto. Esta influencia se produjo mediante el uso del enfoque de aprendizaje invertido, un enfoque pedagógico en el que la instrucción directa se produce en el espacio de aprendizaje individual y las clases se transforman en un entorno de aprendizaje interactivo, que facilita el proceso de aprendizaje a través del uso de videos que a la

vez permitió que los estudiantes estuvieran preparados antes de la clase. La investigación de este proyecto permitirá a los estudiantes mejorar su comprensión lectora en inglés como lengua extranjera, en cuyo caso debería ser más ampliamente adoptada por la comunidad educativa en Colombia.

Palabras claves: comprensión lectora, scanning, skimming, flipped learning, Colombia.

Table of Contents

Chapter 1: Introduction	1
1.1 Introduction to the study	1
1.2 Rationale of the study	3
1.2.1 Needs analysis and problem statement	3
1.2.2 Justification of problem' significance	5
1.2.3 Strategy selected to address problem	7
1.3 Research question(s) and objective(s)	9
1.4 Conclusion	9
Chapter 2: Theoretical Framework & State of the Art	10
2.1 Introduction.....	10
2.2 Theoretical framework.....	10
2.2.1 Reading	11
2.2.1.1 Reading comprehension.....	11
2.2.1.2 Reading strategies	12
2.2.1.2.1 Scanning and skimming reading strategies.....	14
2.2.2 Flipped Learning approach	15
2.3 State of the art	18
2.3.1 Previous research on reading comprehension	18
2.3.2 Previous research on reading strategies for reading comprehension	22
2.3.3 Previous research on flipped learning	26
2.3.4 Justification on research question/objectives	29
2.4 Conclusion	30
Chapter 3: Research Design.....	31

3.1	Introduction.....	31
3.2	Type of study	31
3.3	Context.....	32
3.3.1	Participants.....	32
3.3.2	Researcher’s role.....	33
3.3.3	Ethical considerations	34
3.4	Data collection instruments.....	35
3.4.1	Descriptions and justifications	35
3.4.1.1	Teacher’s journal	35
3.4.1.2	Focus group.....	36
3.4.1.3	Reading comprehension tests.....	38
3.4.1.4	Participants’ artifacts	38
3.4.2	Validation and piloting.....	39
3.5	Conclusion	40
Chapter 4: Pedagogical Intervention and Implementation.....		41
4.1	Introduction.....	41
4.2	Visions of language, learning, and curriculum	41
4.2.1	Vision of language	41
4.2.2	Vision of learning.....	42
4.2.3	Vision of curriculum	43
4.3	Instructional design.....	44
4.3.1	Lesson planning	44
4.3.2	Implementation	44

4.4	Conclusion	49
Chapter 5: Results and Data Analysis.....		50
5.1	Introduction.....	50
5.2	Data management procedures.....	50
5.2.1	Validation.....	51
5.2.2	Data analysis methodology	52
5.3	Categories	54
5.3.1	Overall category mapping.....	54
5.3.2	Discussion of categories.....	59
5.3.2.1	Reading strategies enhance reader-text interaction.....	59
5.3.2.1.1	Understanding main idea of a text	62
5.3.2.1.2	Understanding specific information.....	64
5.3.2.2	Effective use of flipped learning to facilitate learning.....	67
5.3.2.2.1	Customized access and use of resources.....	68
5.3.2.2.2	Preparation before class	70
5.3.3	Core category	72
5.4	Conclusion	72
Chapter 6: Conclusions and Pedagogical Implications.....		74
6.1	Introduction.....	74
6.2	Comparison of results with previous studies' results	75
6.3	Significance of the results.....	78
6.4	Limitations of the present study.....	79
6.5	Further research	80

6.6	Conclusion	80
-----	------------------	----

Table of Figures

Figure 1.	Sample taken from the open coding stage	57
Figure 2.	Categories and subcategories after the coding procedure.....	59
Figure 3.	Comparison Initial and Final Reading Comprehension Tests	60
Figure 4.	Students' artifacts average results.	61
Figure 5.	Artifact from lesson 3, Participant 2.....	64
Figure 6.	Artifact from lesson 3, participant 4	65

Table of Tables

Table 1	Pedagogical implementation	46
Table 2.	Final concepts after the open coding procedure.....	58

Chapter 1: Introduction

1.1 Introduction to the study

Nowadays, we live in a globalized world that demands the acquisition and use of the English language in order to communicate, access to knowledge and information, and interact in a job environment (Su-Hie, Ernisa, Kee-Man, Jecky, & Collin, 2017). However, reading in English is one of the main challenge in schools in Colombia because reading is a complex developmental challenge that we combine with many other accomplishments such as attention, memory, language, and motivation (Snow, Burns, & Griffin, 1998).

Principally, there is a need to generate students' reading comprehension because of the skill's role in developing academic process from school to university. Reading comprehension involves summarizing and recalling what is stated in a text, generating an unique interpretation or meaning agreed on by the majority of readers (Randi, Grigorenko, & Sternberg, 2005, p. 21).

Consequently, one of the current objectives of Colombian schools is to help students become proficient in reading in English as a second language. The Ministry of Education has developed and implemented the Colombian Bilingual Program "Plan Nacional de Bilingüismo Colombia 2014-2019" whose aim is that students can communicate in a better way and can access better professional opportunities (MEN, 2006). In schools, English as a subject has the aim of training students to communicate in this language while enhancing the value of linguistic and cultural diversity in Colombia (de Mejía, 2011). In order to achieve these goals, it is important to identify and recognize the difficulties that emerge from the teaching of a foreign language in schools.

This study was conducted with students from fifth grade of a private school in Bogota, Colombia. The researcher identified the beliefs and difficulties that students had regarding

reading such as if they understand what they read and which strategies they use by using instruments for needs analysis. Then, these complications were organized to focus efforts on the principal one, improving reading comprehension in English language. The needs analysis found the lack of good study habits and the lack of reading comprehension as a main difficulty; this study is focused on how to try to address these problems and finally design a strategy that can solve this problem. When the main problem was recognized, the research question and the objective are proposed. Afterwards the theoretical framework was constructed, following the exploration about concepts such as reading, reading comprehension, reading strategies, scanning, and skimming and flipped learning; where the theories, findings and discoveries that help to support this project are taken into account.

The purpose of this pedagogical intervention is to enhance learners' reading comprehension through the teaching of scanning and skimming reading strategies through flipped learning approach. The main objective of skimming reading strategy is allow the reader to get main ideas of a text without reading every single word or all the text again, skimming is "glancing rapidly through a text to determine its gist" (Nuttall, 1996, p. 49) Likewise, scanning is "glancing rapidly through a text either to search for a specific piece of information"(Nuttall, 1996, p. 49). These strategies were selected because they are considered some of the most important skills for improving reading comprehension (Mistar, Alfian, & Nofita, 2016). Likewise, flipped learning is a learning approach enabling the transfer and internalization of information into an implementation within an interactive learning environment, where the students receive the information individually or in groups' (Filiz & Kurt, 2015, p. 217), which was chosen to help students develop their reading comprehension skills through preparing before class and helping in new knowledge apprehension.

Later, it is stated how the pedagogical intervention and implementation of the intended strategy, scanning and skimming strategies using flipped learning are settled, and the results and the conclusions found at the end of the study are shared. The aim of this study was to characterize the contribution of the teaching of scanning and skimming reading strategies through flipped learning approach on the improvement of students' reading comprehension, an imperative aspect that teachers need to analyze to improve their teaching performance regarding reading comprehension.

1.2 Rationale of the study

1.2.1 Needs analysis and problem statement

To identify the needs of fifth graders in regards to the development of their reading comprehension this project was conducted with a group of nineteen students from this grade at a private school in Bogotá, Colombia, where parents and students have a great commitment with the learning process in general. This particular group is at A1 level according to CEFR (Council of Europe, 2001). Students use basic sentences with simple present; they can read, understand, and produce single utterances with teacher's guide; they can understand and use familiar everyday expressions and very basic phrases to achieve an specific objective (Council of Europe, 2001, p. 24) (The present research took place at a private female school located in Bogotá, Colombia. This school has a single campus for kindergarten, primary and high school. The school's main purpose is to educate people to achieve their full potential as human beings, gain ownership of their own knowledge and engage in building a more humane and fair society, from the experience of the principles and values.

Although the school is not bilingual; students receive five hours a week of English language instruction in primary and 4 hours a week in high school. The English syllabus is based on the foreign languages curriculum guidelines of the Colombian Ministry of Education and the topics presented in the course book for each level; “Kid’s Box” for primary and “American More” for high school, both from the Cambridge Publishing House.

Participants).

To discover the main problem of the students, a short reading comprehension test was applied in which the students read two basic texts regarding topics interesting for them such as sports and animals, and questions with multiple answers, closed and open questions. Finally, a survey were given to students. In the skill-based lessons, where a reading comprehension test was applied the students had time to read and answer the questions or develop the proposed exercises individually or in pairs. However, in the tests, the students achieved very low scores. At the end of the test, students reported to have struggled to identify the information required even though the instruction or question was clear enough. These results allowed the researcher to conclude that most of the students did not have an adequate reading comprehension; they could not answer the questions correctly even though they know the vocabulary and grammar used in the text. Moreover, they took more time than the expected solving the tests.

The second instrument used to identify the students’ needs was a survey. This instrument allowed identifying the specific problem of the students’ struggle with reading comprehension (Appendix A). This survey was given during a class and with this one the researcher intended to collect information regarding students’ beliefs such the importance of reading in the school duties, and students’ feeling regarding their reading comprehension; if they understand what they read in English or if the learners use any reading strategy. It was conducted individually in the students’

mother tongue to ensure they could understand the questions and express what they really thought. The results demonstrated that all the students had difficulties understanding what they read in English; specifically, they could not identify specific information or understand the main idea of the text. When students were inquired about it they considered that it is important to read in English now and in their future but they did not support their answer.

Moreover, there is another situation that does not contribute to the improving of students reading comprehension in English. In the institution where this research project was implemented, the academic hours spent on English classes are few, only five per week. However, sometimes some of these classes are lost because of institutional activities and students do not have many opportunities to practice what they learn in the classes and demonstrate their skills in a foreign language.

1.2.2 Justification of problem' significance

Education in Colombia aims to achieve the goal of bilingualism, facing several challenges (Fandiño-Parra, Bermúdez-Jiménez, & Lugo-Vásquez, 2012). One of them is that students do not improve their reading comprehension in a foreign language. Firstly, English is an immediate necessity and, particularly, reading in English is a need in the academic and professional life of most people because through this specific skill people can access different sources of information in all sort of areas. Reading in English is one of the most important skills that students and professionals need. This study contributes to find a pedagogical strategy to encourage and help learners to improve their reading comprehension which, according to some researchers, students who have appropriate reading comprehension are likely to be more successful in their learning processes, enhancing academic performance, understanding what the authors want to say and increasing their vocabulary (McLean, 2014, p. 187).

Several investigations have studied the lack of students' reading comprehension in English, in order to establish the benefits in foreign language learning in fluency, vocabulary acquisition, awareness of grammar and models for writing in a second or foreign language (Mikulecky, 1990) which made English an important skill in school, university and future jobs. One of the most serious problems in higher education, but one which is often not recognized is the problem of reading comprehension (Dreyer & Nel, 2003, p. 349), this problem that seems to affect students' learning process transcends from school to the university, where one of the consequences of the deficiency of reading comprehension is low performance. However, low competence in reading comprehension in this language does not allow students or professionals to have more opportunities at the moment of developing their career at the university (Pitan, 2013), and the world of work. This research project aims to generate a pedagogical strategy by which teachers help and encourage students to improve their reading comprehension to have better academic and professional opportunities in the near and far future.

The promotion of reading comprehension is an important concern in Colombian education that teachers are called to achieve. It is a challenge for teachers and it is imperative that we implement a methodology in which they are not directors but guides of the student through the creation of comfortable autonomous learning environments that support their learning process to encourage reading in English. Thus, the aim of this pedagogical intervention is to improve the learners' reading comprehension with the teaching of reading strategies through flipped learning approach to provide a comfortable environment to assimilate and understand, and then, in the lesson to practice what was learnt.

Given the lack of sufficient instruction time, one of the ways to achieve this objective, is the use of technology in school and at home. Research states that the reading comprehension

difficulties come from diverse reasons and involve many factors such as memory, motivation, sociocultural contexts and aspects related to instruction (Wooley, 2011, p. 9). Some research has demonstrated that tweens and teenagers spend from 8 to 9 hours a day using media; watching TV, videos and movies, playing online video games, listening to music and checking social networks (Tsukayama, 2015). It means that students spend a third of the day with an electronic device. Given this situation, the purpose of this pedagogical intervention is to implement pedagogic strategies to take advantage of time in class and encourage autonomous reading habits in students through the use of technology improving reading comprehension.

In short, to achieve success in the academic performance, and foreign language acquisition, it is imperative to have a high level of reading comprehension. If Colombian students have the appropriate guide, they will succeed in their language learning process and thus, in the development of reading comprehension and their academic duties. Therefore, this research project involves reading activities implemented through digital resources in order to achieve the main objective of improving reading comprehension in English of fifth grade students in a private school in Bogotá.

1.2.3 Strategy selected to address problem

This project aims to improve reading comprehension in a specific group of students through scanning and skimming strategies and flipped learning implementation to give students access to videos made with screencasts created by their teacher considering students' context (Bergmann & Sams, 2014). It means that the videos were designed and configured in response to the students' age, context and needs which were identified in the needs analysis and correspond to the difficulty to understand the general idea of a text and extract specific information. The scanning and

skimming reading strategies are important skills to develop a quick and efficient reading (Grellet, 1981, p. 19).

Flipped learning is an adaptable approach, which allows the design of different reading activities for developing reading comprehension according to the level and age of the students so that they learn about them and acquire or improve them in their lives using several topics to maximize their interest. Technological tools were a medium to foster the motivation of students and take advantage of the benefits of several web applications (Ebseeva & Solozhenko, 2015; Fulton, 2012). To facilitate flipped learning, the reading activities were placed in an online environment where students could feel motivated and find reading activities aimed to improving scanning and skimming reading strategies. Hence, students can take advantage of their free time at home (Bergmann & Sams, 2013, p. 17), generate or increase their habits and as a central objective, improving their reading comprehension.

The novelty of this resource is that flipped learning has not been implemented before in the institution, although there is a platform that allows teachers, students and parents to interact, see grades, upload worksheets, read comments, etc., it is only a way to see data. In academic terms, this would become a powerful tool for the teacher's accompaniment outside the classroom and support the development of reading habits of the students in their language learning. The academic and explanatory videos were created taking into account the characteristics of the population, such as gender, age, social context, interests and needs (Mullamphy, Hiiggings, Belward, & Ward, 2010, p. 449). The content of these videos is focused in developing scanning and skimming reading strategies and in this way, reading comprehension.

Helping students to enhance their reading comprehension through reading strategy development mediated by flipped learning provides learners with tools to approach reading texts

according to their needs. However, the literature reviewed displayed no evidence of studies that investigate the effects of reading strategy training through flipped learning; therefore, the current study aims at filling this gap.

1.3 Research question(s) and objective(s)

Accordingly, this study's research objective was *to characterize the contribution of scanning and skimming reading strategies using flipped learning may have on the development of reading comprehension in English as a Foreign Language*. Consequently, the intended research question was how does the use of scanning and skimming reading strategies developed through flipped learning influence reading comprehension of fifth graders with A1 (CEFR) L2 English?

1.4 Conclusion

To sum up, students have to face a world in which English language has an important role in their academic issues in schools and universities in their future. In this research study, it has been stated that the project participants, fifth grade female students from a private school in Bogota, Colombia, do not have an adequate reading comprehension in English language. Thus, this study aims to encourage learners reading comprehension in English through the teaching of scanning and skimming reading strategies because of its importance in the development of fluency and efficiency. These strategies were selected instead other reading strategies since they allow readers to understand the main idea of texts and important information from them. Furthermore, flipped learning approach was implemented due to its benefits regarding time and adaptability.

Chapter 2: Theoretical Framework & State of the Art

2.1 Introduction

In this project, the research question is focused on determining the contribution of scanning and skimming reading strategies developed through flipped learning in the improvement of reading comprehension in English. The present research was conducted because reading is an indispensable skill that students and professionals must have. With this ability, people are able to access information, know the opinions of other populations and approach knowledge of all kinds of areas (Coll Salvador, 2005). Nevertheless, nowadays the way in which people access information has changed; although we continue reading, we use both physical and digital media; Internet, blogs, digital books, digital journals are now the most common sources of information (Salinas Ibañez, 2003). Moreover, teenagers are digital natives that are surrounded by technology and have inborn skills to use it diligently (Prensky, 2001).

In order to support the research and carry out this project, it is important to clarify the most important concepts, which are reading and reading comprehension, within this last concept, reading comprehension and reading skills. Furthermore, it is important to explain the concept of flipped learning which is essential to set the path of the study. Moreover, this chapter presents the most significant studies conducted during the last decades on reading comprehension, reading strategies and flipped learning.

2.2 Theoretical framework

In this section, the reader is going to find the principal concepts and theories that support this study, taking into account that the objective of the research is improving reading

comprehension in English through the use of scanning and skimming reading strategies using flipped learning approach.

2.2.1 Reading

This research project is focused on the development of the reading skill in a foreign language. According to Wooley (2011) reading is a language-based skill, a word recognition that depends on phonological and lexical knowledge (Wooley, 2011, p. 28). Similarly, for Snow, Burns, & Griffin (1998) reading is a complex developmental challenge that we combine with many other developmental accomplishments: attention, memory, language, and motivation. Reading is not only a cognitive activity but also a social one. Being a good reader in English means that a child has gained a functional knowledge of the principles of the English alphabetic writing system. 'Reading is one of the oldest habits of human civilization and possibly the only one without a worthy substitute' (Ahmad Loan, 2011, p. 43).

Beyond this decoding, it is expected that the "real reading" begins, where students start to find meaning in what they read (Snow et al., 1998). Reading implies word reading and reading comprehension; and the first one refers to all components of reading that have to do with deciphering text. 'Although there is an obvious relation between decoding abilities and reading comprehension, one does not guarantee the other' (Paris & Hamilton, 2009, p. 33) Generally, their comprehension level is the same in the first language or mother tongue and the second language (Snow et al., 1998).

2.2.1.1 Reading comprehension

According to Kingston (1967) 'reading comprehension is a process of communication by which a message is transmitted graphically between individuals' (Kingston, 1967, p. 72). Based on this author, reading comprehension depends on the reader's interpretation of the written

symbols. Nevertheless, authors as Hosp and Suchey (2014) summarize reading comprehension as:

All theories define comprehension as a kind of understanding and ‘making inferences from text’. Other components that relate to understanding, such as vocabulary, are sometimes subsumed under comprehension, or they are considered part of background knowledge (Hosp & Suchey, 2014, p. 61).

Beyond reading, reading comprehension involves summarizing and recalling what is stated in the text, generating a single interpretation or meaning agreed on by the majority of readers; the understanding of a text in almost any situation (Randi et al., 2005, p. 21). This is a skill that students will use along all their academic life, from secondary to university, and which will allow them to develop effectively the activities, academic work and projects proposed, no matter the topics or the areas of knowledge. Reading comprehension is an active process that requires a deeper level of engagement with meaning (Wooley, 2011, p. 176).

Based on reading comprehension definitions, reading comprehension is comprised of two set of component parts: One set is recognizing printed words and the other is understanding the message that the prints transfers (Wagner, Schatschneider, & Phythian-Sence, 2009). These two steps of reading comprehension allow students to understand the message given and go beyond using what the reading provides; but to carry out the second step properly is necessary that readers know and use a set of strategies.

2.2.1.2 *Reading strategies*

According to Karbalaei (2011) metacognitive reading strategies are conscious means by which students monitor their own reading processes including evaluating the effectiveness of cognitive strategies being used. These strategies involve how to approach the reading of a text, testing, and revising according to purpose and time available. This author also refers to strategies

as how to use tools for reading comprehension in a second or a foreign language as dictionaries, taking notes or highlighting important parts of the text. On the other hand, Kintsch (1988) identifies similar processes used in text comprehension. At the sentence level, readers decode words and use knowledge of syntax to construct the meaning of sentences. Moreover, relational processes are used to make connections across sentences or paragraphs. Other comprehension skills include making inferences and interpreting author's words and phrases that have been omitted (Randi et al., 2005). In this research it is intended that the student could learn and apply some of these strategies in order to comprehend in an easier and better way a text, a literature book or an academic paper, to find and to discover all what the author of the text wants to express.

According to Mikulecky (1990) "reading skills are the cognitive processes that a reader uses in making sense of a text. For fluent readers, most of the reading skills are employed unconsciously and automatically" (Mikulecky, 1990). Some of the reading strategies are automatic decoding, predicting, questioning, locating topic sentences, inferring the main idea, guessing the meaning of unknown words, paraphrasing, reading faster, adjusting reading rate and drawing conclusions (Mikulecky, 1990).

These strategies are used depending on the stage in which the reader is. Erten & Karakas (2007) establish which strategies are appropriate in each stage; 'at the pre-reading stage, the strategies of predicting, pre-viewing and keywords activities provide opportunities for anticipating the content of the story, activating linguistics background information. At the while reading stage, scanning, skimming, and clarifying activities help the reader get the essence of the text, locate, and clarify specific pieces of information. Finally, at the post reading stage, learners employ questions and drawing conclusions activities (Erten & Karakas, 2007, p. 126).

2.2.1.2.1 Scanning and skimming reading strategies

Therefore, the strategies selected to improve reading comprehension in the learners are scanning and skimming for their benefits in reading skills in promoting literal comprehension.

The objective of skimming is getting main ideas of a text without reading every single word or all the text again. Nuttall (1996) claims that skimming is “glancing rapidly through a text to determine its gist...or to keep ourselves superficially informed about matters that are not of great importance to us; much newspaper reading is skimming” (Nuttall, 1996, p. 49).

Skimming allows the reader to answer what a text as a whole is about (Urquhart & Weir, 1998, p. 102). Basically, skimming helps learners to predict the main idea and what the text will discuss in general (Khoshbouie, Abdorrahimzadeh, & Sorahi, 2014, p. 51), because using this strategy readers can get an overview of the content and organization of the text (Khoshbouie et al., 2014, p. 58)

Skimming and scanning and discourse marker are cognitive reading strategies, which give learners the gist of the text, help them discuss the issues raised, and provide them with specific details of a topic and key expressions. These abilities raise students’ awareness of the text being read and let them learn and retain information in the course of applying of received input and these are the basic objectives in language education (Khoshbouie et al., 2014, p. 58).

Likewise, scanning is a cognitive strategy usually applied to process information for learning, obtaining, and saving’ (Khoshbouie et al., 2014, p. 58). According to Nuttall (1996) scanning is “glancing rapidly through a text either to search for a specific piece of information (e.g. a name, a date) or to get an initial impression of whether the text is suitable for a given purpose”(Nuttall, 1996, p. 49). Williams (1996) states that scanning is “reading for particular points of information”. It is a selective reading, and its purpose is to achieve very specific ‘goals’

(Williams, 1996, p. 107). Based on these definitions, scanning reading strategy refers to the ability to go through the text quickly and extract the specific information needed according to the purpose of the reading. However in the current study, the researcher decided to use an innovative approach to teach the selected reading strategies because of its benefits.

2.2.2 Flipped Learning approach

Since the mid-1990s, the education community software products labelled Virtual Learning Environments (VLEs) emerged with the objective of supporting the learning and teaching process across the internet and by use of electronic devices. The term VLEs refers to ‘the components used by students and teachers to participate in “online” interactions of various kinds’. The fact that students are digital natives makes it necessary to acquire and use technology in education, and Internet offers several resources with flexible access and new ways of communicating, practicing, and evaluating for both learners and teachers. However, for the teacher, designing internet resources that are interesting, motivational, attractive, easy to use and academically supportive is time consuming and requires proficiency in the use of this tool (O’Leary & Ramsden, 2002). Technology allows students to practice at home and working online, conducting research or reading digital texts or other sources (Dennis, 2017).

In this research, in order to develop scanning and skimming as reading strategies, make better use of time at home, and school, the flipped learning approach was implemented. Filiz and Kurt (2015) describes flipped learning as ‘a learning approach enabling the transfer and internalization of information into an implementation within an interactive learning environment, where the students receive the information individually or in groups’ (Filiz & Kurt, 2015, p. 217). It means that flipped learning allows learners to understand and acquire the new knowledge that teacher provides through a learning environment.

The principal promoters of flipped learning, Bergmann and Sams (2014) claim that:

Flipped learning is a pedagogical approach in which direct instruction moves from the group learning space to the individual learning space, and the resulting group space is transformed into a dynamic, interactive learning environment where the educator guides students as they apply concepts and engage creatively in the subject matter (Bergmann & Sams, 2014, p. 6)

In this type of learning, students watch teacher-produced videos at home. Videos are about the topic or topics that they need to learn and then, the teacher can use face-to-face time with the students wisely to practice that new knowledge. The students practice what they have learnt at home and the teacher clarifies their doubts, guiding the practice and giving feedback. 'In short, in a flipped classroom, student time is active, not passive. The passive activities of reading and listening to lectures are saved for online or at home time. Class time is reserved for clarifying, extending, re-directing, and creating a product or project utilizing the new content' (Larcar, 2014, p. 134). Flipped classroom is "what is traditionally done in class is now done at home, and that which is traditionally done as homework is now completed in class" (Bergmann & Sams, 2012, p. 13).

Some of the benefits of flipped learning are that it allows teachers and students to use time at school and at home intelligently and in this way encourage students' autonomy. 'Flipped learning and teaching allows learners to access the lecture whenever and wherever they like and progress through the material at their own pace', it also permits teachers to spend time interacting with small groups or individuals rather than only presenting information to an entire class as a whole' (Lyddon, 2015, p. 383). This approach is not a set process, it can be managed and configured and adapted according the students' needs, the teacher's methodology and characteristics of the specific context (Bergmann & Sams, 2014).

Filiz and Kurt (2015), citing the Flipped learning network (2014), list the four pillars which enable flipped learning: flexible environment, which allow teachers to implement different methods or techniques; learning culture, that expresses the active status of students; intentional content that entails teachers considering the appropriate content and information for the learners and professional educator, who fosters self-regulation and provides a healthy learning environment with immediate feedback (Filiz & Kurt, 2015, p. 208).

According to Roehl, Reddy, & Shannon (2013) this approach allows for a range of teaching methodologies employing several resources and tools accompanied by visual aids. In addition, if the teacher flips the classroom giving the students freedom to interact with the content according to their own learning style, the flip is more successful (Roehl et al., 2013, p. 47).

“Flipping” the classroom employs easy to use readily accessible technology in order to free class time from lecture. This allows for an expanded range of learning activities during class time. Using class time for active learning versus lecture provides opportunities for greater teacher to student mentoring, peer to peer collaboration and cross disciplinary engagement (Roehl et al., 2013, p. 44).

This approach does not decrease teacher responsibility. Conversely, the use of this approach depends a lot on the teachers’ ability and expertise. Although this is an approach in which online and face -to- face classroom activities are included, the teacher should have specific characteristics such as the necessary attitudes, behaviors, competencies and skills to be an online tutor (Rodriguez Buitrago, 2013).

2.3 State of the art

The present research focuses on the improvement of reading comprehension in fifth graders with an A1 (CEFR) level. This section examines some of the previous research in the field to determine the appropriateness of this research.

2.3.1 Previous research on reading comprehension

There are many studies that have addressed the way to improve the reading comprehension of students given the need for learners to understand what they read (Reading comprehension). Reading comprehension, although not known by that name, has always been part of schools and instruction in education; but it is not until the 20th century that this has been recognized as a competence, a necessity in the everyday classroom instruction (Pearson, 2009, p. 4).

It is in 1890, when tips and aids for students were included in textbooks, where there were words or phrases to study. From 1909 until 1960, there were course books published with different activities in order to enhance reading comprehension, as well as teachers' manuals with answer keys and activities to guide students during guided reading and post reading discussion (Pearson, 2009, p. 5).

In 1975 there was a cognitive revolution which allowed linguists and psychologists to re-embrace and extend constructs, among them comprehension, all of them with important transcendence in reading pedagogy (Pearson, 2009, p. 12). The reader assumes greater importance and the text assumed less. At that point in time, research on reading comprehension instruction were divided into two different categories: class and textbook description and interventions. However, the descriptions were focused on "what was not being done and the

negative performance of the teachers” (Pearson, 2009, p. 15) without proposing new strategies or methodologies.

“In the 1990s it was found that prior knowledge of topic was a better predictor of comprehension than a test score or reading achievement test score” (Pearson, 2009, p. 13).

“Reading was recontextualized as a process that is intimately related to the linguistic process of writing, listening and speaking, and to the social and cultural contexts underlying” (Pearson, 2009, p. 17). From this perspective, reading makes a connection with the other skills and the sociocultural setting highlighting the process to enhance comprehension.

Previous research has examined the necessary aspects to take into account to improve reading comprehension in the students. As previous and recent studies have demonstrated, in order to enhance learners’ reading comprehension adequate instruction is imperative (Akkakoson, 2013; Henschel, Meier, & Roick, 2016; Paris & Jacobs, 1984) and prior knowledge is vital in the enhancement of reading comprehension (J. M. Chen, Chen, & Sun, 2014).

Specifically in second or foreign language reading comprehension, there is a study which states that Iranian EFL learners have improved language proficiency level from support and help from English texts with frequent cohesive devices (Pourdana, Naziri, & Rajeski, 2014). Findings could have some important pedagogical implications in favor of explicit teaching of cohesive devices by EFL teachers and material developers, when sentences and ideas are clear, readers can follow them easily. Similarly, the study of Thomas & Healy (2012) states that if the text provided is so difficult for the specific students, it could be less possible that readers can enhance their reading comprehension, which allow us to determine that language knowledge has a vital role. However, some recent studies confirm that language knowledge is important but improving the reading comprehension can benefit the language learning process (Akbari, 2014; Thomas &

Healy, 2012), in this way, in order to improve the reading comprehension is imperative to have suitable language knowledge, but enhancing reading comprehension helps the learners to acquire the second or foreign language, being this a cyclical process.

Equally, some studies have found that reading comprehension in the first language affects reading comprehension of the second language; a study conducted with Korean and Chinese learners shows important neurological evidence supporting that L2 acquisition is constrained by the existing L1 system in late bilinguals (Young Kim, Liu, & Cao, 2017). For example, a study was developed in a private school in Bogotá (Montes, Botero, & Pechthalt, 2009), which determined that the first language reading comprehension skills of fifth grade girls affect the second language reading comprehension skills. Another study in Venezuela whose purpose was to identify and compare the reading strategies used in the first language, Spanish, and in the foreign language, English was conducted (Rosas Lobo, 2012). This investigation claims that almost all the strategies used by the students are applied in both languages. Nonetheless, not all the students in the different contexts in Colombia have good reading comprehension in Spanish (Reyes Aragón et al., 2008), their first language. This means that although it is appropriate for students to have good reading comprehension in both languages, teachers cannot expect that in all the contexts of the country.

Moreover, some studies support the notion that when the students know something about the topic of the text, for example science or culture, this predisposes them to understand better and encourages them to develop the proposed reading (J. M. Chen et al., 2014; Ramsay, Sperling, & Dornisch, 2010). Although it could be a strategy to try to enhance reading comprehension, it is not possible that all the students know about the topic or topics of the text.

Contrary to this idea, one of the objectives of developing reading comprehension in a foreign language is to understand what the text is about, being the topic known or not.

In order to accomplish the objective of teaching the learners of a foreign language to understand a text, some studies have applied several strategies in order to find the way to enhance reading comprehension from a language perspective. A study conducted in Iran (Mahmoud, 2006) states that written translation activities can benefit reading comprehension in English, based on the idea that translation uses authentic materials, is interactive and learner-centered. However, taking into account the results of this study, this strategy could be taken only as a post reading activity to check understanding but not as a way to improve this ability. Another common strategy is the use of graphic organizers; previous studies have found graphic organizers as an appropriate way to enhance reading comprehension (Hobbs, 2001; Kashani Mahmood, Nikoo, & Bonyadi, 2013; Pang, 2013; Robinson et al., 2006; Simmons, 1988; Thompson, 1998; Yussof, Jamina, Roslan, & Zainon Hamzah, 2012) due to these 'have been widely used by teachers to help students organize and summarize content, classify facts, and analyze and compare contents the learners read' (Pang, 2013, p. 54). 'Graphic organizers are good tools for activating students' background knowledge and examining students' reading comprehension before reading, while reading, and after reading' (Kashani Mahmood et al., 2013, p. 240). Nevertheless, one of the studies (Thompson, 1998) states that advance organizers were helpful only in restricted circumstances; they appeared to help those with limited ability to comprehend details; moreover, graphic organizers help enhance reading comprehension but they have more influence and benefits developing the writing skill of the students (Borkalizadeh, Shabani, & Sorahu, 2015; Lee & Tan, 2010; Sundeen, 2007).

Other studies have focused on the use of other different strategies in order to improve reading comprehension, one of them tried to create a project with six modules in which Malaysian learners could practice and improve reading skills focused on achieving the goals set in the Malaysian English Language Syllabus (Javed, Eng, & Mohamed, 2015); also, graphic novels to support primary students' development as readers (Brenna, 2013). Other studies have implemented collaborative work like the study conducted by Theurer & Schmidt (2008) in which two students help each other reading together, but one is older than the other one. What is interesting is that not only the younger learner improves his reading comprehension, both did (Theurer & Schmidt, 2008). Although, this exercise could be remarkable, it is difficult to implement it in the sense that in the context of this study, students must accomplish different objectives depending on their level and age. This kind of exercise is not likely to be implemented for extended periods, given the characteristics of formal education in Colombia.

Similarly, some studies have attempted to find an approach that could help learners improve their reading comprehension in a second or a foreign language. Some have tried to use the reciprocal teaching method, in which the teacher asks students to be the leaders of the discussion around a text after implementing some reading strategies. (Greenway, 2002; Komariah, Ramadhona, & Silviyanti, 2015). These studies establish that using reading strategies is imperative for the development of reading comprehension for their multiple benefits.

2.3.2 Previous research on reading strategies for reading comprehension

“Good reading comprehension will be accomplished if learners have four reading abilities: determining the main idea, guessing word meanings, finding detailed information, and making inferences” (Mikulecky & Jeffries, 1996). Based on this, there have been several studies that have investigated the role of reading strategies (Reading strategies); for example, in a study

about Turkish teaching as a second language (Bolukbas, 2013) when the students increased their comprehension in Turkish, they also had an improvement in their reading comprehension in their first language, Dutch. However, a study found that teachers' updates regarding reading strategies did not contribute to enhance reading comprehension, when reading speed, vocabulary, and verbal short-term memory were controlled. Nevertheless, the authors found a specific relationship between knowing reading strategies with reading comprehension (Muijselaar & de Jong, 2015). Some researchers have investigated the impact of developing several reading strategies in order to improve reading comprehension in the first, the second or the foreign language, with different results.

In the study conducted by Stankovic & Lalovic (2010) where some standardized reading comprehension tests (RCTs) were used, it is suggested that knowledge of test-taking strategies could have an impact on understanding (Stankovic & Lalovic, 2010). The researchers could identify four strategies, reading to comprehend, memorizing relevant information, memorizing as much information as possible, and changing of strategies. However, only the first strategy is focused on comprehension, and the author states that in that research, only one type of reading situation was presented, making findings limited.

As results of previous studies, there have been researchers that state reading strategies have a crucial role in the development of reading comprehension in English language learners (Nosratinia & Shakeri, 2013). In the study conducted by Nosratinia & Shakeri (2013) it was demonstrated that problem solving reading strategies are "actions and procedures that readers use while working directly with the text, they are used to solve problems in the understanding of textual information" (Nosratinia & Shakeri, 2013, p. 309). Some other studies have tried to acquire the reciprocal teaching method, in which the teacher asks students to be the leaders of the

discussion around a text after applying the strategies of predicting, questioning, clarifying, and summarizing (Greenway, 2002; Komariah et al., 2015). Similarly, a research in Germany was conducted by Spörer, Brunstein, & Kieschke (2009) in which the aim was to investigate the effects of three different forms of strategy instruction in elementary-school students' reading comprehension. In this study, four reading strategies were taught: summarizing, questioning, clarifying, and predicting, all of them practiced in small groups. It can be concluded that teaching and using of reading strategies are fundamental in the development of reading comprehension. However, it is important to identify which are the most appropriate strategies to begin with according to the characteristics of the learners.

There are studies which indicate that instruction in reading strategies has a crucial role in the development of reading comprehension and they have tried to discover which the best way to teach them is: one by one or a group of strategies at the same time. In the research conducted by Reutzel, Smith, & Parker (2005), the authors claim that to enhance fifth graders' reading comprehension, cross-age peer tutoring activities are a better choice above whole class activities and reciprocal (same age) activities (Reutzel et al., 2005), stating that having a peer work with students of different levels could benefit their reading comprehension (Theurer & Schmidt, 2008). As mentioned previously, the organization of the educational system in Colombia does not allow the implementation of such strategies from an extended period.

In Colombia, research focused on improving reading comprehension in a foreign language have also been conducted (Benavides, 1998; Echeverri Acosta & McNulty Ferri, 2010; Lopera Medina, 2012; Mahecha Sánchez, Urrego, & Lozano, 2011; Montes et al., 2009; Paba Barbosa, 2014). Lopera Medina (2012) developed a research project which highlights the importance of teaching, strategies for reading comprehension to nursing students from a

Colombian university. Echeverry, Acosta and McNulty (2010) have developed a study in the department of Antioquia with an eighth grade EFL class in a public school. They applied a reading-thinking approach with strategies for comprehension and application as prediction, using graphic organizers, and questioning. The authors conclude that with interesting reading strategies and materials, teachers can encourage and help EFL students to develop their thinking skills of comprehension and application (Echeverri Acosta & McNulty Ferri, 2010). Similarly, in a research conducted in a public school in Bogotá, Colombia, the researchers could determine that an improvement in the reading comprehension of the students through the instruction of the strategies of text coding and double entry organizer could be seen (Mahecha Sánchez et al., 2011).

There have been some other studies, conducted in Colombian public schools, where the authors highlight the teaching of scanning and skimming reading strategies (Scanning and skimming reading strategies) and have applied them in their contexts (Castillo & Jiménez Bonilla, 2014; Quiroga Carrillo, 2010). In the research conducted by Izquierdo Castillo and Jiménez Bonilla (2014) the purpose was to determine the contribution of three reading strategies, scanning, skimming and making predictions, based on the benefits of these strategies and their importance, to promote autonomy and reading comprehension in students of ninth grade. The results showed that the learners acquired some autonomous features such as making decisions for learning and doing assigned tasks, increasing reading awareness and higher motivation (Izquierdo Castillo & Jiménez Bonilla, 2014, p. 67). These studies demonstrate that teaching reading strategies can improve reading comprehension, but guidance is required on how to use reading strategies to achieve better performance. Specifically, scanning and skimming have a crucial role in enhancing reading comprehension.

Nevertheless, the previous studies were developed in public institutions in Colombia, a different context from the population chosen in this study. The school where this investigation was conducted is a private, female school which changes the perceptions and the main characteristics of the context. Furthermore, the authors of these studies proposed future research on the teaching and implementing reading strategies using a virtual learning environment to verify that students are using them to improve reading comprehension. The present study implemented the teaching of reading strategies using the available technology, internet, technological devices such as students' computers and smartphones. Resources that other populations such as students from public schools in Colombia do not have.

2.3.3 Previous research on flipped learning

Numerous studies have examined the use of technology in education and specifically in improving reading comprehension. For example, some studies have considered the use of multimedia in the classes such as CD-ROM storybooks (Ertem, 2011) and the role of mobile phones in the classrooms to improve reading comprehension skills (Chang, Lan, Chang, & Sung, 2010; C.-M. Chen & Lin, 2016). Even in Colombia, the use of technology in the classroom is a topic of interest (Jaramillo, Castañeda, & Pimienta, 2009). These studies state that these devices have as much benefits as disadvantages, such as being only used by small groups, in the case of mobile phones, and the need for adjustments according to reading context.

Likewise, the use of computers and the net has been a recent topic of interest in the educational field (Gómez Flórez, Pineda, & Marín García, 2012; Khoshsima & Khoshsima, 2014; Muñoz Marín & González Moncada, 2010; Tozcu & Coady, 2004). The implementation of e-courses represents a challenge for teachers and students but it is perceived in a positive way by students, although it has yielded different results according to the context. Based on these

discoveries and taking into account the role of technology in education, flipped learning approach has been a topic of considerable recent interest (**¡Error! No se encuentra el origen de la referencia.**).

There has been recent studies in which the success of the implementation of flipped learning has been demonstrated. Fields of education as school and university in different subjects. (Davies, Dean, & Ball, 2013; Hao, 2016a; Larsen, 2015; Mok, 2014; Roach, 2014; Sadik, 2015; Sohrabi & Iraj, 2016; Yoshida, 2016). These studies confirm the benefits of flipped learning such as students not missing-the lectures accessing them through sample videos watching them repeatedly if they need to, having the opportunity to spend more time practicing with students, generating active and collaborative learning. In addition, there is the flexibility of using it with different groups. In addition, students perceive them (Hao, 2016a; Sadik, 2015; Yoshida, 2016) as a better approach than the traditional one (Sadik, 2015) and that they have learnt more using this approach. Nevertheless, this approach requires competence, dedication and effort from the teacher at the moment of planning the lesson. These studies are based only in the students' perception so more work must be done in order to verify the efficacy of flipped learning versus other perspectives, such as test and analysis of artifacts in order to check if students understand and learn the content provided.

Specifically, in the teaching of a foreign language, this approach has been implemented in order to assess its effectiveness in this field (Ahmet, 2015; Chen Hsieh, Wu, & Marek, 2016; Hung, 2015; Soliman, Nagwa, 2016). The researchers found that they could promote not only collaborative work but increasing participation of student-student and student-teacher interaction. Moreover, the students could learn at their own pace overcoming limitations of class time, which

allowed them to use the target language more frequently, improving their idiomatic knowledge, concluding that it is effective in foreign language learning, specifically in English classes.

There are two studies which specifically investigate the effect of flipped learning in the teaching of reading comprehension (Abaeian & Samadi, 2016; Huang & Hong, 2016) in which the authors state the benefits in the improvement of this particular skill. They refer to the use of pre and post reading tests through the techniques of this approach. Although the perceptions of the students are positive, it was concluded that it benefits more a group than the other one (Abaeian & Samadi, 2016). Results from these studies support the notion that flipped learning could be an effective approach in the improvement of reading comprehension, however it has been implemented without a particular strategy, being that the characteristics of this approach are limited.

In Colombia, a study was conducted in 2014 by Parra and Medina (2014) regarding the implementation of blended learning, through the use of flipped learning in a private university in Colombia as a strategy in an English program. Researchers found that technological and human resources and support are pre-requisites of this kind of programs. Furthermore, there is much to be done in terms of interaction with peers and tutors, feedback and computer mediated communications; (Parra Pérez & Medina Riveros, 2014).

Therefore, this study sought to investigate the effect of the flipped learning approach in a private school in Bogota, Colombia, since few studies have been conducted in the country. Likewise, one of the concerns about flipped learning model is the limited access that students may have to digital devices (Sohrabi & Iraj, 2016, p. 522). In some cases, and contexts, it is not possible to ensure student access to technology. However, although there are different economical contexts in Colombia, it was possible to apply this approach in this study. Since the

participants did have the technological devices and the appropriate conditions to use them such as access to Internet, they were ready to embrace flipped learning and took responsibility for their own learning (Hao, 2016a).

2.3.4 Justification on research question/objectives

Previous studies have found that application of reading strategies have improved the reading comprehension of the population that have learnt them (Echeverri Acosta & McNulty Ferri, 2010; Greenway, 2002; Komariah et al., 2015; Nosratinia & Sha(Mahecha Sánchez et al., 2011)keri, 2013; Reutzel et al., 2005; Stankovic & Lalovic, 2010), specially instruction in scanning and skimming reading strategies (Castillo & Jiménez Bonilla, 2014; Quiroga Carrillo, 2010). However, these studies have not considered some contextual variables as time constraints the role of technology, and some needs of the particular context of this study.

Likewise, recent studies demonstrate that the use of technology, specifically the flipped learning approach has been successful in the education field for its multiple benefits (Davies et al., 2013; Hao, 2016a; Larsen, 2015; Mok, 2014; Roach, 2014; Sadik, 2015; Sohrabi & Iraj, 2016; Yoshida, 2016). In general, it was found that the flipped teaching strategy resulted in improvement of students' learning outcomes. However, there are few studies (Abaeian & Samadi, 2016; Huang & Hong, 2016) that are focused on the improvement of reading comprehension in a foreign language, in a completely different context from the one presented in this study.

Thus, after reviewing the state of art literature it can be concluded that scanning and skimming reading strategies have not been taught extensively in Colombia, and in general, have not been taught using the flipped learning approach.

2.4 Conclusion

The theories presented above and the previous research related to these main constructs have shown that reading comprehension can be improved through the teaching and use of reading strategies, specifically the teaching of scanning and skimming. Moreover, the success of flipped learning approach has been demonstrated in several fields of education due to its many benefits to improve reading comprehension, although it has not been widely used. Furthermore, previous studies have demonstrated lack of research to discover the contribution of the mentioned strategies and flipped learning approach in fostering reading comprehension.

Chapter 3: Research Design

3.1 Introduction

The previous theoretical constructs and research studies show the importance of teaching reading strategies in order to help students improve their reading comprehension in English. Consequently, in this study scanning and skimming reading strategies have been selected due to their importance (Nuttall, 1996). In the same way, flipped learning was chosen as the most appropriate tool due to the contextual characteristics and the benefits of this in terms of use of time, effectiveness, and motivation (Bergmann & Sams, 2012).

In order to achieve the objective of this project, which was to characterize the contribution of the implementation of the skimming and scanning reading strategies through the flipped learning approach, in this chapter was necessary to consider the nature of the research, the type of study and the context. It was described the participants' profile, the researcher's role and the ethical considerations taken into account. Based on this, the data collection instruments selected were a teacher's journal, three focus group sessions, reading comprehension tests and participants' artifacts which are described in this chapter; as well as their validation and piloting process.

3.2 Type of study

This is an action research study which, according to Carr and Kemmis (2004) is a form of self-reflective enquiry undertaken by participants in social situations in order to improve the rationality of their own practices, their understanding of these practices, and the situations in which the practices are carried out (Carr & Kemmis, 2004). According to Mills (2003) "action research is any systematic inquiry conducted by teacher researchers to gather information about the ways that their particular school operates, how they teach, and how well their students learn"

(Mills, 2003, p.4). This research project followed a mixed method which “involves the collection and “mixing” or integration of both quantitative and qualitative data in a study” (Creswell, 2014, p. 30). This method is useful since the researcher needed to gather both forms of data while she is in the field. It allowed the researcher to gain multiple pictures of a problem from several angles (Cresswell, 2015). In this case, the teacher implemented two reading strategies through flipped learning approach and is going to monitor how the students improve their reading comprehension.

3.3 Context

The present research took place at a private female school located in Bogotá, Colombia. This school has a single campus for kindergarten, primary and high school. The school’s main purpose is to educate people to achieve their full potential as human beings, gain ownership of their own knowledge and engage in building a more humane and fair society, from the experience of the principles and values.

Although the school is not bilingual; students receive five hours a week of English language instruction in primary and 4 hours a week in high school. The English syllabus is based on the foreign languages curriculum guidelines of the Colombian Ministry of Education and the topics presented in the course book for each level; “Kid’s Box” for primary and “American More” for high school, both from the Cambridge Publishing House.

3.3.1 Participants

The group chosen to participate in this study is made up of twenty-seven female students in fifth grade in a private school in Bogotá, Colombia, whose ages range between 9 and 10 years. Most of the students’ families live near the school and have an appropriate socio economic status

to support the students' education and basic needs. In Colombian categorization, these families belonged to the middle-class, strata three and four which allows them to have a good quality of life and economic facilities to support their academic duties and their learning process. This group was chosen since they are learners that can use and take advantage of flipped learning approach and they are initiating their reading learning process in English in the institution.

The present study was conducted with nineteen of the students from this group because for different reasons they could not participate in most of the online and face to face classes or they did not participate in the focus group session or did not answer all the questions. This group is at A1 level according to CEFR (Council of Europe, 2001), they have received 3 years of English instruction and they receive five 50-minute lessons per academic week. Most of them are able to understand simple written and spoken sentences about daily life and commands in class.

Regarding vocabulary, they can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. They can introduce themselves and others and can ask and answer questions about personal details such as where they live and things they have, they can interact in a simple way, talking slowly and clearly (Council of Europe, 2001). However, they need to continue acquiring vocabulary and developing reading comprehension, even though this group is able to decode single sentences, they do not understand the general idea or specific information of a text as it was stated in the needs' analysis.

3.3.2 Researcher's role

Participant observation is a main activity in ethnographic research. It involves access to social worlds and the generation of written interpretations of them to share their experiences, aspects of their daily life and meaning of the actions investigated. Participant observation differs

from other types of observation, such as ‘observer as participant’ and ‘complete observer’.

Participant observation was chosen in this study because the subjects were studied in their own environment acknowledging the presence of the researcher in the setting (Lopez Dicastillo & Belintxon, 2014).

The role of the researcher is that of active participant or participant observer as Mills (2007) proposes for teachers researchers that involve “monitoring the effects of teaching and adjusting instruction accordingly” (Mills, 2007, p. 58). The participant observer is the person who observes and conducts the research, but at the same time, is the teacher who implements the intended strategy and tool and interferes in the context. This researcher’s role is appropriate for this research project since the teacher affects the specific context, trying to create a change and observing the impact of that implementation. It means that, as in this case, the researcher who is the same teacher has the opportunity to interact with the learners, implement a pedagogical intervention, observe and collect data. This is what Glesne (2006) calls participant observer because the researcher has the opportunity to observe, take notes on what is observed and interact with the participants in the study (Glesne, 2006).

3.3.3 Ethical considerations

To achieve reliable and true data and also to observe the ethical considerations involved in a research project, the teacher asked for permission to the institution where the study was conducted. Likewise, the researcher sent a consent letter (Appendix B) to parents and students to ask for permission to conduct the study and to use the data collected. A consent letter for parents is required for minors to participate in research studies (Noles & Putten, 2007). The teacher informed the participants what this study intended to implement, specifying the aim, the resources, strategy and tools intended to be used. In the consent letter, all parents allowed their

children to participate in the present research and allowed the teacher to use their performance and work as evidence of the study confidentiality provided (Noles & Putten, 2007). In this consent form, participants, parents and students agreed to participate in the study freely, willfully and “with an understanding of the study and any possible dangers that may arise” (Mills, 2007, p. 104). This means that, although “the researcher knows who has provided the information or is able to identify participants from the information given, the researcher does not make the information public” (Cohen, Manion, & Morrison, 2007, p. 65) by any reason and will use codes to refer to the results of a participant.

3.4 Data collection instruments

The data collection instruments were designed to gather information about the contribution of the scanning and skimming reading strategies in students’ reading comprehension through the implementation of flipped learning approach. The instruments designed for this purpose are a teacher’s journal and focus groups; moreover, the researcher collected participants’ artifacts and the results of initial and final reading tests.

3.4.1 Descriptions and justifications

3.4.1.1 Teacher’s journal

A teacher’s journal was selected due to its advantages when collecting information from the teacher’s perspective. Using this instrument, the researcher can record in writing, different aspects of a process or a phenomenon. “Data can be collected in a variety of forms: verbal descriptions, tapes (digital recordings), or simple anecdotes” (Seliger & Shohamy, 2004, p. 161).

In the present study, this instrument was used to allow the researcher to record her observations in order to keep evidence of the development of the intended strategies and tools. In previous studies where the objective was to improve reading comprehension in a second

language, the teacher's journal was used in order to obtain information from the participant observer who observes and analyzes the behaviors of the participants and the situations occurring in the classroom (Echeverri Acosta & McNulty Ferri, 2010; Komariah et al., 2015; Larsen, 2015).

Likewise, a journal is an instrument that allows the researcher to monitor the strategies and tools during the implementation. Some studies conducted in public and private institutions in Bogotá, Colombia (Echeverri Acosta & McNulty Ferri, 2010; Gamboa, 2017; Quiroga Carrillo, 2010) and in other countries (Park & Kim, 2017) used this instrument because of the monitoring that the researchers can have over the implementation process. In one of these studies the main objective was to develop higher thinking skills for reading comprehension. The teacher's reflections on how students did the reading activities and how the strategies worked were included in the teacher's journal; the teacher included her thoughts, feelings, ideas and experiences (Echeverri Acosta & McNulty Ferri, 2010).

The teachers' journal template was designed in order to organize all the details and important information from the teacher's perspectives about the development of the lessons (Appendix C). It was recorded immediately at the end of each class hour to avoid the risk of information loss. In each journal, the teacher referred to the student performance in using skimming and scanning reading strategies and the flipped learning methodology, and some further comments if necessary. The teacher took into account students' answers in the activities, performance, participation and general behavior; bearing in mind the objective of each lesson.

3.4.1.2 Focus group

The interview is a form and a relatively simple method for data collection that can produce a wealth of information. Due to the great amount of time required to apply individual

interviews; in the current research, focus group was used to collect more information from the participants about their experiences, opinions, and thoughts (**Error! No se encuentra el origen de la referencia.**). A focus group is “a qualitative data collection method in which one or two researchers and several participants meet as a group to discuss a given research topic” (Mack, MacQueen, Woodsong, Guest, & Namey, 2005, p. 51). This instrument was used in the present research in order to discover possible patterns evident in the learners’ perspective to determine the contribution of teaching some reading strategies using flipped learning.

A focus group session is developed in an appropriate place with 8 to 10, maximum 12 participants, which allowed the researcher of this study to conduct the sessions, dividing the 27 members in three groups. Sessions must be recorded and researchers must take notes to avoid information loss. This instrument was selected due to the advantage of collecting participants’ perspectives in a short period of time, these sessions were conducted in different days at the same hour during the last week of implementation of the strategies and tool, so that students could have enough information from their experiences. It was also used near the end, so they could remember most of the information.

At the beginning of each session, the researcher reminded participants the confidentiality of their personal information and that the data collected would only be used for academic purposes. Likewise, the rules of the session were established taking into account that the participants were children, so the rules were established: respect the opinion and experiences of other participants, speak one at a time and with respect.

During a focus group session, it is important to avoid influencing participants’ behaviors by answering questions before or during the session. It is necessary to keep the discussion on track and create a positive rapport with the researcher and between participants in order to collect

as much information as the researchers need. These characteristics also make the instrument the best selection since the researcher is the head teacher of the group participant which ensures a trusting relationship with the participants. At the end of the session, the researcher labeled the material, transcribed the recording and expanded the notes in a narrative form to analyze the information collected (Mack et al., 2005).

3.4.1.3 *Reading comprehension tests*

Language tests are used in a variety of ways. There are formal language tests or test-like activities, such as writing assignments, which are carried out in a language class and which later become a data source (Seliger & Shohamy, 2004). These tests are written or visual sources of data that contribute to our understanding of what is happening or what happened in our classrooms.

In this research project, two reading comprehension tests were applied; an initial test at the beginning of the study and a final test at the end of the pedagogical intervention. These tests were obtained and adapted from the Ket English exams according to the English level of the participants and the objective of the reading strategies taught; identify the main idea and specific information from a text.

3.4.1.4 *Participants' artifacts*

In this research, a variety of activities were developed in face to face lessons in order to check the students' improvement on reading comprehension. These activities allowed students to produce output about what they could understand from a text such as pictures, activities with open and close questions, etc. These artifacts were collected from five lessons in order to check the students' reading comprehension in each stage of the study.

In some previous studies where the improvement of reading comprehension is the goal, students' artifacts have been used to collect the required information (Bolukbas, 2013; Nosratinia & Shakeri, 2013). One reason for this is presented in a study whose purpose is to confirm the role of grammar in second language reading comprehension. The authors say that in order to examine comprehension problems resulting from insufficiency or lack of linguistic awareness, data were collected through different tasks and analyzed according to learners' performance (Akbari, 2014, p. 123), which is one of the reasons to use students' artifacts to analyze the contribution of the present study.

At the end of each lesson, the students practiced and provided a final product, an artifact, whose results allowed the researcher to identify the effectiveness of the tool and the scanning and skimming reading strategies implemented. Artifacts provide information about the level of reading comprehension of the students asking for the general topic of a text and specific details. The teacher collected and analyzed those products in order to obtain the results of this research project.

3.4.2 Validation and piloting

Prior validation of the instruments mentioned allowed applying the instruments in the best way possible, with the necessary adjustments and corrections. Validity is an important key to effective research (Cohen et al., 2007); thus, to validate the instruments, the teachers' journal, the focus group questions and the tests were shared with two English teachers, researcher colleagues, with knowledge about the research project so that they could express their professional opinions about these instruments, its design, and possible effectiveness. These professionals were informed about the English level of the students, the context, the aim of the study, the research question, the reading strategies and tool implemented in the study.

Afterwards, they analyzed the instruments individually and provided their suggestions written and in a meeting. They provided recommendations regarding the structure of the teacher's journal, the vocabulary used in the focus group according to the students' age and the appropriateness of the tests in terms of English level.

After several versions, the teachers' journal, the focus group dynamic and questions, and the reading comprehension tests were pilot-tested before the implementation. A focus group session was conducted with a group of five students. In this testing, the effectiveness and questions were analyzed according to how students responded; whether the questions and dynamic were understandable for students, if they answered the questions without hesitation and if the researcher did not have to clarify the questions.

3.5 Conclusion

This chapter offers the reader the description of the present study, which is an action research project. Moreover, the reader can find information about the participants, the researcher's role and the context where the reading strategies and tools were implemented. In order to answer the research question and identify and characterize the contribution of scanning and skimming reading strategies through flipped learning on the improvement of reading comprehension, the instruments used to collect data were teachers' journal, focus group, reading comprehension tests and participants' artifacts. These instruments bring opportunities to collect data from participants, parents and researcher perspectives. Consequently, the information related to the implementation of these instruments, data collection, analysis and results is provided in subsequent chapters.

Chapter 4: Pedagogical Intervention and Implementation

4.1 Introduction

The previous chapter provides a description of the type of study carried out and the context in which this study was implemented. This pedagogical intervention presents the description of the data collection instruments that were proposed in order to solve the research question. Each instrument allowed to perceive the perspectives of the participants, the parents of the participants and the teacher about the implementation of skimming and scanning reading strategies through the use of flipped learning.

This intervention considered the visions of learning, language and curriculum where the vision of classroom is also mentioned. Moreover, it accounts for a description of the three stages of the implementation and the lesson planning which included an online session and a face to face session.

4.2 Visions of language, learning, and curriculum

4.2.1 Vision of language

Language is seen as a way to communicate, not only gathering input and providing output, but a medium to communicate ideas, opinions and thoughts. “Language is a vehicle for the expression of thoughts that are already independent of the words and grammatical structures that express them” (Eifring & Theil, 2005, p. 11). But it has also been claimed that language contributes to the shaping of thought, and that different languages do so in different ways (Eifring & Theil, 2005).

In this particular study, language is the system by which students have access to new information; this study was focused on guiding students to develop their reading comprehension,

language in a written form, “writing is a set of visible or tactile signs used to represent units of language in a systematic way” (Eifring & Theil, 2005, p. 5).

4.2.2 Vision of learning

For the purpose of this study, learning is the way to access new knowledge. The main objective is that students can find a relationship between the activities developed, knowledge and real life. It is the way in which they can use the new knowledge, in this case, the target language and the new information that they find in the texts in their daily life or in the future. Specifically, students can use the reading strategies during their academic and professional life.

Likewise, the increasing use of the digital technology in the classroom has changed the way English is learned and taught. Learning is no longer limited to the traditional classroom context where the teacher and the teaching materials often provide the main source of language input and language practice (Bergmann & Sams, 2013). In this study, technology is the medium by which part of the learning process takes place.

Finally, in this research study, learning autonomy plays an important role in the vision of learning. Flipped learning requires that students manage five dimensions: “learners control and self-directed learning, technology efficacy, motivation for learning, in-class communication self-efficacy and doing previews” (Hao, 2016b, p. 297). These dimensions allow the learner to take control of their own learning process and progress at home. Benson defined autonomy as “a capacity to control important aspects of one’s learning” (Benson & Voller, 1997, p. 852). Students, with guidance from family, teachers, peers and others, take increasingly greater control of their own learning, in preparation for becoming lifelong learners. Internet resources, such as educational Websites and online dictionaries facilitate learner autonomy.

4.2.3 Vision of curriculum

In the institution, curriculum is seen as the medium by which content and knowledge will enrich students' lives, and the classes and lessons are open to communication, where students have the opportunity to show the application of the knowledge they gained. Curriculum refers not only to the lessons and academic content taught in a school or in a specific subject, but the whole picture of what students should be learning such as competences and abilities. It also changes from implementing or even adapting curriculum into "a process of growth for teachers and students, a change in thinking and practice" (Shawer, 2017).

In the school where this study took place, the emphasis is on values and the Gospel. Inside the curriculum, the classroom is seen as a place where students can express their opinions and learn. The classroom is a trusting environment, where students do not feel judged by the teacher or their partners. Learners feel safe to communicate their ideas, share their knowledge and practice the language.

The classroom must be a place where feedback and exchange are frequent and non-threatening. Where students are encouraged to ask questions and answer questions, including all the class members. The most important aspects to teaching and learning are respect and a comfortable environment where students can express their opinions, questions and doubts (Tomlinson, 1999). A place where they can feel safe about their learning process but also challenged and encouraged to overcome their difficulties.

4.3 Instructional design

The instructional design was carried out following the process of flipped learning and it was integrated with skill-based lessons for the teaching of skimming and scanning reading strategies.

4.3.1 Lesson planning

The pedagogical implementation was carried out in 31 hours in which a pre, a while and a post implementation stage were developed. In the while stage, five lessons plans were developed following the instructional strategy suggested in the flipped learning methodology with two phases; the first one in which the students understand, acquire or learn new knowledge at their own space and then, in the second one, they practice what they learnt in the classroom with the teachers' guide (Bergmann & Sams, 2012).

The lessons followed the two phases; in the first one, the students watched videos created by the teacher, which were used to provide the explanation of the reading strategies, their use and the steps to use them. After this, the students developed some online activities in order to apply the new knowledge. For the second phase, the learners attended the face to face lessons designed with the following stages: warming up, pre-reading, while-reading, after-reading and closing. The sessions in the classroom are focused on providing opportunities for students to practice these strategies and clarify doubts through different reading workshops.

4.3.2 Implementation

The pedagogical implementation was carried out in 31 hours including the pre, while and post implementation stages. Table 1 illustrates the three stages of this study. In the pre-stage, a reading comprehension test was applied in order to know the students' reading comprehension level at the beginning of the implementation. Then, an introductory session was conducted

consisting in providing the students with the necessary practice in the use of the platform to start the implementation. Learners followed a tutorial video in which they learnt how to use the platform to watch the videos and develop the activities. Then, an introductory session was conducted in which learners watched a welcome video and participated in a forum in which they introduced themselves. The teacher could check if the students could access and use the platform checking the forum.

The while stage provided gradual training to students in the use of the reading strategies. In this stage, the lessons were applied using the methodology of flipped learning while the teacher's journal was developed. For the implementation of these strategies through flipped learning approach, the teacher created a platform Moodle where some videos created by her and online activities were made available. In those videos the teacher explained how and why to use the skimming and scanning reading strategies and modelled them. In the lessons, the students were asked to watch the explanatory video at home and developed the activities suggested. Students had the opportunity to develop exercises where they could recognize and practice the features of the strategies with some additional texts. They did a warming up activity like a game according to the topic of the lesson and they read a short text with while-reading activity and a post-reading activity in which they were advised to use the reading strategy learnt. Five lessons were implemented; in each lesson, the students used approximately one hour at home watching the videos and doing the activities; then, they attended to the face to face lessons with a five hours' duration each one (Appendix F).

The students attended to face to face lesson and developed the activities proposed by the teacher in the classroom. They also participate in a warming up activity and then in the pre, while and after reading stage. The activities and texts proposed in the face to face lesson were

designed with the topic worked in the online part. During or after each lesson, the researcher filled the teachers' journal allowing her to have all the information regarding the implementation of flipped learning, the teaching of the reading strategy and her perspective from that.

In the post implementation stage, three focus groups sessions were conducted. The students were selected at random and were reunited in an office with a mobile phone to record the conversation. The research exposed the objective of the focus group, the norms and stated that the participants were not evaluated for their answers and started the focus group. After the focus groups sessions, a final reading comprehension test was applied to check the learners' improvement.

Table 1 Pedagogical implementation

Implementation stage	Activities/tasks	Number of hours	Number of lesson	Instruments
Pre-implementation stage (Introductory)	Tutorial vídeo Introductory video Forum N°1	1		
	Initial reading test	1		
While-implementation stage	Activities/tasks	Number of hours	Number of lesson	Instruments
Training on: Skimming reading strategy 1	<u>Online session</u> - Video: Skimming reading strategy - Warming up activity: Games “places in the city” and “geography quiz”. - Reading: Poster “Liverpool”. - Reading exercise: Quiz in platform about poster information.	1	N°1	Teacher's journal

	<p><u>Face to face session</u></p> <ul style="list-style-type: none"> - Warming up: Chart with vocabulary learnt in the online games. - Pre-reading stage: <ul style="list-style-type: none"> • Knowing the continents. • Wordsearch European countries. - While-reading stage: <ul style="list-style-type: none"> • Reading “The UK”. • Reading comprehension questions in pairs. - Post reading stage: <ul style="list-style-type: none"> • Reading comprehension questions developed individually. • Questions regarding their own country developed individually. - Closing: Comparative chart “Colombia and The UK”. 	4		
Training on:	<p><u>Online session</u></p> <ul style="list-style-type: none"> - Video: Skimming reading strategy. The students’ difficulties observed by the teacher are approached. - Warming up activity: <ul style="list-style-type: none"> • Game “Sport mixer” • Video “Jumpers” - Reading: Text “Base-jumping” - Reading exercise: Open questions in the platform. 	1	N°2	Teacher’s journal
Skimming reading strategy 2	<p><u>Face to face session</u></p> <ul style="list-style-type: none"> - Warming up: Listening activity “The busy buzz” - Pre-reading stage: Matching exercises. - While-reading stage: <ul style="list-style-type: none"> • Text “The sports” (coursebook). • Relate images and answer open questions. - Post reading stage: The students will describe another sport following the pattern showed in the text. - Closing: Share their productions. 	3		
Training on:	<p><u>Online session</u></p> <ul style="list-style-type: none"> - Video: Scanning reading strategy 	1	N°3	Teacher’s journal

<p>Scanning reading strategy</p> <p>1</p>	<ul style="list-style-type: none"> - Warming up activity: Game “Millionaire” - Reading: Text “Hannukah” - Reading exercise: Quiz in the platform with multiple answer questions. 			
	<p><u>Face to face session</u></p> <ul style="list-style-type: none"> - Warming up: Competence game with vocabulary from a book. - Pre-reading stage: Classify the words used in the game - While-reading stage: <ul style="list-style-type: none"> • First chapter “Rip Van Winkle” • Matching sentences with parts of the story - Post reading stage: <ul style="list-style-type: none"> • Wordsearch • Fill bubble speeches. • Create new bubble speeches - Closing: Share your creations with the group. 	4		
<p>Training on:</p> <p>Scanning reading strategy</p> <p>2</p>	<p><u>Online session</u></p> <ul style="list-style-type: none"> - Video: Scanning reading strategy. The students’ difficulties observed by the teacher are approached - Warming up activity: Game “Create you superhero” - Reading: “Superheroes and their superpowers” - Reading exercise: Questionnaire in the platform with multiple choice. 	1	N°4	Teacher’s journal Focus group sessions
	<p><u>Face to face session</u></p> <ul style="list-style-type: none"> - Warming up: Classify superhero characteristics. - Pre-reading stage: <ul style="list-style-type: none"> • Poster “Superman vs Batman” • Color code activity - While-reading stage: <ul style="list-style-type: none"> • Text “Superheroes” • Activity: complete the sentences - Post reading stage: Classify the superheroes. - Closing: Discussion in groups. 	4		

Training on: Scanning and skimming reading strategy Both	<u>Online session</u> - Video: Skimming and scanning reading strategies, review. - Warming up activity: Listening activity “Animal song” - Reading: Text “animal shelter” - Reading exercise: Open questions in the forum.	1	N°5	Teacher’s journal
	<u>Face to face session</u> - Warming up: Game, animal mimic. - Pre-reading stage: Discussion “pets or wild animals” - While-reading stage: • Text “animals in the city” • Close questions - Post reading stage: Worksheet: Reading comprehension activity - Closing: Answer questions according to their opinions.	3		
Post-implementation stage	Activities/tasks	Number of hours	Number of lessons	Instruments
First part	Final reading comprehension test	1		Final test
Second part	Focus group sessions	3		Focus group questions

4.4 Conclusion

This chapter explained the visions of language, learning and curriculum that the pedagogical implementation that followed the objective of this research study which was characterize the contribution of the teaching of skimming and scanning reading strategies through flipped learning. Additionally, this chapter presented the stages of the pedagogical implementation. In the subsequent chapter, the reader can find information on data analysis.

Chapter 5: Results and Data Analysis

5.1 Introduction

The previous chapter provided a description of the instructional design, specifically the lesson plans, the pedagogical implementation and the visions of language, learning, classroom and curriculum that the researcher used to support the instructional design. This chapter describes the implementation and data analysis collected which allowed the researcher to have evidence of how the teaching of scanning and skimming reading strategies through flipped learning influenced fifth grade students' reading comprehension. This chapter describes the data management and data analysis process carried out following a mixed method which "involves the collection and "mixing" or integration of both quantitative and qualitative data in a study" (Creswell, 2014, p. 30). This chapter also shows the findings from the data analysis which allowed the investigator to answer the research question of this study.

5.2 Data management procedures

In this study the researcher used the convergent parallel mixed methods design which "is a set of procedures that researchers use to concurrently collect both quantitative and qualitative data, analyze the two data sets separately, compare and/or synthesize the two sets of separate results, and make an overall interpretation as to the extent to which the separate results confirm and/or complement each other" (Plano Clark & Creswell, 2010, p. 392). Qualitative data was collected through teachers' journals and focus groups, while quantitative data was collected through initial and final reading tests and students' artifacts. It was necessary to collect qualitative data to know the teacher and students' perspectives who are the participants of the pedagogical intervention and quantitative data allowed the researcher to verify the students' reading comprehension before, during and after the research project was implemented.

5.2.1 Validation

Triangulation “is the process of corroborating evidence from different individuals, types of data, or methods of data collection in descriptions and themes in qualitative research” (Creswell, 2012, p. 259). It means that data should be collected through multiple sources (Creswell, 2014). In the research project, validation process was developed through the triangulation of data by comparing the information collected by means of the five data collection instruments described above to ensure internal validity.

In the triangulation process of this research study, the researcher organized the quantitative data: results of the reading tests and the students’ artifacts, and the qualitative data: the answers of the students in the focus groups and the most important excerpts of the teacher’s journal in different data matrixes built in MS Excel. Then, for the qualitative data the researcher conducted the process of grounded theory; and the quantitative data was calculated and analyzed.

These matrixes were shared with research teachers and colleagues in order to do peer-reviewing, know their thoughts and receive feedback about the codes and categories from the qualitative data and their opinions about the statistical analysis that the researcher did with quantitative data. The English teacher colleagues were informed about the process of data analysis, work independently and provided feedback about how the data from each instruments was validating the information collected from the other instruments. The suggestions made by the colleagues allowed the researcher went over the information gathered by means of the instruments several times to modify and reconfirm the results. Finally, the quantitative and qualitative findings were analyzed and the researcher made an interpretation of these results. That interpretation allowed the investigator to answer the research question and to achieve the research objective.

5.2.2 Data analysis methodology

In order to collect data, the researcher implemented the data collection instruments before, during and after the implementation of the study. The qualitative and quantitative data collected from these data collection instruments was organized in Excel charts. Each chart was designed for each instrument to simplify the use and management of the information and to do an effective analysis of the data. The data from participants that did not participate in the whole pedagogical intervention or did not answer all the questions in the focus group session were not taken into account.

Initially, to conduct the analysis of quantitative data collected from the reading comprehension test and the students' artifacts, the grades that students could obtain in their productions were classified as follows: grade from 1.0 to 3.4 was classified as "not approved", from 3.5 to 3.9 was classified as "Pass", from 4.0 to 4.4 was classified as "Satisfactory" and finally, from 4.5 to 5.0 was classified as "Excellent". The results of the initial and final reading comprehension tests were recorded in an Excel chart and the average of the obtained marks was calculated. Then, it was compared the average of the initial reading test with the final one allowing the researcher to do an interpretation of that results and its contrast. Afterwards, the results of five artifacts were recorded in another excel chart and it was also calculated the average of the results in order to have the tendency line in which the researcher can analyze the students' process and progress in the pedagogical intervention.

Secondly, the researcher used the grounded theory method to analyze qualitative data from the teachers' journal and the focus groups. In this study, grounded theory was used to analyze data because it is the most appropriate methodology to analyze qualitative data. "Grounded theory methods consist of systematic, yet flexible guidelines for collecting and

analyzing qualitative data to construct theories ‘grounded’ in the data themselves” (Charmaz, 2006, p. 2). According to Corbin and Strauss Grounded theory is a “qualitative research method that uses a systematic set of procedures to develop an inductively derived grounded theory about a phenomenon” (Corbin & Strauss, 2008, p. 24). Therefore, the researcher focused on analyzing qualitative data in order to find the effect of the implementation of the study in the students’ reading comprehension.

To conduct the analysis of qualitative data collected through the teacher’s journal and the focus groups, the data was collected and stored to determine codes. It was necessary to separate, classify and synthesize these data through qualitative coding. First, the focus groups recordings were transcribed by the researcher, and this data and the information from the teacher’s journal was classified in two matrixes to create codes. It was necessary to do approximately 4 or 5 rounds of coding with a week apart in order to get the most appropriate codes according to the patterns found by the researcher. Then, based on the codes obtained, the concepts were formulated to allow the researcher to bring up sub-categories to finally establish two categories and the core category. The answers from participant that did not answer all the question were not taken into account in the data analysis.

Finally, the researcher made an interpretation from the analysis of the quantitative data obtained and used it to support the core category and categories obtained from the qualitative data analysis to answer the research question to explain the contribution of the teaching of scanning and skimming reading strategies through flipped learning in the improvement of reading comprehension.

5.3 Categories

Based on grounded theory, the open coding was done, “breaking data apart and delineating concepts to stand for block of raw data” (Corbin & Strauss, 2008, p. 198), the axial coding which “is the act of relating concepts/categories to each other” (Corbin & Strauss, 2008, p. 198). The researcher determined four subcategories: “Understanding main idea of a text”, “understanding specific information”, “customized access and use of resources” and “preparation before class”. Two categories: “reading strategies enhance reader-text interaction” and “effective use of flipped learning to facilitate learning”, and finally one core category, “Strategy development helped most fifth graders to identify main and specific information in reading articles allowing enhanced reading comprehension”. Evidence obtained from the data collection instruments was provided to support these categories.

5.3.1 Overall category mapping

The coding process was carried out in three stages; open, axial and selective coding. During the open coding stage, the researcher identified thirty-six codes from each instrument; these codes were compared, counted and grouped (Appendix D) to identify the most common patterns and to create the following concepts (

Table 2).

- Incorporation of reading strategies
- Retrieval of relevant information in texts
- Understanding specific information from a text
- Active reader-text interaction

- Technology for learning
- Usage of a personal learning atmosphere
- Use of videos to facilitate learning
- Possibility of repetition of videos
- Ease of understanding through visual means
- Enhanced motivation
- Preparation before class

<p>¿Qué piensas de las actividades que tienes que desarrollar en casa con los videos?</p> <p><i>What do you think about the activities that you develop at home with videos?</i></p>	<p>Coding</p>	<p>¿Cuáles han sido las ventajas de ver videos en casa?</p> <p><i>Which are the advantages of watching videos at home?</i></p>	<p>Coding</p>
<p>Se nos facilita todo eso y nos hace comprender más con imágenes, como las estrategias y todo eso. <i>It facilitates all this and makes us understand more with images, such as strategies and all that.</i></p>	<p>Ease of understanding through visual means</p>	<p>Los videos son chéveres <i>Videos are "good"</i></p>	<p>Interest in the approach</p>
<p>Que a veces yo no entendí algo, y pues a veces me estreso y como que no tengo esa paciencia para el inglés. Porque a mí no me gusta casi el inglés porque soy malísima. <i>(Sometimes I did not understand something, and sometimes I get stressed and like I do not have that patience for English. Because I do not like English because I'm really bad).</i></p>	<p>Disadvantages of online videos</p>	<p>A veces los videos no cargaban bien y a veces no podíamos entrar a la plataforma y si entrabamos los videos se trababan. <i>(Sometimes the videos did not load well and sometimes we could not enter the platform and, if we entered the videos they were locked)</i></p>	<p>Technical problems</p>
<p>Que por ejemplo uno esta con los papás y que tiene más confianza. <i>(For example, we are with our parents and we have more confidence)</i></p>	<p>Parents' help</p>	<p>Pues las actividades eran chéveres porque uno ahí aprende a... se puede memorizar más las palabras con la ayuda de los papás. Pues a mí me parece chévere pues como un quiz no es como una evaluación que por ejemplo si ya la perdiste, pues la</p>	<p>Material and activities relationship</p>

		<p>pierdes. Y, por ejemplo, hay uno puede seguir intentando hasta que le vaya bien.</p> <p><i>(Well, the activities were cool because we learn, there ... you can memorize more words with the help of parents. Well, I think it's cool because, like the quiz, it's not like an evaluation. For example, if you already lost it, you lose it. And, for example, you can keep trying until it goes well)</i></p>	<p>Virtual quizzes benefits</p>
<p>Las imágenes, los dibujos. <i>(The pictures, the drawings)</i></p>	<p>Ease of understanding through visual means</p>	<p>Uno no solo aprende en el colegio sino en su casita. <i>(We do not learn only at school but also at home)</i></p>	<p>Comfort at home</p>
<p>A mí me gustó que pues lo vimos en la casa porque pues con nuestros papás y también porque digamos es una nueva forma de aprender el inglés y que pues a veces como dijo _____ las clases no alcanzamos a verlo, digamos nos pones los videos, pero no lo alcanzamos a ver y nos toca ver la mitad a la casa y pues como pasan todas las horas, entonces casi no nos acordamos.</p> <p><i>(I liked that we saw it at home because we were with our parents and also, because it is a new way of learning English and that sometimes, as _____ said, in the classes we cannot see it. Let's say you play the videos, but we cannot see it and we have to watch half of the video at home and since all the hours (academic hours) go by, then we almost do not remember.)</i></p>	<p>Parents' help</p>	<p>Pues chévere porque por ejemplo cuando uno no entendía entonces digamos le pedía ayuda a los papás, ellos nos ayudaban y entonces uno podía responder más fácil.</p> <p><i>(Well, it is cool because... for example when we did not understand we asked for help from parents, they helped us and then we could answer easily.)</i></p>	<p>Parents' help</p>

Figure 1. Sample taken from the open coding stage

In the open coding stage, the researcher revises the data several times in order to refine the codes and the use the matrixes designed in MS Excel, which allowed the researcher to do this process easier. This also helped the researcher to determine the final concepts and the categories and subcategories in the axial coding stage.

Table 2. Final concepts after the open coding procedure.

<p>How does the use of scanning and skimming reading strategies developed through flipped learning influence reading comprehension of fifth graders with A1 (CEFR) L2 English?</p>	<ul style="list-style-type: none"> • Incorporation of reading strategies • Retrieval of relevant information in texts • Understanding specific information from a text • Active reader-text interaction • Technology for learning • Usage of a personal learning atmosphere • Use of videos to facilitate learning • Possibility of repetition of videos • Ease of understanding through visual means • Enhanced motivation • Preparation before class
--	---

The researcher refined the concepts to determine the initial categories and subcategories.

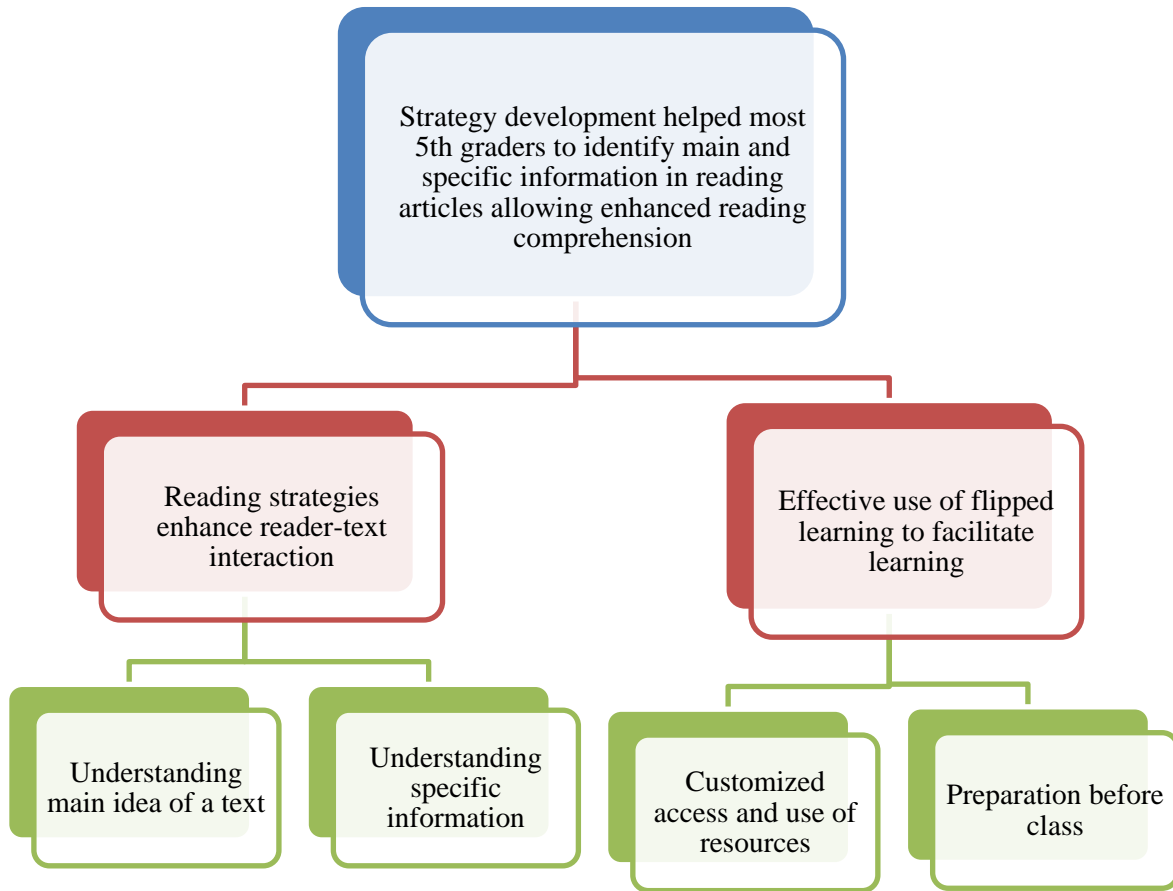


Figure 2. Categories and subcategories after the coding procedure

5.3.2 Discussion of categories

5.3.2.1 *Reading strategies enhance reader-text interaction*

The use of reading strategies allowed the students to understand and improve their reading comprehension in English. Students' results in the initial and the final reading comprehension tests suggests that the strategy training may have helped students improve their reading comprehension.

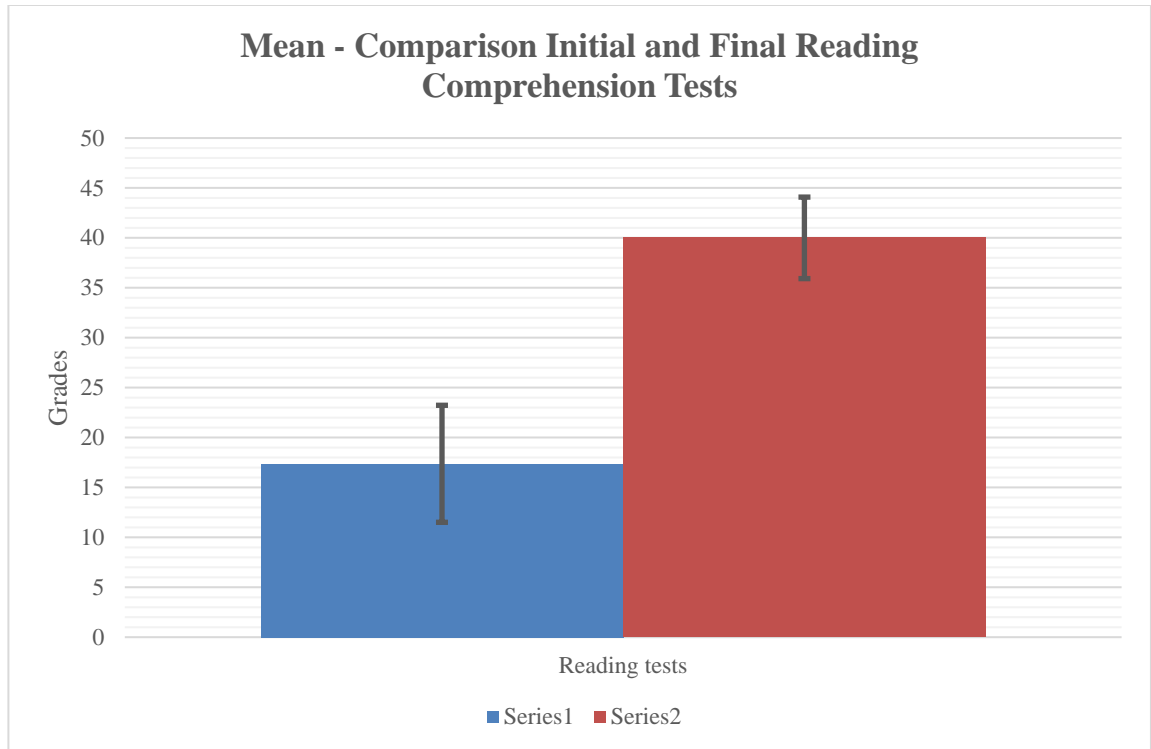


Figure 3. Comparison Initial and Final Reading Comprehension Tests

The initial diagnostic and final tests showed that 0% of students identified accurately main and specific information in articles. This means that they reached a higher level of understanding that was incipient or non-existing before the implementation as illustrated in Figure 3. A comparison between the results in the reading comprehension tests demonstrated that the participants could improve their reading comprehension. The test asked the students to identify main idea and specific information of a text. In the initial reading comprehension test, the mean of the results was 1.7 while in the final reading comprehension test, the mean was 4.0 in a scale from 1.0 to 5.0.

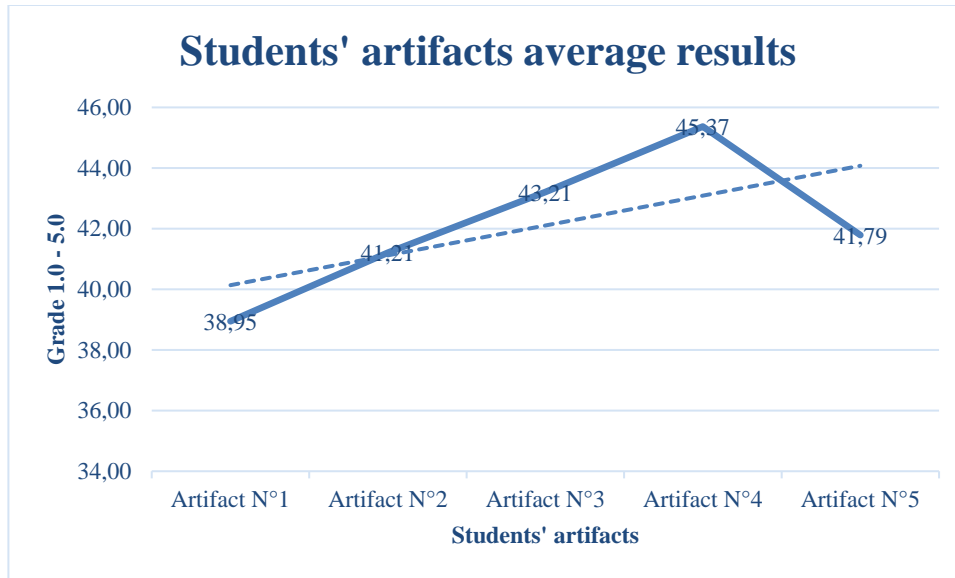


Figure 4. Students' artifacts average results.

Likewise, the students' performance in the face to face lessons allowed the researcher to have a picture of the development or improvement of the students' reading comprehension through the artifacts collected during the implementation of the study. Students' artifacts are productions from the lessons implemented in which the researcher grade the students' reading comprehension through reading activities. The artifacts results provided evidence that students improved during the research project development and that in each lesson they got better results. In Figure 4, although the last result dropped, the trend line demonstrates that their performance was better in each lesson and therefore, their reading comprehension in English.

Excerpt 1 illustrates from the point of view of the teacher, how students identified the information required and the actions. The teacher could observe that students could extract specific information and the main idea of the text. However, in the last lesson, when they needed

to use both strategies, they got confused and achieved a low result in the activities and workshops in the fifth lesson.

Students tried to put in practice both strategies (scanning and skimming reading strategies). It was kind of difficult for them since it is the first time that they use them together; however, they tried to remember what they did from previous

Excerpt 1. Teacher's journal, 10th August, 2017

5.3.2.1.1 Understanding main idea of a text

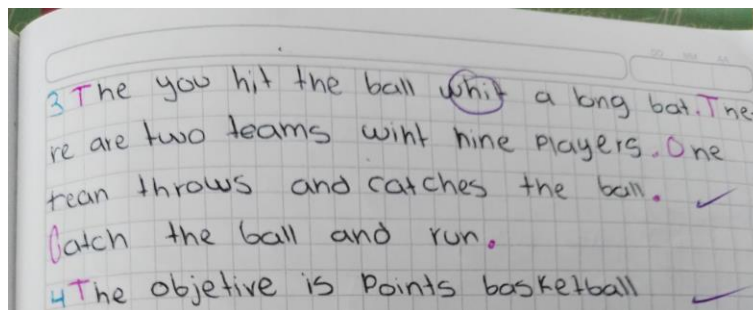
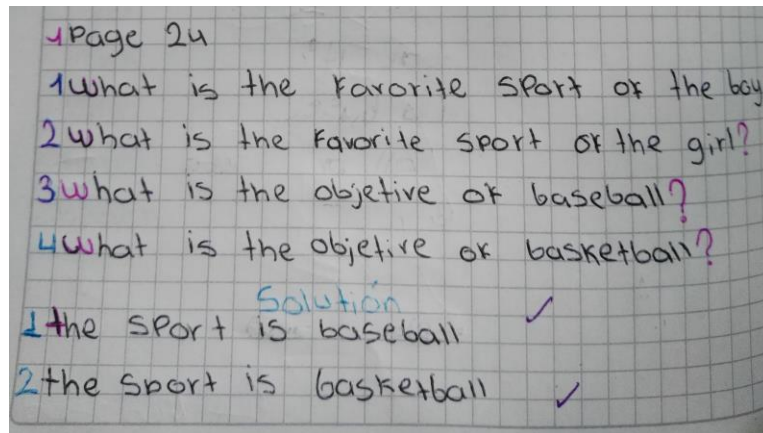
The results on the students' written productions, final reading test and the data collected from the perceptions of the students in the focus groups provided the researcher with evidence of the students' reading skills to understand the gist of a text, using skimming reading strategy.

In the first lesson, students understood the objective of the skimming reading strategy; however, it was difficult for them to manage it.

The students took more time than the expected reading the text and applying the strategy. - It was difficult for them to remember the step number 5 of the Reading strategy (read the first sentence of each paragraph) and they do not remember when they must see the pictures. In general, it was difficult for students to read the text, even though they remembered some of the steps of the new strategy, they tried to read word by word.

Excerpt 2. Teacher's Journal, 17th June, 2017

Specifically, at the beginning of the first lesson, students tried to read word by word to understand what the text was about. Students tried to follow the steps to use skimming but it was difficult since they forgot two steps. However, students' artifacts showed that during the second lesson students understood how to recognize the main idea of a text using the steps learnt.



Excerpt 3. Artifact from lesson 2, participant 18

In this production, the students tried to extract general information of the text by following the steps of the skimming reading strategy. In this sample, although the student had spelling errors and some answers are not written correctly, she could understand the main idea of the text. The questions asked students general information from the text so that they follow the steps of the reading strategy; information related to the title, the subheadings, pictures and the main paragraph.

5.3.2.1.2 Understanding specific information

The findings provided by the final reading test, the students' artifacts and the perceptions from the teacher's journal allowed the researcher to see that the students could locate specific information from a text according to the objective of the task.

In the following artifact, students showed a proper use of the reading strategy steps to extract specific information of a text. During a post reading activity, students were asked to identify specific information to fill some speech bubbles with only one word.

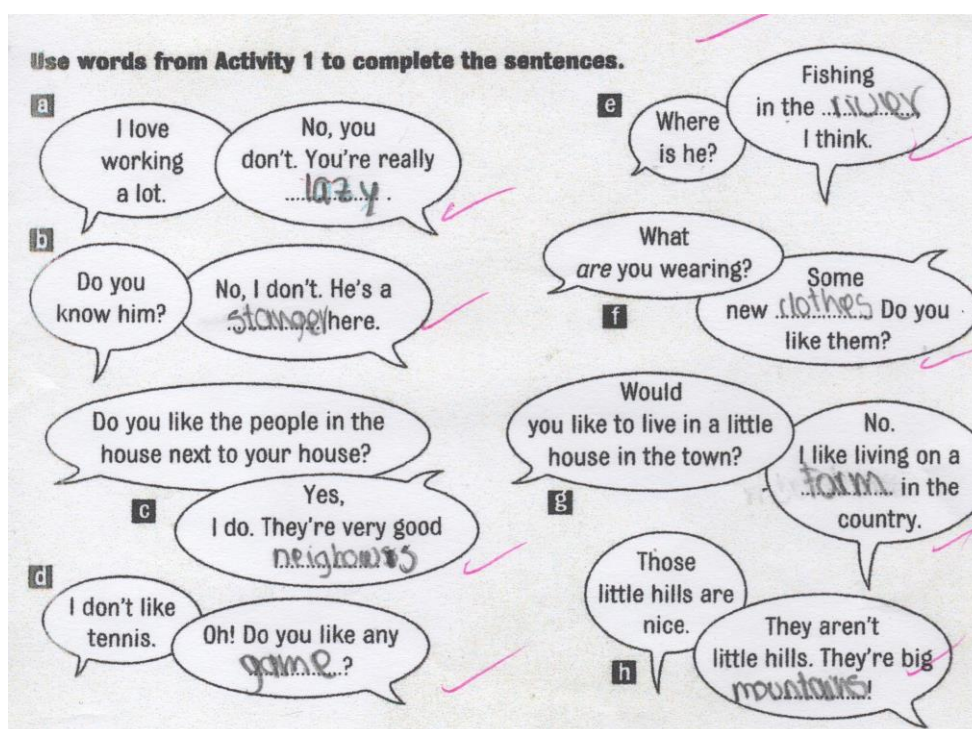


Figure 5. Artifact from lesson 3, Participant 2

Although most of the students achieved the objective of the activity, some of them had spelling mistakes which were corrected during the feedback stage.

Use words from Activity 1 to complete the sentences.

a I love working a lot. No, you don't. You're really LAZY.

b Do you know him? No, I don't. He's a stranger here.

c Do you like the people in the house next to your house? Yes, I do. They're very good neighbors.

d I don't like tennis. Oh! Do you like any game?

e Where is he? Fishing in the lake, I think.

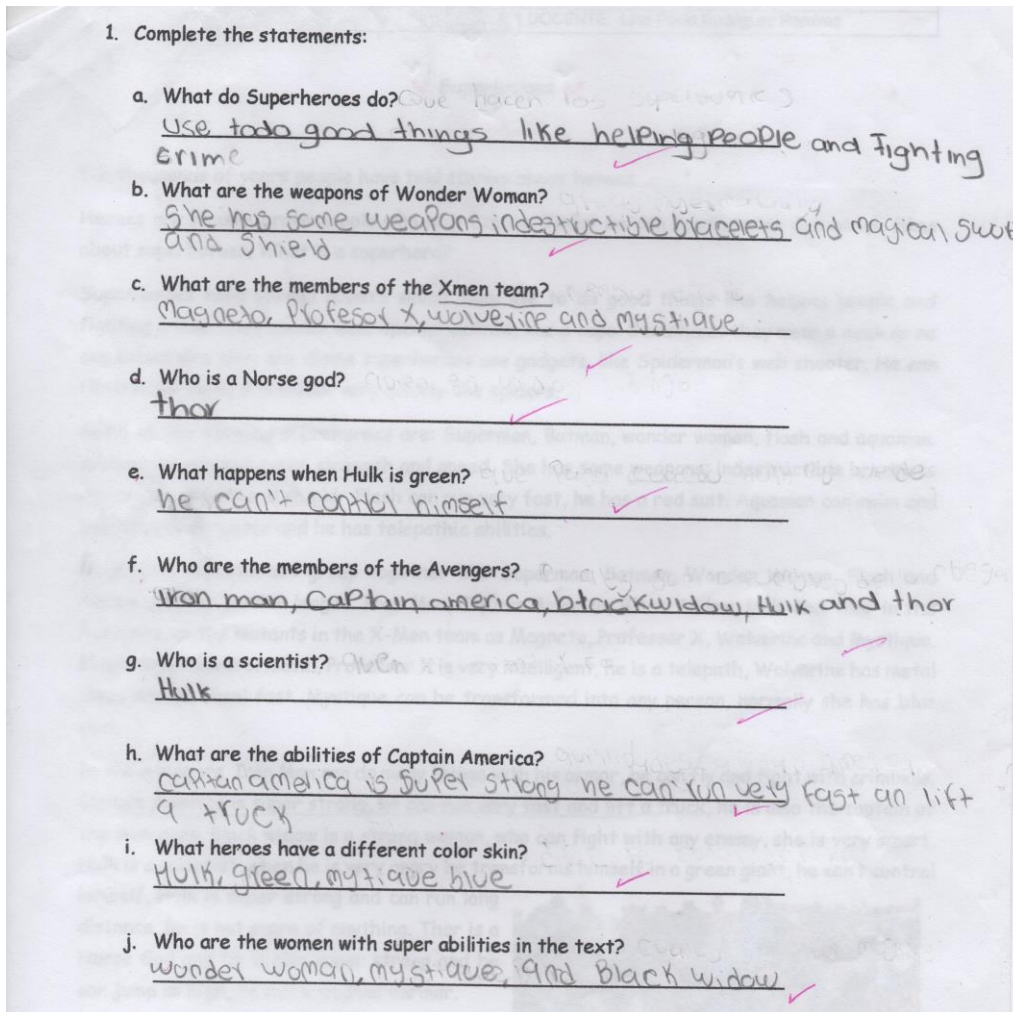
f What are you wearing? Some new clothes. Do you like them?

g Would you like to live in a little house in the town? No. I like living on a farm in the country.

h Those little hills are nice. They aren't little hills. They're big mountains.

Figure 6. Artifact from lesson 3, participant 4

Similarly, in the following artifact from a lesson whose topic was “Superheroes”, students read a text about many superheroes, and had to write the information from the text in the correct space, answering the question.



Excerpt 4. Artifact from lesson 4, participants 17 and 18

However, although they continued applying the reading strategy appropriately as the researcher could observe in the results of the students' artifacts, they made some mistakes when they did not know a high percentage of words, vocabulary.

Even though in this lesson students demonstrated that they were familiar with the strategies; some of them did not write the answer correctly because of lack of vocabulary. It

means that, as in this case, although the learners understood relationships between words and they could organize ideas based on the questions proposed, sometimes they failed to answer because of lack of vocabulary. Artifact 5 shows how lack of vocabulary represented a difficulty for some participants in this lesson.

Excerpt 5. Teacher's Journal, 28th July, 2017

In the face to face lesson, students seemed less confused about the steps of the strategy and they understood the objective of this strategy and its use. They developed the activities well, obtaining better results although they had some vocabulary difficulties.

During the implementation of the research study, the researcher found some errors in students' artifacts. However, the researcher could confirm through these artifacts that learners could extract specific data from the articles used in the lessons through the use of scanning. Consequently, the learning of reading strategies allows the learners to improve their reading comprehension in English.

5.3.2.2 *Effective use of flipped learning to facilitate learning*

After the analysis of the quantitative results from the reading comprehension tests and the students' artifacts, it was demonstrated that students improved their reading comprehension. The methodology used in the implementation of the research project involved flipped learning approach in the process of familiarization with the skimming and scanning reading strategies. The success of using this type of technology lies in the advantages that students had such as watching the videos again and again in their homes with good image and sound quality. Findings provided evidence that the use videos created and designed by the teacher allowed students to have a better, easier and enjoyable learning process through them (Appendix D).

5.3.2.2.1 Customized access and use of resources

One of the two main advantages for participants when the teacher uses flipped learning was the customized access and use of videos created by her taking into account students' age, context and needs. In the focus group, the participants expressed their opinion about this new method. Their opinions are represented in the codes obtained (Appendix D).

Likewise, most students concluded that watching videos at home provided benefits that allowed them to have certain comfort; they could replay the videos to understand better, they felt physically comfortable, the devices at home sometimes allowed them to understand the information from the videos with a better quality of sound, appropriate volume, good light, etc.

A mí me gustó (ver videos en casa) porque en la casa uno está más cómodo y uno entiende más fácil y pues no hay tanto ruido.

I like them (watch videos at home) because at home we are comfortable and we can understand easier and there is not noise.

Excerpt 6. Focus group, Participant 21

Pues uno los puede repetir (videos) y poner un volumen alto y eso.

We can repeat them (videos) and turn up the volumen.

Excerpt 7. Focus group, participant 21

The students agreed that with this approach, they could watch the videos in which the teacher explained the topic as something interesting to do at home to learn more. It means that, additionally, this approach encourages students' positive attitude towards the English class.

Bueno, pues eran muy interesantes (videos) y nos facilitaban como entender más con las imágenes y los dibujitos. Y también fue un poco más fácil aprender el scanning, el skimming y el spelling.

Well, they were interesting (videos) and they facilitated us how to understand more with the images and the drawings. And it was also a little easier to learn scanning, skimming and spelling.

Excerpt 8. Focus group, Participant 17

Participants expressed that the videos were interesting and that they made using the reading strategies easier. Students also emphasized that the use of images helped them to understand as well the use of the mouse pointing and the teacher's explanation of the drawings.

Pues que uno, por ejemplo, se puede como relajar más, lo puede ver más veces, porque digamos uno lo mira acá en un descanso en la clase, digamos uno no entendió y no lo puede volver a ver acá. O sea, digamos ya se acaba la clase y no lo podemos seguir viendo y no entendimos en cambio en la casa si lo podemos repetir.

Well, for example, we can be more relaxed, you can see the video more times, because we can watch it here in a break in class. Let's say, you did not understand and we can not watch it again here. That is, let's say the class is over and we can not continue watching it and we can understand in the house if we can repeat it.

Excerpt 9. Focus group, Participant 17

As one of the advantages mentioned by the students, they emphasized the fact of having the opportunity to replay the videos as many times as they needed, which is important to understand the content provided, taking into account that all the learners have a different rhythm and learn at their own pace.

5.3.2.2.2 Preparation before class

Findings revealed that the use flipped learning approach in which students watch videos at home was appropriate since students could arrive to class prepared about the content, in this case the reading strategies and the topic of the lesson. Mainly, students noticed this and found it to be an advantage for them.

Pues a mí me parece más fácil porque podemos aprender en la casa y ya estar preparadas para la clase de inglés.

Well, it seems easier for me because we can learn at home and be prepared for the English class.

Excerpt 10. Focus group, participant 24

Likewise, when using videos, they realized that in many possible scenarios, starting in their homes, they can learn English and started to identify what it was they were going to practice at school. “In preparation for class, students are required to view the lecture. Students utilize the time in class to work through problems, advance concepts, and engage in collaborative learning” (Roehl et al., 2013, p. 45)

Pues no solo aprendemos en el colegio también aprendemos en la casa porque pues con la página de inglés tú (el docente) nos mandas ahí videos para que nosotras aprendamos en la casa.

Well, we don't learn only at school, we also learn at home because with the English page the teacher send us videos to learn at home.

Excerpt 11. Focus group, participant 18

Moreover, the teacher also realized that students were prepared for class and they arrived to class with a positive attitude. “The pre-class learning experience gives motivation for students’ learning interest and improves their understanding of learning context” (Osman, Jamaludin, & Mokhtar, 2014, p. 29)

The students were enthusiastic about the videos. They like them due to it is something new for them. Not only the fact of watching videos but to watch videos created by their teacher. Students have a positive attitude.

Excerpt 12. Teacher's journal, 10th August 2017

Findings provided evidence of the positive effect of videos in flipped learning settings to facilitate the English language learning process. The results showed that students can customize access and use of these resources. With the use of videos, “lectures are considerably shorter and students are able to watch them at their own pace in the desired time and place, alone or with a learning partner” (Sohrabi & Iraj, 2016, p. 522). Likewise, watching videos at home allowed them to be prepared for class with a positive attitude since they feel secure and interested in the activities that the teacher will conduct to practice the reading skills.

5.3.3 Core category

After analyzing qualitative data and treating data collected through the coding process, the main category: *Strategy development helped most 5th graders to identify main and specific information in reading articles allowing enhanced reading comprehension.* Reading comprehension requires a large set of reading skills but scanning and skimming are some of the first strategies that English as a second language students (children) should learn since they allow the reader to understand the general idea and specific information of a text.

5.4 Conclusion

The qualitative and quantitative data collected through the instruments designed demonstrates that learners could enhance students’ reading comprehension through the use of reading strategies; specifically skimming and scanning reading strategies. Moreover, the data demonstrated that flipped learning implementation facilitates learning since students have access and use technological resources and they have the opportunity to be prepared before class. To conclude, the results of this study have shown that the implementation of the flipped learning

approach allowed students to acquire, understand and learn how to use the skimming and scanning reading strategies. According to the findings, it is effective to help learners to improve their reading comprehension skill through the teaching of these reading strategies to get the main idea and extract specific information from the articles.

In chapter 6, the reader will find the pedagogical implications of the results found in the data analysis phase, and the contribution of this study whose main aim was achieved.

Chapter 6: Conclusions and Pedagogical Implications

6.1 Introduction

The previous chapter described the data analysis and the results that emerged from the data collection instrument. The purpose of this study was to characterize the contribution that skimming and scanning through flipped learning had on students' reading comprehension (Research question(s) and objective(s)). Conducting the research study was necessary to characterize the contribution of reading strategies on the improvement of learners' reading comprehension since Colombian society requests the acquisition of speaking, reading and comprehension skills in at least one foreign language (Sánchez & Obando, 2008). It is important to help students with strategies to read better since this skill is a need in the academic and professional domains. Through reading and the understanding of what is read, students can perform their academic tasks. In most cases, professionals use this ability in their activities because most information in any area is in English; hence, students need to know the strategies they can use to read in English in an effective way. However, it is necessary to teach new strategies with a more flexible learning approach so that students can use them according to the reading objective.

This chapter describes the significance and pedagogical implications that the research brought to the academic community, its limitations and any further research. This study had great significance in the way children are taught how to read and it is recommended to continue exploring the teaching reading strategies to children.

6.2 Comparison of results with previous studies' results

This study provided evidence of the contribution of using reading strategies in the improvement of reading comprehension; specifically, to get the main idea and extract specific information of a text. "Reading comprehension involves understanding the vocabulary, seeing relationships among words and concepts, organizing ideas, recognizing the author's purpose, evaluating the context, and making judgments" (Hancock, 1998, p. 69). Similarly, some other studies determined that reading strategies are imperative in the development of this skill (Castillo & Jiménez Bonilla, 2014; Echeverri Acosta & McNulty Ferri, 2010; Muijselaar & de Jong, 2015; Nosratinia & Shakeri, 2013)

The teaching of reading strategies has been widely explored and some comparable studies achieve similar results to those of the present study. "Although the contribution of individual activities towards comprehension... cannot easily be segregated from others, activities such as previewing, providing keywords, scanning, skimming, clarifying, question and answer, and drawing conclusions contribute more to literal comprehension" (Erten & Karakas, 2007, p. 127). A research project conducted in Netherland in which the knowledge of reading strategies and its influence in the learners' reading comprehension found that knowing reading strategies can be considered an important specific contributor to reading comprehension which was also found in the present study. This result is in line with the emphasis on strategies in Graessers' (1994) constructionist theory and provides support for the training of strategies to enhance reading comprehension (Muijselaar & de Jong, 2015). Similarly, in another study conducted in Iran, the researchers concluded that "since a significant relationship was found between EFL learners' overall reading strategies and their reading comprehension scores, it is concluded that increasing each one corresponds to increasing of another, which generally speaking puts the emphasis on

the crucial role of reading strategies in reading comprehension achievement of EFL readers” (Nosratinia & Shakeri, 2013, p. 309), as it was demonstrated in this study through the artifacts and the reading test whose results improved along the implementation of the research project.

In comparison to other Colombian studies, Echeverri Acosta and McNulty (2010) conducted a study to implement reading strategies such as making predictions, using graphic organizer and answering questions, to develop higher thinking skills for reading comprehension. The researchers concluded that “the way strategies are integrated into the reading lesson has an important influence on students’ level of understanding. Implementing multiple reading strategies is effective for public high school EFL students’ comprehension”(Echeverri Acosta & McNulty Ferri, 2010, p. 121), specially scanning reading strategy which is “a cognitive reading strategy usually applied to process information for learning, obtaining, and saving” (Khoshbouie et al., 2014, p. 58). Although the context is a public school, the results were similar to this study, in terms that reading comprehension of Colombian students improved through the teaching and learning of the reading strategies as they allow the reader to have a higher level of comprehension.

Similarly, a study in Bogotá in which the researchers also implemented skimming and scanning reading strategies and making predictions had positive results. The evidence was gathered through the application of a reading achievement-test as in the present research. The study concluded that “learners were able to use and apply the reading strategies to read faster, more easily and with increased comprehension. Consequently, they were able to locate main ideas, find specific information in a text, and make predictions” (Castillo & Jiménez Bonilla, 2014, p. 76). In the current study, students could understand the main idea and specific information from a text through the reading strategies which “give learners the gist of the text,

help them discuss the issues raised, and provide them with specific details of a topic and key expressions. These abilities raise students' awareness of the text being read and let them learn and retain information" (Khoshbouie et al., 2014, p. 58).

The present study demonstrates that flipped learning approach facilitates learning through access and use of resources that allow learners to be prepared before face to face sessions. Although there are some studies that demonstrate the success of the implementation of the flipped learning approach such as students not missing lectures, they can watch videos repeatedly spend more time practicing (Davies et al., 2013; Hao, 2016a; Mok, 2014; Roach, 2014; Sadik, 2015; Sohrabi & Iraj, 2016; Yoshida, 2016). However, few studies that have explored the use of flipped learning to improve reading comprehension have mainly focused on proficiency levels.

Another study, conducted in Iran, analyzed the effect of flipped classroom on the second language reading comprehension of a group of learners concluded that this technique had a positive effect in the reading comprehension tests applied.

"The main finding of this study is that the use of the flipped teaching strategy indeed has the potential to help teachers to improve their learning outcomes in the technology integration course. This benefit demonstrated statistically significant differences in learning outcomes between students taught by flipped and lecture-based teaching strategies, with the highest scores achieved by students in the flipped condition and the least in the lecture-based condition" (Abaeian & Samadi, 2016, p. 303)

As in the present study, the implementation of flipped learning allowed learners to integrate technology to their learning process enabling them to understand and acquire the new knowledge. However, although the studies mentioned before support the idea that flipped learning is an effective approach in the improvement of reading comprehension, this approach

has not been implemented with a particular strategy, given the limited characteristics of this approach. In this sense, the findings of these study allowed the researcher to identify the contributions of teaching reading strategies through flipped learning approach.

6.3 Significance of the results

The current study has provided evidence that helping students in the acquisition of reading strategies through flipped learning approach contribute to the reading comprehension of the learners. In the first place, it contributes to the academic community by enabling students to establish a more effective interaction with the texts. This is a core aspect because one of the main objectives of the MEN (Ministerio de Educación Nacional) is to implement English as a second language and to increase and develop skills and abilities in this language (Sánchez & Obando, 2008). Through the implementation of this study, fifth graders learnt how to use the skimming and scanning reading strategies allowing them to increase their interaction with the text (Richard R & Jeong-suk, 2005) and to achieve their reading goals.

Secondly, the strategy development achieved by students can be transferred to other areas of knowledge; for example, another language or other subjects such as mathematics, science, or chemistry (Bergmann & Sams, 2012). Learners can use the reading strategies in any subject they need it to better understand any text. Moreover, learners can integrate these new strategies to their mother language or another language that they are learning.

Finally, the fact this study implemented flipped learning approach and technology use in a totally new context, provides data of how this can be implemented in this context or a context in which this pedagogical intervention has not been developed and with a population with which this approach had not been implemented before. It also provides more evidence of the effectivity

of flipped learning which is an almost new approach worldwide (Bergmann & Sams, 2012), presenting evidence of the positive effects of its implementation.

6.4 Limitations of the present study

Through this study the researcher could identify a main limitation that interfered with the appropriate development of the research project. Although the learners took advantage of the flipped learning approach, three participants could not watch the videos as many times as they need or they could not watch them because their parents arrived home late. Since these participants could not develop the virtual session of the lesson and they could not provide their opinion about this part of the lesson, they were omitted in the data analysis.

The second limitation was time. First, the implementation was divided into two moments, before and after the summer holidays, because of different activities in the school that were not planned in the schedule but carried out for several reasons. This led to interruption of the project and the first lesson was implemented before the holidays and the rest of the project after this one. The learners had to make a bigger effort to resume the content of the lesson.

Furthermore, the time invested in the pedagogical implementation was only two months which did not allow the researcher to implement more reading strategies; thus, the reading strategies selected, skimming and scanning, were chosen due to their benefits that allow the reader to approach the general idea and specific information of a text (Castillo & Jiménez Bonilla, 2014), and the possibility to acquire them in a short time.

6.5 Further research

In this study the main objective was accomplished; however, it is advisable to continue working on the teaching of reading strategies and the implementation of flipped learning since it is an innovative approach that can be implemented with the rest of the population in the institution. Moreover, this is a topic of current interest that Colombian researchers should continue exploring since it would bring progress to some contexts of Colombian education, where students from most of public and some private schools only receive two or three academic hours of English instruction per week. Flipped learning approach will allow teachers and students take advantage of time at home and the face to face lessons in the school. It might be important to determine the benefits of flipped learning with a different population.

It is also advisable continue expanding the teaching of reading strategies for each stage of the reading process such as make predictions, use graphic organizers or summarize to studying their effectiveness in the learners' reading comprehension in a second language though the flipped learning approach.

6.6 Conclusion

The globalized world demands the ability to read in a second language with the skill to extract specific information and get the general idea of a text to understand its content (Su-Hie et al., 2017). It is necessary for students to have an appropriate level of reading comprehension in English to achieve their academic and professional goals. Thus, this study analyzed the contribution of teaching skimming and scanning reading strategies through flipped learning to improve reading comprehension in fifth grade students. The findings demonstrated that reading strategies enhance reading comprehension through the understanding of the main idea and

specific information from a text using skimming and scanning. These reading strategies were useful to improved learners' reading comprehension and helped them to achieve the particular goal of each lesson. Moreover, it was found that effective use of flipped learning approach in which videos are designed and created by the teacher facilitated learning through customized access and use of resources that allow students to be prepared before class.

In short, this study provided evidence for the contributions of teaching reading strategies in elementary level and the effectiveness of using the flipped learning approach to facilitate the learning of these strategies. The results of the present research project show an approach that can be implemented in all the grades of the institution as a first step to help improve the reading comprehension of the students in the school.

Appendix A: Needs analysis - Survey about Reading comprehension

Question	Yes	No	Why?
Do you think reading is important for your duties at school?			
Do you understand what you read always?			
Do you think reading in English is important or will be important for you in the future?			
Do you understand what you read in English?			
Do you use any strategy for reading in English? Which one?			

The translation of this survey and all the information in the research project was in charge of the researcher.

Appendix B: Consent letter

Bogotá, D.C 17 de Abril, 2017

Proyecto de Educación: “Skimming and scanning reading strategies for the development of reading comprehension in English as a Foreign Language through the implementation of flipped learning”

Maestría en didáctica del
Inglés con énfasis en ambientes de aprendizaje autónomo.
Universidad de la Sabana.

Señores Padres de Familia – Estudiantes Quinto Grado.

Ciudad

Respetados Padres de Familia:

Teniendo en cuenta el perfil de la institución y la implementación de los ambientes autónomos como estrategia pedagógica en el aula de clase, se pretende llevar a cabo un proyecto educativo llamado “Skimming and scanning reading strategies for the development of reading comprehension in English as a Foreign Language through the implementation of flipped learning.” dirigido a estudiantes de quinto grado, con el propósito de implementar estrategias de lectura para la mejora de la comprensión lectora en inglés.

El objetivo de este estudio es analizar cómo la implementación del enfoque flipped learning y estrategias de lectura específicas promueven el desarrollo de la comprensión lectora en inglés.

Durante la implementación de este proyecto, las estudiantes desarrollarán algunas actividades como la observación de videos y lecturas en inglés en casa a través de una plataforma virtual, es decir, es necesario un computador y conexión a Internet. Igualmente, se realizará una entrevista a las estudiantes durante la jornada escolar y una encuesta a los padres de familia al finalizar la implementación del estudio. Las estudiantes se beneficiarán de dicho proyecto al tener la

oportunidad de conocer, aprender y aplicar estrategias de lectura para mejorar su comprensión lectora en una lengua extranjera y utilizar una plataforma educativa virtual, inherente en todos los aspectos educativos actualmente.

Cabe mencionar que la ejecución de este proyecto no entorpecerá ni atrasará la planeación de clases o actividades inherentes al currículo de la asignatura.

A los participantes se les garantiza estricta confidencialidad con la información que se obtenga y completa anonimidad utilizando códigos o números para referirnos a los participantes y sus resultados.

Para que quede constancia de que conocen esta información y aprueban la participación de su hija, por favor firmar el presente consentimiento.

Nombre Estudiante:

Firma padre o Acudiente

Firma madre o Acudiente

SI

NO

Appendix C: Teacher’s journal.

How does the use of scanning and skimming reading strategies acquired through flipped learning influence reading comprehension of fifth graders with A1 (CEFR) L2 English?

Objective: To collect the teacher-researcher perspectives about the teaching of skimming and scanning reading strategies through the implementation of flipped learning approach.

Date	Lesson	Teachers’ perception	
		Implementation	Reflection
	Flipped approach		
	Reading strategy: _____		
	Observations		

Appendix D: Codes

	Code	Focus groups	Teachers' journal
1	Usefulness of the reading strategies	31	6
2	Interest in the approach	25	3
3	Ease of understanding specific information in a text	16	1
4	Technological facilities	0	0
5	Ease of understanding the main idea of a text	14	2
6	Challenge of reading in English	12	0
7	Positive attitude	1	1
8	Ease of understanding a text	8	0
9	Technical problems	10	2
10	Parents help	7	0
11	Material and activities relationship	9	0
12	Comfort at home	9	1
13	Advantages of online videos	6	2
14	Ease of understanding through visual means	5	0
15	Possibility of repetition	5	0
16	Virtual games benefits	5	0
17	Preparation before class	4	0
18	Challenge of understanding the main idea of a text	4	0
19	Communication through forums	4	0
20	Disadvantages of online videos	4	0
21	Ease of studying anywhere	3	0
22	Dictionary use	3	0
23	Virtual quizzes benefits	3	0
24	Distractors at home	3	0
25	Time constraint	3	1
26	Reading benefits	0	0
27	Difficulty in understanding specific information in a text	2	0
28	Difficulty in understanding the main idea of a text	2	0
29	Lack of connection between activities	1	0
30	No immediate help	1	0
31	Difficulty in activities	1	0
32	No change	1	0
33	Difficulty in using both strategies	0	1
34	Difficulty on writing	0	1
35	Lack of vocabulary	0	1
36	Low language level	0	0

Appendix E: Focus group session

How does the use of scanning and skimming reading strategies acquired through flipped learning influence reading comprehension of fifth graders with A1 (CEFR) L2 English?

Objective: To collect the students' perspectives about the learning of scanning and skimming reading strategies through the implementation of flipped learning in the classroom.

Questions for the focus group with fifth graders.

Number of students:

Participants' codes or nicknames:

Place:

Time:

Moderator:

(The researcher explains the objective of the study and the purpose of the focus group. It is assured that their personal information will not be shared and their answers will be used with academic purposes and will not influence their grades in the subject)

1. ¿Te gustó ver videos en casa para la clase de inglés?
2. ¿Qué fue lo que más te gusto y lo que menos te gusto de los videos vistos?
3. ¿Qué piensas de las actividades que tienes que desarrollar en casa con los videos?
4. ¿Cuáles han sido las ventajas y desventajas de ver videos en casa?
5. ¿Crees que los videos te ayudan a desarrollar las actividades en la clase? ¿Por qué?
6. ¿Qué piensas de las estrategias de lectura vistas este periodo?

7. ¿Qué estrategias de lectura usas cuando lees un texto en inglés?
8. ¿Es fácil o difícil entender lo que lees en inglés? ¿Por qué?
9. ¿Es fácil o difícil para ti entender el tema principal de un texto en inglés? ¿Por qué?
10. ¿Es fácil o difícil para ti encontrar información específica en un texto en inglés? ¿Por qué?

1. Did you enjoy watching videos at home for the English class?
2. What did you like the most and what did you like least about the videos seen?
3. What do you think about the activities you have to develop at home with the videos?
4. What have been the advantages and disadvantages of watching videos at home?
5. Do you think the videos help you develop the activities in the class? Why?
6. What do you think about the reading strategies seen in this period?
7. What reading strategies do you use when reading a text in English?
8. Is it easy or difficult to understand what you read in English? Why?
9. Is it easy or difficult for you to understand the main topic of a text in English? Why?
10. Is it easy or difficult for you to find specific information in an English text? Why?

Queridas estudiantes, muchas gracias por su participación en esta entrevista grupal. Las respuestas dadas en esta sesión no influirán en el proceso académico de la asignatura. Sus datos y respuestas serán manejados con confidencialidad.

Muchas gracias por su participación.

Appendix F: Sample lesson plans.

- Video lesson 1: Skimming reading strategy

The screenshot shows a video player interface. On the left, a purple box contains the text '1. Title' in pink. Below it, a small video window shows a woman speaking. The main content is a reading passage titled 'Lions Rule!' with a red arrow pointing to the title. The passage includes sections like 'Women's Work', 'TRUE STORY!', and 'Lions' PlaySchool'. At the bottom right, it says 'Extraordinary Dangerous Animals Anita Ganeri'. A 'RECORDED WITH SCREENCAST MATIC' watermark is visible at the bottom left of the video player.

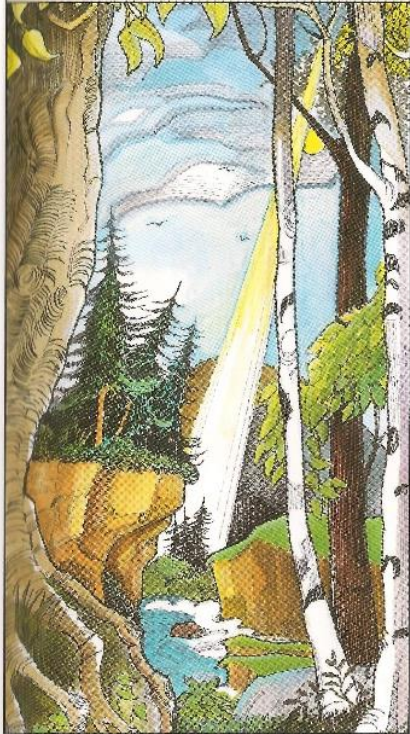
- Warming up: online session. Lesson 2.

The screenshot shows an online session interface. On the left, a yellow box contains the title 'Sports Mixer'. Below it, a red box contains the text: 'I WANT TO PLAY FOOTBALL. I NEED A FOOTBALL STRIP, A FOOTBALL AND SOME FOOTBALL BOOTS.' To the right of the text box is a cartoon girl with a headband, wearing a yellow tank top and blue pants, giving a thumbs up. There are three circular arrows pointing left towards the text box. At the bottom left, there is a 'MUSIC OFF' button. A 'Correct : 0' and 'CHECK' button are also visible.

- Reading: Rip Van Winkle. Lesson 3.

RIP VAN WINKLE

Chapter 1 The Catskill Mountains
 change colour at different times of the year. Many people think that they are magic mountains.



It is 1769. In a village near the Catskills lives a friendly man. His name is Rip Van Winkle. The village children love him.

mountains very big hills

magic not usual, and with something that you can't understand

References

- Abacian, H., & Samadi, L. (2016). The effect of flipped classroom on Iranian EFL learners' L2 reading comprehension: Focusing on different proficiency levels. *Journal of Applied Linguistics and Language Research*, 3(6), 295–304.
- Ahmad Loan, F. (2011). Impact of Internet on reading habits of the net generation college students. *International Journal of Digital Library Services*, 1(2), 43–48.
- Ahmet, B. (2015). The implementation of a flipped classroom in foreign language teaching. *The Turkish Online Journal of Distance Education*, 16(4), 28–37.
- Akbari, Z. (2014). The role of grammar in second language reading comprehension: Iranian ESP context. *Procedia - Social and Behavioral Sciences*, 98(6), 122–126.
<https://doi.org/doi:10.1016/j.sbspro.2014.03.397>
- Akkakoson, S. (2013). The relationship between strategic reading instruction, student learning of L2-based reading strategies and L2 reading achievement. *Journal of Research in Reading*, 36(4), 422–450.
- Benavides, J. E. (1998). *La lectura rápida en el desarrollo de la velocidad y la comprensión en inglés: Desarrollo de la lectura, velocidad, comprensión, vocabulario y gramática en estudiantes de inglés técnico a nivel universitario*. San Juan de Pasto, Co: Universidad de Nariño - CEPUN.
- Benson, P., & Voller, P. (1997). *Autonomy and independence in language learning*.
- Bergmann, J., & Sams, A. (2012). *Flipped your classroom. Reach every student in every class every day*. Arlington, VA: International Society for Technology in Education.
- Bergmann, J., & Sams, A. (2013). Flip your students' learning. *Educational Leadership*, 70(6), 16–20.

- Bergmann, J., & Sams, A. (2014). *Flipped learning: Gateway to student engagement*. Arlington, VA: International Society for Technology in Education.
- Bolukbas, F. (2013). The effect of reading strategies on reading comprehension in teaching turkish as a foreign language. *Educational Research and Reviews*, 8(21), 2147–2154.
- Borkalizadeh, M., Shabani, M., & Sorahu, M. (2015). The effect of graphic organizers on EFL learners' writing skill. *Modern Journal of Language Teaching Methods*, 5(4), 174–184.
- Brenna, B. (2013). How graphic novels support reading comprehension strategy development in children. *Literacy*, 47(2), 88–94.
- Carr, W., & Kemmis, S. (2004). *Becoming critial. Education, knowledge and action research* (2nd ed.). London: Taylor & Francis Group.
- Castillo, I., & Jiménez Bonilla, S. (2014). Building up autonomy through reading strategies. *Formación En Autonomía a Través de Estrategias de Lectura.*, 16(2), 67–85.
- Chang, K.-E., Lan, Y.-J., Chang, C.-M., & Sung, Y.-T. (2010). Mobile-device-support strategy for Chinese reading comprehension. *Innovations in Education and Teaching International*, 47(1), 69–84.
- Charmaz, K. (2006). *Constructing grounded theory. A practical guide through qualitative analysis*. London, UK: SAGE.
- Chen, C.-M., & Lin, Y.-J. (2016). Effect of different text display types on reading comprehension, sustained attention and cognitive load in mobile reading contexts. *Interactive Learning Environments*, 24(3), 553–571.
- Chen Hsieh, J. S., Wu, W.-C. V., & Marek, M. W. (2016). Using the flipped classroom to enhance EFL learning. *Computer Assisted Language Learning*, 1, 1–25.
- Chen, J. M., Chen, M. C., & Sun, Y. S. (2014). A tag based learning approach to knowledge

acquisition for constructing prior knowledge and enhancing student reading comprehension.

Computers & Education, 70(1), 256–268.

Cohen, L., Manion, L., & Morrison, K. (2007). *Research methods in education*. London, UK: Routledge.

Coll Salvador, C. (2005). Lectura y alfabetismo en la sociedad de la información. *UOC Papers: Revista Sobre La Sociedad Del Conocimiento*, 1(1), 1–11.

Corbin, J., & Strauss, A. (2008). *Basics of qualitative research: Techniques and procedures for developing grounded theory* (3rd ed.). Thousand Oaks, CA: Sage.

Council of Europe. (2001). *Common european framework of reference for languages: Learning, teaching, assessment*. Cambridge, UK: Press Syndicate of the University of Cambridge.

Cresswell, J. (2015). *A concise introduction to mixed methods research*. London, UK.

Creswell, J. W. (2012). *Educational research. Planning, conducting and evaluating quantitative and qualitative research* (4th ed.). Boston: Pearson, Longman.

Creswell, J. W. (2014). *Research design. Qualitative, quantitative, and mixed methods approaches*. London, UK: SAGE.

Davies, R., Dean, D., & Ball, N. (2013). Flipping the classroom and instructional technology integration in a college-level information systems spreadsheet course. *Educational Technology Research and Development*, 61(4), 563–580.

de Mejía, A.-M. (2011). The national bilingual programme in Colombia: imposition or opportunity? *Apples - Journal of Applied Language Studies*, 5(3), 7–17.

Dennis, P. (2017). What effective blended learning looks like. *The Journal*, 44(1), 18–20.

Dreyer, C., & Nel, C. (2003). Teaching reading strategies and reading comprehension within a technology-enhanced learning environment. *System*, 31(1), 349–365.

- Ebseeva, A., & Solozhenko, A. (2015). Use of flipped classroom technology in language learning. *Procedia - Social and Behavioral Sciences*, 1(206), 205_209.
- Echeverri Acosta, L. M., & McNulty Ferri, M. (2010). Reading strategies to develop higher thinking skills for reading comprehension. *Profile: Issues in Teachers' Professional Development*, 12(1), 107–123.
- Eifring, H., & Theil, R. (2005). What is language? In *Linguistics for Students of Asian and African Languages*.
- Ertem, I. S. (2011). Understanding interactive CD-ROM storybooks and their functions in reading comprehension: A critical review. *International Journal of Progressive Education*, 7(1), 28–44.
- Erten, I. H., & Karakas, M. (2007). Understanding the divergent influences of reading activities on the comprehension of short stories. *The Reading Matrix*, 7(3), 113–133.
- Fandiño-Parra, Y. J., Bermúdez-Jiménez, J. R., & Lugo-Vásquez, V. E. (2012). The challenges facing the national program for bilingualism: Bilingual Colombia. *Educación y Educadores*, 15(3), 363–381.
- Filiz, O., & Kurt, A. A. (2015). Flipped learning: Misunderstandings and the truth. *Journal of Educational Sciences Research*, 5(1), 215–229.
- Fulton, K. (2012). Upside down and inside out: Flip your classroom to improve student learning. *Learning & Learning with Technology*, 39(8), 12–17.
- Gamboa, Á. M. (2017). Reading comprehension in an English as a foreign language setting: Teaching strategies for sixth graders based on the interactive model of reading. *Folios*, 1(45), 159–175.
- Glesne, C. (2006). *Becoming qualitative researchers: An introduction*. London, UK: Pearson,

Longman.

- Gómez Flórez, É., Pineda, J. E., & Marín García, N. (2012). EFL Students' perceptions about a web-based English reading comprehension course. *Profile Issues in Teachers' Professional Development, 14*(2), 113–129.
- Greenway, C. (2002). The process, pitfalls and benefits of implementing a reciprocal teaching intervention to improve the reading comprehension of a group of year 6 pupils. *Education Psychology in Practice, 18*(2), 113–137.
- Grellet, F. (1981). *Developing reading skills: A practical guide to reading comprehension exercises*. Cambridge, UK: Cambridge University Press.
- Hao, Y. (2016a). Exploring undergraduates' perspectives and flipped learning readiness in their flipped classrooms. *Computers in Human Behavior, 59*(1), 82–92.
- Hao, Y. (2016b). Middle school students' flipped learning readiness in foreign language classrooms: Exploring its relationship with personal characteristics and individual circumstances. *Computers in Human Behavior, 59*(1), 295–303.
- Henschel, S., Meier, C., & Roick, T. (2016). Effects of two types of task instructions on literary text comprehension and motivational and effective factors. *Learning and Instruction, 44*(1), 11–21.
- Hobbs, R. (2001). Improving reading comprehension by using media literacy activities. *Voices from the Middle, 8*(4), 44–50.
- Hosp, J. L., & Suchey, N. (2014). Reading assessment: Reading fluency, reading fluently, and comprehension. *School Psychology Review, 43*(1), 59–68.
- Huang, Y.-N., & Hong, Z.-R. (2016). The effects of a flipped English classroom intervention on students' information and communication technology and English reading comprehension.

Educational Technology Research and Development, 64(2), 175–193.

Hung, H.-T. (2015). Flipping the classroom for English language learners to foster active learning. *Computer Assisted Language Learning*, 28(1), 81–96.

Jaramillo, P., Castañeda, P., & Pimienta, M. (2009). What to do with technology in the classroom: An inventory of how ICT can be used for learning and teaching. *Educación y Educadores*, 12(2), 159–179.

Javed, M., Eng, L. S., & Mohamed, A. R. (2015). Developing reading comprehension modules to facilitate reading comprehension among Malaysian secondary school ESL students. *International Journal of Instruction*, 8(2), 139–154.

Karbalaei, A. (2011). Metacognition and reading comprehension. *Íkala, Revista de Lenguaje y Cultura*, 16(28), 5–14.

Kashani Mahmood, M. H., Nikoo, F. R., & Bonyadi, A. (2013). The role of schema or background knowledge activation and graphic organizer on increasing Iranian EFL learners' reading comprehension. *European Online Journal of Natural and Social Sciences*, 2(2), 229–241.

Khoshbouie, M., Abdorrahimzadeh, S. J., & Sorahi, M. A. (2014). EMP Students' use of reading strategies and the impact of strategy instruction on medical text comprehension. *Modern Journal of Language Teaching Methods*, 4(2), 39–64.

Khoshsima, H., & Khoshsima, M. (2014). A CALL-based lesson plan for teaching reading comprehension to Iranian intermediate EFL learners. *Advances in Language and Literary Studies*, 5(2), 171–176.

Kingston, A. (1967). Some thoughts on reading comprehension. In L. Hafner (Ed.), *Improving Reading Comprehension in Secondary Schools* (pp. 72–75). New York, NY: Macmillan.

- Kintsch, W. (1988). The role of knowledge in discourse comprehension construction-integration model. *Psychological Review*, 95, 163–182.
- Komariah, E., Ramadhona, P. A. R., & Silviyanti, T. M. (2015). Improving reading comprehension through reciprocal teaching method. *Studies in English Language and Education*, 2(2), 99–115.
- Larcara, M. (2014). Benefits of the flipped classroom model. In J. Keengwe, G. Onchwari, & J. N. Oigara (Eds.), *Promoting Active Learning Through Flipped Classroom Model* (pp. 132–144). Hershey, PA: ICI Global.
- Larsen, J. (2015). Adult students' experiences of a flipped mathematics classroom. *Adults Learning Mathematics: An International Journal*, 10(1), 50–67.
- Lee, C. C., & Tan, S. C. (2010). Scaffolding writing using feedback in students' graphic organizers-novice writers' relevance of ideas and cognitive loads. *Educational Media International*, 47(2), 135–153.
- Lopera Medina, S. (2012). Effects of strategy instruction in an EFL reading comprehension course: A case study. *Profile Issues in Teachers' Professional Development*, 14(1), 79–89.
- Lopez Dicastillo, O., & Belintxon, M. (2014). The challenges of participant observations of cultural encounters within an ethnographic study. *Procedia - Social and Behavioral Sciences*, 132(1), 522–526.
- Lyddon, P. A. (2015). The flip side of flipped language learning. In F. Helm, L. Bradley, M. Guarda, & S. Thouësny (Eds.), *Critical CALL - Proceedings of the 2015 EUROCALL Conference* (pp. 381–285). Padova, Italy.
- <https://doi.org/http://dx.doi.org/10.14705/rpnet.2015.000362>
- Mack, N., MacQueen, K., Woodson, C., Guest, G., & Namey, E. (2005). *Qualitative research*

- methods: A data collector's field guide*. NC, USA: Family Health International.
- Mahecha Sánchez, R., Urrego, S., & Lozano, E. (2011). Improving eleventh graders' reading comprehension through text coding and double entry organizer reading strategies. *Profile: Issues in Teachers' Professional Development*, 13(2), 181–199.
- Mahmoud, A. (2006). Translation and foreign language reading comprehension: A neglected didactic procedure. *English Teaching Forum*, 44(4), 28–33.
- McLean, S. (2014). Addressing the importance of comprehension to reading: Learning lessons from Chang (2012). *Reading in a Foreign Language*, 26(1), 186–191.
- Mikulecky, B. S. (1990). *A short course in teaching reading skills*. London, UK: Longman.
- Mikulecky, B. S., & Jeffries, L. (1996). *More reading power*. New York, NY: Addison-Wesley Longman.
- Mills, G. E. (2003). *Action research: A guide for the teacher researcher* (3rd ed.). London, UK: Merrill Prentice Hall.
- Mills, G. E. (2007). *Action research: A guide for the teacher researcher* (4th ed.). London, UK: Merrill Prentice Hall.
- Ministerio de Educación. (2006). *Programa nacional de bilinguismo Colombia 2004 - 2019*. Bogotá, Colombia. Retrieved from http://www.mineducacion.gov.co/1621/articles-132560_recurso_pdf_programa_nacional_bilinguismo.pdf
- Mistar, J., Alfian, Z., & Nofita, Y. (2016). Strategies training in the teaching of reading comprehension for EFL learners in Indonesia. *English Language Teaching*, 9(2), 49–56.
- Mok, H. N. (2014). Teaching tip: The flipped classroom. *Journal of Information Systems Education*, 25(1), 7–11.
- Montes, F., Botero, M. P., & Pechthalt, T. (2009). Reading comprehension from a first to a

- second language. *Gist Education and Learning Research Journal*, 3(1), 53–73.
- Muijselaar, M. M. L., & de Jong, P. F. (2015). The effects of updating ability and knowledge of reading strategies on reading comprehension. *Learning and Individual Differences*, 43(1), 111–117.
- Mullamphy, D. F., Hiiggings, P. J., Belward, S. R., & Ward, L. M. (2010). To screencast or not to screencast. *The ANZIAM Journal*, 51, 446–460.
- Muñoz Marín, J. H., & González Moncada, A. (2010). Teaching reading comprehension in English in a distance web-based course: New roles for teachers. *Profile: Issues in Teachers' Professional Development*, 12(2), 69–85.
- Noles, A. L., & Putten, J. Vander. (2007). Action research in education: Addressing gaps in ethical principles and practices. *Educational Researcher*, 36(7), 401–407.
- Nosratinia, M., & Shakeri, H. (2013). Does reading strategy use correlate with reading comprehension of EFL learners? *International Journal of Arts & Sciences*, 6(3), 299–311.
- Nuttall, C. (1996). *Teaching reading skills in a foreign language*. (2nd ed.). London, UK: Heinemann.
- O'Leary, R., & Ramsden, A. (2002). Virtual Learning Environments. *Learning and Teaching Support Network Generic Centre/ALT Guides, LTSN*, 12, 23.
- Osman, S. Z. M., Jamaludin, R., & Mokhtar, N. E. (2014). Flipped classroom and traditional classroom: Lecturer and student perceptions between two learning cultures, a case study at Malaysian Polytechnic. *International Education Research*, 2(4), 16–25.
- Paba Barbosa, C. (2014). Metacognitive activity and reading comprehension in tenth grade students. *Psicología Desde El Caribe*, 31(1), 79–101.
- Pang, Y. (2013). Graphic organizers and other visual strategies to improve young ELLs' reading

- comprehension. *New England Reading Association Journal*, 48(2), 52–58.
- Paris, S. G., & Hamilton, E. E. (2009). The development of children's reading comprehension. In S. E. Israel & G. G. Duffy (Eds.), *Handbook of research on reading comprehension* (pp. 32–53). New York, NY: Routledge.
- Paris, S. G., & Jacobs, J. E. (1984). The benefits of informed instruction for children's reading awareness and comprehension skills. *Society for Research in Child Development*, 55(6), 2083–2093.
- Park, H.-R., & Kim, D. (2017). English language learners' strategies for reading online texts: Influential factors and patterns of use at home and in school. *International Journal of Educational Research*, 82(1), 63–74.
- Parra Pérez, D. A., & Medina Riveros, R. (2014). Unleashing the power of blended learning and flipped classroom for English as a foreign language learning: Three spheres of challenges and strategies in a higher education institution in Colombia. In *Proceedings of ICERI2014 conference* (pp. 2629–2636).
- Pearson, D. P. (2009). The roots of reading comprehension instruction. In S. E. Israel & G. G. Duffy (Eds.), *Handbook of research on reading comprehension*. New York, NY: Routledge.
- Pitan, O. (2013). Poor study habit as an educational problem among university undergraduates in the contemporary times and effective management strategies. *International Journal of Humanities and Social Science Invention*, 2(11), 72–76.
- Plano Clark, V., & Creswell, J. W. (2010). *Understanding research. A consumer's guide* (2nd ed.). Boston: Pearson, Longman.
- Pourdana, N., Naziri, M., & Rajeski, J. S. (2014). Cohesive devices frequency in English textbooks: Do they help or hinder EFL reading comprehension? *International Journal of*

- Applied Linguistics and English Literature*, 3(4), 154–161.
- Prensky, M. (2001). Digital natives, digital immigrants. *On The Horizon*, 9(5), 1–6.
- Quiroga Carrillo, C. (2010). Promoting tenth graders' reading comprehension of academic texts in the English class. *Profile: Issues in Teachers' Professional Development*, 12(2), 11–32.
- Ramsay, C. M., Sperling, R. A., & Dornisch, M. M. (2010). A comparison of the effects of students' expository text comprehension strategies. *Instructional Science: An International Journal of the Learning Sciences*, 38(6), 551–570.
- Randi, J., Grigorenko, E. L., & Sternberg, R. J. (2005). Revisiting definitions of reading comprehension: Just what is reading comprehension anyway? In S. E. Israel, C. Collins, K. L. Bauserman, & K. Kinnucan-Welsch (Eds.), *Metacognition in literacy learning*. London, UK: Lawrence Erlbaum Associates.
- Reutzel, D. R., Smith, J. A., & Parker, C. F. (2005). An evaluation of two approaches for teaching reading comprehension strategies in the primary years using science information text. *Early Childhood Research Quarterly*, 20(3), 276–305.
- Reyes Aragón, C. de los, Lewis Harb, S., Mendoza Rebolledo, C., Neira Meza, D., León Jacobus, A., & Peña Ortiz, D. (2008). The prevalence of reading difficulties in 7-year old children in the city of Barranquilla (Colombia). *Psicología Desde El Caribe*, 1(22), 37–49.
- Richard R, D., & Jeong-suk, P. (2005). Developing reading comprehension questions. *Reading in a Foreign Language*, 17(1), 60–73.
- Roach, T. (2014). Student perceptions toward flipped learning: New methods to increase interaction and active learning in economics. *International Review of Economics Education*, 17(1), 74–84.
- Robinson, D., Katayama, A., Beth, A., Odom, S., Hsieh, Y.-P., & Vanderveen, A. (2006).

- Increasing text comprehension and graphic note taking using a partial graphic organizer. *The Journal of Educational Research*, 100(2), 103–111.
- Rodriguez Buitrago, C. (2013). Identifying training needs of novice online English language tutors. *Gist Education and Learning Research Journal*, 1(7), 134–153.
- Roehl, A., Reddy, S. L., & Shannon, G. J. (2013). The flipped classroom: An opportunity to engage millennial students through active learning strategies. *Journal of Family and Consumer Sciences*, 105(2), 44–49.
- Rosas Lobo, E. Z. (2012). Las estrategias utilizadas para la lectura en español como primera lengua y en inglés como lengua extranjera. *Revista Electrónica Educare*, 16(3), 227–252.
- Sadik, A. (2015). The effectiveness of flipped lectures in improving student engagement and satisfaction. In *European Conference on e-Learning* (p. 507.514).
- Salinas Ibañez, J. (2003). Acceso a la información y aprendizaje informal en Internet. *Comunicar.*, (21), 31–38.
- Sánchez, A. C., & Obando, G. V. (2008). Is Colombia ready for “Bilingualism.” *Profile Issues in Teachers’ Professional Development*, 1(9), 181–195.
- Seliger, H. w., & Shohamy, E. (2004). *Second language research methods*. Oxford: Oxford university Press.
- Shawer, S. F. (2017). Teacher-driven curriculum development at the classroom level: Implications for curriculum, pedagogy and teacher training. *Teaching and Teacher Education*, 63(1), 296–313.
- Simmons, D. C. (1988). Effects of teacher-constructed pre- and post- graphic organizer instruction on sixth-grade science students’ comprehension and recall. *Journal of Educational Research*, 82(1), 15–21.

- Snow, C., Burns, M. ., & Griffin, P. (Eds.). (1998). *Preventing reading difficulties in young children*. Washington, DC: National Academy Press.
- Sohrabi, B., & Iraj, H. (2016). Implementing flipped classroom using digital media: A comparison of two demographically different groups perceptions. *Computers in Human Behavior, 60*(1), 514–524.
- Soliman, Nagwa, A. (2016). Teaching English for academic purposes via the flipped learning approach. *Procedia - Social and Behavioral Sciences, 232*(1), 122–129.
- Spörer, N., Brunstein, J. C., & Kieschke, U. (2009). Improving students' reading comprehension skills: Effects of strategy instruction and reciprocal teaching. *Learning and Instruction, 19*(3), 272–286.
- Stankovic, S., & Lalovic, D. (2010). Strategies identification in an experimental reading comprehension task. *Zbornik Instituta Za Pedagoska Isttrazivanja, 42*(2), 232–246.
- Su-Hie, T., Ernisa, M., Kee-Man, C., Jecky, M., & Collin, J. (2017). Employers' view on the importance of English proficiency and communication skill for employability in Malaysia. *Indonesian Journal of Applied Linguistics, 7*(2), 315–327.
- Sundeen, T. H. (2007). So what's the big idea? Using graphic organizers to guide writing for secondary students with learning and behavioral issues. *Beyond Behavior, 16*(3), 29–34.
- Theurer, J. L., & Schmidt, K. B. (2008). Coaching reading buddies for success. *Reading Teacher, 62*(3), 261–264.
- Thomas, H. K., & Healy, A. F. (2012). A comparison of rereading benefits in first and second language reading. *Language Learning, 62*(1), 198–235.
- Thompson, D. (1998). Using advance organizers to facilitate reading comprehension among older adults. *Educational Gerontology, 24*(7), 625–638.

- Tomlinson, C. A. (1999). *The differentiated classroom: Responding to the needs of all learners* (2nd ed.). Alexandria, VA.
- Tozcu, A., & Coady, J. (2004). Successful learning of frequent vocabulary through CALL also benefits reading comprehension and speed. *Computer Assisted Language Learning*, 17(5), 473–495.
- Tsukayama, H. (2015). Teens spend nearly nine hours every day consuming media. *The Washington Post*. Retrieved from www.washingtonpost.com
- Urquhart, S., & Weir, C. (1998). *Reading in a second language: Process, product and practice*. London, UK: Longman.
- Wagner, R. K., Schatschneider, C., & Phythian-Sence, C. (Eds.). (2009). *Beyond decoding: The behavioral and biological foundations of reading comprehension*. New York, NY: The Guilford Press.
- Williams, E. (1996). *Reading in the language classroom*. (2nd ed.). Malaysia: Modern English Publications.
- Wooley, G. (2011). *Reading comprehension: Assisting children with learning difficulties*. Dordrecht,: Springer.
- Yoshida, H. (2016). Perceived usefulness of flipped learning on instructional design for elementary and secondary education: With focus on pre-service teacher education. *International Journal of Information and Education Technology*, 6(6), 430–434.
- Young Kim, S., Liu, L., & Cao, F. (2017). How does first language (L1) influence second language (L2) reading in the brain? Evidence from Korean-English and Chinese-English bilinguals. *Brain & Language*, 171(1), 1–13.
- Yussof, Y. M., Jamina, A. J., Roslan, S., & Zainon Hamzah, Z. A. (2012). Enhancing reading

comprehension through cognitive and graphic strategies: A constructivism approach.

Procedia - Social and Behavioral Sciences, 64(9), 151–160.