

Enhancing 11th grade students' use of reading strategies during Cloze Test

Procedure at Gimnasio Moderno Montecatini

Yoan Orozco

Fundación Universidad del Norte

Instituto de Estudios en Educación

Maestría en la Enseñanza del Inglés

Barranquilla, Marzo de 2015

**Enhancing 11th grade students' use of reading strategies during Cloze Test
Procedure at Gimnasio Moderno Montecatini**

Yoan Orozco

Tutor: Ph.D Anuar Villalba

**Thesis submitted in partial fulfillment of the requirements for the degree of
Master in English Language Teaching**

**Fundación Universidad del Norte
Instituto de Estudios Superiores en Educación
Maestría en la Enseñanza del Inglés
Barranquilla, Marzo de 2015**

Table of Contents

List of figures, 5

1 INTRODUCTION, 6

2 RATIONALE, 11

2.1 Research questions, 12

2.1.1 Main question, 12

2.1.2 Sub-questions, 12

2.2 Objectives, 12

2.2.1. General objective, 12

2.2.2 Specific objectives, 13

3 THEORETICAL FRAMEWORK, 14

3.1 Reading, reading skills and reading strategies, 14

3.1.1 Skimming, 15

3.1.2. Scanning, 16

3.2 Cognitive and metacognitive strategies, 20

3.2.1 Cognitive strategies, 20

3.2.1.1 Self-questioning, 23

3.2.1.2. Visualizing, 23

3.2.1.3 Predicting, 23

3.2.1.4 Thinking-Aloud, 24

Reading strategies during Cloze Test Procedure

3.2.1.5 Summarizing, 24

3.2.2 Metacognitive strategies, 24

3.2.2.1 Planning, 25

3.2.2.2 Monitoring, 25

3.3 Cloze tests, 27

3.3.1 Advantages of Cloze procedure, 29

3.3.2 Disadvantages of Cloze tests, 30

3.4 Saber 11 test, 31

4 METHODOLOGY, 33

4.1 Paradigm, 33

4.2 Type of study, 34

4.3 Participants, 37

4.4 Research techniques, 37

4.4.1 Questionnaires, 38

4.4.2 Interviews, 39

4.4.3 Observations, 39

4.4.4 Diaries, 39

4.4.5 Focused group, 40

4.5 Research techniques used in this study, 40

4.5.1 Interview, 40

4.5.1.1 The procedure for conducting the interviews, 41

4.5.1.2 The interview questions, 42

Reading strategies during Cloze Test Procedure

4.5.2 The Cloze test, 42

4.5.2.1 Using the Cloze test, 42

4.5.2.2 The procedure for conducting the Cloze test, 43

4.5.3. Questionnaire, 43

4.5.3.1 The procedure for conducting the questionnaire, 43

5 RESULTS, 45

5.1 Data from the interview, 45

5.2 Data from the Cloze test, 48

5.3 Data from the Questionnaire, 48

5.3.1 Common reading strategies, cognitive and metacognitive strategies, 49

5.3.2 Reading strategies and reading skills, 56

6 ANALYSIS OF THE DATA, 59

6.1 Students' reading strategies and reading skills currently used, 59

6.2 Students' cognitive and metacognitive strategies currently used, 65

6.2.1 Cognitive strategies, 65

6.2.2 Metacognitive strategies, 66

6.3 Participants' difficulties when doing Cloze tests, 71

7 EXPLICIT READING STRATEGY INSTRUCTIONS, 75

7.1 Context of exam application, 75

7.2 Process of explicit reading strategy instruction (reading strategies workshop), 77

7.3 Reviewing parts of speech, 84

7.4 Access to previous Saber 11 tests, 84

7.5 Playing stop, 85

7.6 Making my own Cloze, 85

8. CONCLUSION, 87

REFERENCES, 88

APPENDICES, 93

APPENDIX A. Example of Cloze test, 94

APPENDIX B. Interview Questions, 96

APPENDIX C. The cloze test activity, 98

APPENDIX D. Questionnaire Format, 100

APPENDIX E. Interview Answers, 104

List of figures

Figure 1. Cognitive strategies, 22

Figure 2. Metacognitive strategies, 27

Figure 3. Reading strategies currently used by students, 71

Figure 4. Guidelines for teaching reading strategies, 79

1 INTRODUCTION

All English language learners either from public or private schools need to follow a course which exposes them to meaningful reading comprehension processes. Having the learners involved in such learning contexts where the activities planned and the methodology used meet the learners' necessities regarding reading skills and strategies would facilitate the learning of their target language and improve their language proficiency on the different scenarios where the use of English takes place. Learners may want to use the language when they travel on vacation to another country, perhaps they may need it for *examinations* or professional purposes; in this matter, the way to determine this is by carrying out a research which allows teachers to find the main elements to include in their lessons.

Based on the above mentioned, this paper aims to describe the process by which a group of students from a private school in Magangué (Bolívar) are objects of an investigation regarding students' use of Reading strategies during Cloze Test Procedure. This research project is the starting point of a process where some relevant and useful information is gathered through an interview, a Cloze test and a questionnaire submitted to students, which will be then analyzed and afterwards included in an explicit reading strategy instruction process that will be planned and implemented. Working on this project is of real importance because of the information it may provide in terms of what the learners would need to learn and how they might improve their readability.

The school where the research takes place is at Gimnasio Moderno Montecatini (GIMOMO) which is located in the north of Magangué (Bolívar). It is

Reading strategies during Cloze Test Procedure

surrounded by a Spa to the east, to the west by some flats, to the north by CEDI, another private school and to the south by AQUASEO, a company which purifies water. This last one is not so close to the school to interfere with any kind of noise it can produce. Gimomo is a fairly new school, it has been giving educated citizens to the society for about twenty years and nowadays its students are getting good results in *Pruebas Saber 11* (before known as *Pruebas ICFES*). This may evidence the hard work and support from the school within the learners' learning process.

The population of this school is integrated by students whose parents' social economical level are between the third and fifth level of stratification. Most of the students are able to bring to classes the materials they are asked for at the beginning of every year. In the case of English the students use the book *New Interchange* intro in 4th and 5th grades; *New Interchange level 1* in 6th and 7th graders; *New Interchange level 2* in 8th and 9th grades and *New Interchange level 3* in 10th and 11th grades. Besides the use of this book, the students from high school read two books of literature per level. On elementary graders the book is *Let's Go*, levels 1, 2 and 3. In kindergarten there is not a material to work with but it is being planned to find an appropriated one which meet kindergarten needs somehow. Today, the student community is about 600 pupils which include kindergarten, primary and high school; all of them involved in a formal learning process led by professionals who devote twenty or twenty five hours per week on the process of building knowledge and competences.

In relation to physical resources, the school provides some tools such as CD players, DVD players, Video beans, and TVs. Although there is not an English Lab, a

Reading strategies during Cloze Test Procedure

virtual room with a smart board and good quality sound is used instead. One concern presented is the lack of authentic visual aids for all levels, which makes sometimes difficult the fact of teaching new words or recycling vocabulary during the lessons with students.

I devote a great amount of hours working in the school. I teach Science in fourth grades (4th A and 4th B), English since seventh until eleventh (one course per grade) and Spanish in fifth and sixth grade (also one course per grade). In fourth grades I teach one hour of science per week; from seventh to eleventh, three hours of English; and in fifth and sixth, four hours of Spanish on each course respectively. In this way, the amount of hours in the school that I have yields twenty five.

At Gimomo there are another two English teachers. Teacher Patricia Barrios, who is in charge of Kindergarten and first graders (1st A and 1st B); and teacher Glenda Reyes, who has the grades 2nd A and B (English and Science), 3rd A and B (English and Science), 4th (English), 5th (English and Science) and 6th (English). Last year I was assigned informally to coordinate the English teaching program in the school, I must confess that I have not paid the attention that it deserves. Our meetings to reflect and draw conclusions of the English Language teaching process are not frequent and the organization for planning and implementing projects is not taking place.

Gimnasio Moderno Montecatini is a school that attempts to be bilingual; thus, it is compulsory to jump from the awareness of any problem in the coordination of English teaching in the school to the development of a well-structured organization of the English program which guide us to a better outcome. Social study is the other

Reading strategies during Cloze Test Procedure

subject which is going to be added in the school program (initially on primary); however, neither science nor social studies are included in the syllabus yet.

This school was selected because in terms of availability to carry out the research there was a positive answer. This would be the first project developed in the English subject from this school, which makes it relevant and of great importance to the contribution in methodology and better organization in the teaching of English that it may bring. The principal and the coordinator will collaborate in the project as soon as I let them know the schedule for any interview or other issue related to the project.

Before determining the aims and the research questions of this study, it will be described the problem which has led to this research.

As remarked before, students from eleventh grade at Gimnasio Moderno Montecatini attend three lessons per week at school, and some of them take extra classes in the afternoon in private classes out of school. In the exam *Saber 11* students make the levels between A2 and B+. However, when questioning about what part in the English exam of the *Saber 11* is the most difficult to tackle, their answers point in the readings.

Students' concern is basically on reading. They ask for ways, techniques or strategies which facilitate them to experience more confidence at the moment of responding the questions in the reading sections of the *Saber 11* exam. They accept that vocabulary is something they need to improve as well, but they conceive that the reading part, especially the one they have to complete is challenging and they are unskilled to do those readings which spaces they have to meet.

Reading strategies during Cloze Test Procedure

Students feel unskilled because classes are centered on developing other competences. Oral and listening skills are the most developed, whereas reading and writing are included in the planning, but not with the same importance as the other ones. Because of the lack of frequent exposition of reading activities, students might not recognize that in that respect are some strategies which will permit them to fulfil their concerns in the examination.

The material used in eleventh grade has reading sections. Nevertheless, those readings seem to be out of context for the students and are not updated. Sometimes reading sections are not arisen because in the material the reading part is at the end of the unit and time is not enough to go on them fully.

Ironically, students from eleventh grade are asked to buy two literature books to be read during the whole academic year. The way books are being worked is by assigning students to read them for a set time that can be a month or two, and then discuss them in a round table class. The reading process is not focused on doing a pre reading activity, during reading and a post reading. As it was mentioned before, time is not enough and parents and school consensus are that all books have to be developed completely during the academic year.

2 RATIONALE

For several years the skills most developed at the school have been speaking and listening. As a result, students from 11th grade usually have difficulties in the reading section of standardized tests, especially when their level is evaluated through Cloze tests. Their perception to this section of the exam is negative since they do not know how to face the reading question in the Cloze tests.

Students from 11th grade attend to Pre- Icfes or Pre- Saber sessions on Wednesdays and Saturdays. When they have English, the emphasis is on linguistic aspects rather than strategies which may help the students to succeed in reading sections. The same occurs with the three English lessons during the week. Although the current material used at the school provides lots of reading practice, lessons lack on the fact of exposing learners to use reading comprehension strategies which allow them to be more confident and practical when doing reading Cloze tests. For this reason, one way to support students to identify and to use such strategies are by enhancing them to use them.

Therefore, in this same line the importance of this study is in first place to come up with reliable solutions to enhance the use of reading strategies. Another reason is to straighten students' reading strategy use and to improve their understanding of a text. This study is the first regarding reading strategies done at the school object of this research. Thus, it is also aimed at motivating other English teachers to explore this study and begin/continue contributing to research in this field.

Reading strategies during Cloze Test Procedure

2.1 Research questions

2.1.1 Main question

- In what way can students be prepared to use multiple reading strategies during a Cloze Test Procedure?

2.1.2 Sub-questions

- What sort of reading instruction can be effective to develop reading comprehension?
- What are the difficulties students from 11 grade face when doing Cloze tests?
- What are the reading strategies used by the students from 11th grade?
- How can a reading instruction process centered on developing reading strategies articulated with the material and assessments that students do during their English lessons?

2.2 Objectives

The objectives of the research project are:

2.2.1 General objective

- Enhance students use of reading strategies during Cloze Test Procedure.

2.2.2 Specific objectives

- Identify which reading strategies students currently use.
- Find out which difficulties students experience when applying Cloze tests.
- Describe features of explicit reading strategy instruction that can be applied to develop effective reading strategies routines for reading Cloze tests.

Until here it has been depicted some information about the importance and necessity of initiating a research process which may contribute more effectively in the English language learning from eleventh grade students at Gimansio Moderno Montecatini. Now, let's see some main theoretical basis.

3 THEORETICAL FRAMEWORK

Having provided the school context and what it is aimed with this project at the school above mentioned, I will continue this paper with a Theoretical Framework, which explore and discuss about the main topics regarding reading, reading strategies, skills, Cloze tests, *Saber 11*, cognitive and metacognitive strategies.

3.1 Reading, reading skills and reading strategies

Reading is an essential skill that students should acquire since it helps them to learn the language. Reading can help students to identify and learn new words as well as to develop the capacity to comprehend the language. In Carrel et al.' words "reading is by far the most important of the four skills in a second language, particularly in English as a second or foreign language. Reading is the main reason why students learn the language" (1990, p. 1).

There are two approaches which have made emerge different views and thus definitions of reading. These approaches are the bottom-up and top-down processing; in accordance to Nunan (1989, p.33) bottom-up is a process where small individual letters and large group of words, clauses and sentences are decoded. That is, it is a process which helps students to become fast and good readers but without having a well-organized knowledge of the second language. On the other side, according to Cohen & Cowen (2007) with the top-down approach, students may not emphasize on phonics and skills but it is a student-centered approach. Students first learn how to read by being exposed to reading. Then, discuss text and finally there is a

Reading strategies during Cloze Test Procedure

construction of meaning of the whole text. Moreover, students use their schemata or background knowledge to predict about the texts they read.

In this study it is considered that reading should not be assumed as the act of merely connecting orally or mentally vowel/consonant sounds, words, statements, paragraphs or texts. Neither, reading will mean that a foreign language learner needs to understand everything in a text. The connection should be in other aspects as Villanueva claims (2006) “reading is not just extracting meaning from a text, but a process of connecting information in the text with the knowledge the reader brings to the act of reading” (p. 9). Indeed, it is a complex task and perhaps readers will have to struggle several times to understand a text, but developing the reading skill is a process in which it is required to acquire some tools and strategies to be able to read effectively.

This definition above mentioned links to another important issue in this study and it is the fact of illustrating the difference between reading skills and reading strategies. “A reading skill is a helpful tool that a student practices in order to improve reading” (Hollas, 2002, cited by Birkner, sf, online). As follows it will be defined the main reading skills taken into account in this study: skimming and scanning.

3.1.1 Skimming. Skimming is the quick understanding of a text resulting in the finding of some specific information. Grabe (2009) explains that we skim when we know what a text is about after reading titles, main ideas or key words. In the same line, he says that we skim when we make decisions about what text or part of the text we need to focus more in situations whether there are many texts to read or

Reading strategies during Cloze Test Procedure

long texts to work through. Similarly, Kol&Schcolnik (2000) make clear that the purpose of skimming is to perceive text organization and search out the main ideas.

The following chart outlines how the reader can skim:

- Read the title, subtitles and subheadings to find out what the text is about.
- Look at the illustration to give you more information about the topic.
- Read the first and last sentence of each paragraph.
- Don't read every word or every sentence. Let your eyes skim over the text and look out for the key words.
- Continue to think about the meaning of the text.

Taken from bbc.co.uk/skillswise

3.1.2. Scanning. Scanning is a technique which can be useful in those situations where students do not have enough time to read word by word a text, or when there is some information in an article or book which needs to be found quickly. Sitima et al. (2009) define scanning as the tool that is used to find a particular piece of information or the answer of a specific question.

Scanning sometimes is confused with skimming. With the latter, students or readers can make decisions whether they wish to continuereading a specific text or not. Nevertheless, with the scanning technique the reading is much quicker.

The following chart outlines how the reader can scan:

Reading strategies during Cloze Test Procedure

- Don't try to read every word. Instead, let your eyes move quickly across the page until you find what you are looking for.
- Use clues on the page such as headings and subtitles to help you.
- In a dictionary or phone book, use the header words to help you scan. You can find this in bold type at the top of each page.
- If you are reading for study, start by thinking up or writing down some questions that you want to answer. Doing this can focus your mind and help you find the facts of information that you need more easily.
- Make texts list things in alphabetical order from A to Z.

Taken from bbc.co.uk/skillswise

Certainly teachers teach various skills to improve the understanding of reading. Unfortunately, some students while decoding may not comprehend what they are reading. On the other hand, “a reading strategy is a plan or way of doing something; a specific procedure one uses to perform a skill” (Hollas, 2002, cited by Birkner, sf, online).

Students today may have difficulty getting through a short reading assignment, such as a newspaper article. This difficulty can be associated with the lack of ability to focus and concentrate on written words. Due to this, these students may need guidance and strategies to help them focus on reading and to do more than just match the sounds of letters in words, sentences, paragraphs or texts. Hollas, 2002,

Reading strategies during Cloze Test Procedure

cited by Birkner, sf, states that the skills of a strategic reader in the content areas can be broken down into seven areas:

- Predict – declaring in advance on the basis of observation and/or experience.
- Visualize – forming mental pictures of scenes, characters and events.
- Connect – to link two things together or to associate and see a relationship.
- Question – to inquire or examine.
- Clarify – to make understandable or to become clear and free of confusion.
- Summarize – to concisely obtain the essence or main point of the text.
- Evaluate – to form an opinion about what you have read.

Alderson (2000) mentions some other reading strategies identified in Hosenfeld's study in 1987.

- Keep the meaning of a passage in mind while reading and use it to predict meaning.
- Skip unfamiliar words to guess their meaning from the remaining words in a sentence or later sentences.
- Circle back in the text to bring to mind the previous context to decode an unfamiliar word.
- Identify the grammatical function of an unfamiliar word before guessing its meaning.
- Examine the illustration and use information contained in it in decoding.
- Read the title and draw inferences from it.

Reading strategies during Cloze Test Procedure

- Refer to the side gloss.
- Recognize cognates.
- Use knowledge of the world to decode an unfamiliar word.
- Skip words that may add relatively little to total meaning (p. 310).

To finish with the conceptualization of reading, I shall refer to the three phases to develop a reading class: pre reading, while reading and post reading.

Pre reading is a phase in which readers activate their background knowledge in relation to a text. The understanding of a text is more likely to succeed if there is an activation of background knowledge. Making a connection with what has been read before facing a new text is the purpose of the predicting stage. In that way, this strategic action can help readers to recall the schemata they already know about the topic that is being read.

Pre reading is an activity to familiarize and prepare the reader to a chain of situations presented in the target text. Harmer (1991) claims that “We will not get students to interact properly with spoken and written materials unless we ensure that their desire to read or listen has been awakened. Especially where the subject matter of the texts may not be immediately appealing to them...” (p. 188). This phase may help to motivate the reader and also to make anticipations of what he/she is about to read.

The while reading or just reading phase may be assumed as the opportunity for the reader to tackle a text in a linear process by decoding words by word or as the chance to extract specific information from the text. It is as Richards (1990) explains

Reading strategies during Cloze Test Procedure

that reading should be taken “as an integration of top-down processes that utilize background knowledge and schema, as well as bottom-up processes that are primarily text or data driven” (p. 87). In this sense, the two approaches can be combined to come an end which may result in an effective comprehension of a text.

The post reading phase is just as important as the other since the reader should have an overview of the text in order to analyze and reflect critically the assigned text. In this phase it can be seen whether or not the reader could comprehend the text in great quantity.

3.2 Cognitive and metacognitive strategies

Thus far, it has been conceptualized important terms relevant for this study. Cognitive and metacognitive strategies have as well an influence on the composition of this research. The major reason is that students need to know a set of strategies and then master himself or herself the capacity of selecting from all those strategies the ones which help them achieve a specific goal.

3.2.1 Cognitive strategies

Cognitive strategy is defined as frequent mental processes with the purpose of understanding and producing language (Oxford, 1990; Dole et al., 2009). Reading comprehension tasks challenge readers to bridge several features of text in order to understand it, but by having a mental routine instruction where complex accomplishments are reached, comprehension is more likely to happen. A cognitive strategy is a concept that an individual learn and then is used to have a better

Reading strategies during Cloze Test Procedure

understanding, in this case it would be to have a better comprehension of a text. Much of the research on Cognitive Strategies has provided many types of strategies for different tasks which require cognition. Oxford (1990) lists for instance a variety of strategies, for him Cognitive strategies can be grouped as:

a) Practicing in which readers set routines of repeating, practicing formally with sounds and writing systems, recognizing and using formulas and patterns, recombining and practicing naturalistically.

b) Receiving and sending which is divided into getting the idea quickly, using resources for receiving and sending messages.

c) Analyzing and reasoning, this is divided in reasoning deductibly, analysing expressions, analysing contrastively (across languages), translating and transferring.

d) Creating structure for input and output which is divided into taking notes, summarizing and highlighting.

Figure 1. Cognitive strategies

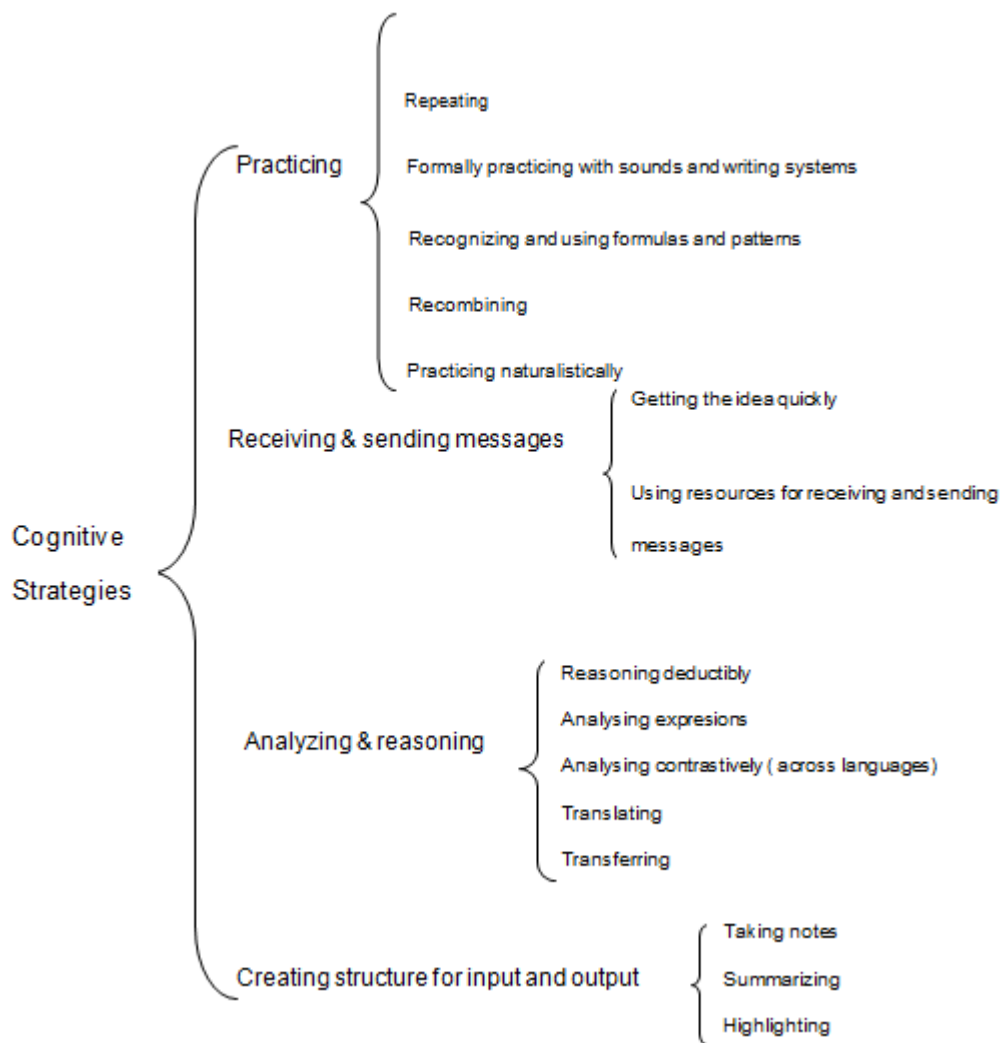


Diagram of the Cognitive strategies. Taken from Oxford (1990)

Pressley and Woloshyn(1995) identified different cognitive strategies in several tasks. Among them it can be identified the cognitive strategies implemented in reading such as self-questioning, visualizing, activating prior knowledge or predicting, thinking-aloud, text structure or summarizing a text.

Reading strategies during Cloze Test Procedure

3.2.1.1 Self-questioning. This is the procedure which help readers understand better a text by questioning themselves about the content of a text. Good readers often are curious about the text, asking about its content, ideas, author and his/her position in the text, the context and all the details which may lead to a deeper comprehension. Self- questioning is an issue which needs to be modeled to students in reading activities. This would prepare readers to go through a text and begin to be critical with further experience in reading.

3.2.1.2. Visualizing. Readers may have problems to picture in their minds the topic, events, characters, etc, that is being discussed in a text. The strategy of seeing what it goes on in a text by making pictures in readers' minds is called Visualizing. Teachers can instruct this strategy by modeling their own thinking and visualization process when reading aloud in class. Besides, it can also be taught by asking them about programs or movies they have seen, then about books they have read and afterwards about interesting texts they have read as well. In that way, they may go gradually picturing or visualizing the content of the program, the book and the text while talk about them.

3.2.1.3 Predicting. This strategy helps readers use their existing knowledge to connected with what they are about to read. Certainly, a reader with a marked routine of reading habits should have a better capacity for predicting. This strategy will be more effective when readers have had much experience in reading different texts. In this manner, their experience will allow them to use their previous knowledge and make it a prediction.

Reading strategies during Cloze Test Procedure

3.2.1.4 Thinking-Aloud. Thinking aloud is when readers verbalize their thoughts and make them audible. This behavior can improve students comprehension since there is more concentration on what they are reading. The fact of rereading can be lessened when using this strategy since there is more control, readers monitor their understanding while reading.

3.2.1.5 Summarizing. This strategy is effective since readers can develop the ability to synthesize and comprehend better a text. Summarizing helps readers organize the knowledge they gained in the text and communicate it to recall what they have read. This is a hard task, but effective to internalize and get a successful understanding of a reading. This is another strategy which needs to be modeled, practiced in groups or individually so that it can be acquired and used effectively.

3.2.2 Metacognitive strategies

Once the reader knows the strategies for improving comprehension of a text, he or she will need to know how and where to use them. It is here where Metacognition takes place to show how, when and where the strategies can be employed. Metacognitive strategies are presented when readers are active in the process of reading, monitor and assess their comprehension, and make decisions when comprehension breakdown occurs (Oxford, 1990; Dole et al, 2009; Kagan, 2013). As metacognition goes beyond cognition, the interpretation of a text is more accurate since the reading process is consciously and constantly evaluated. Pressley & Woloshyn (1995) state that monitoring and evaluation the reading process are strategies which describe good readers.

Reading strategies during Cloze Test Procedure

When applied in reading, metacognitive strategies regulate the use of the cognitive strategies. The purpose of metacognition here is to contribute in a better understanding and the result of a cognitive performance. Phakiti (2003) conceives metacognitive strategies as high order and he divides them into two strategies: planning and monitoring.

3.2.2.1 Planning. It is described as the act of overviewing a task before it is done. When planning, an individual previews what, how and when to do the action for a successful performance. According to Kluwe (1982, as cited in Phatiki, 2003, p. 30) metacognitive planning strategies help:

- Allocate resources to the current task.
- Determine the order of steps to be taken to complete the task.
- Set the intensity or the speed at which one should work on the task.

3.2.2.2 Monitoring. Monitoring is defined as the ongoing regulation, checking or evaluation of a task performance. When monitoring, there is an act of thinking about our thinking within the performance and then we make decisions to success on it. According to Kluwe (1982, as cited in Phatiki, 2003, p. 30) metacognitive monitoring strategies help:

- Identify the task on which one is currently working.
- Check on the current progress of that work.
- Evaluate that progress.
- Predict what the outcome of that progress will be.

Reading strategies during Cloze Test Procedure

In the same line, Oxford (1990) provides a set of metacognitive strategies which are applicable to all four language skills. She outlines the following metacognitive strategies:

- a. Centering your learning which is divided into overviewing and linking with already known material, paying attention and delaying speech production to focus on listening.
- b. Arranging and planning your learning which is divided into finding about language learning, organizing, setting goals and objectives, identifying the purpose of language task, planning for language task and seeking practice opportunities.
- c. Evaluating your learning which is divided in self-monitoring and self-evaluation. As follows it will be displayed a diagram listing the different metacognitive strategies identified by Oxford.

Figure 2. Metacognitive strategies

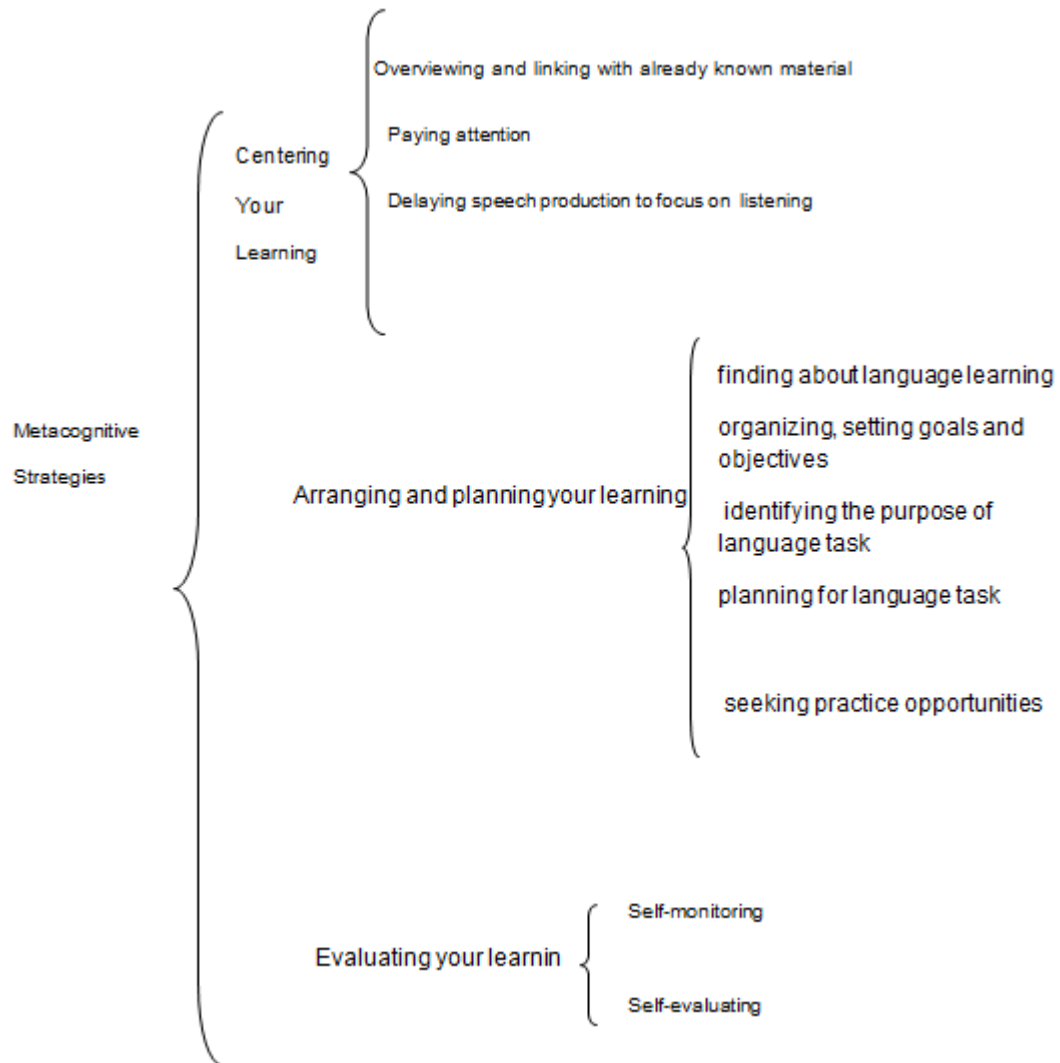


Diagram of the Cognitive strategies. Taken from Oxford (1990)

3.3 Cloze tests

Before providing deeper information about Cloze tests, it is important to introduce some background on this type of assessment. In 1953 Taylor concerned with finding an alternative about how to measure the comprehension of a reader when

Reading strategies during Cloze Test Procedure

facing a text. Initially, he took a passage and counted five words from the beginning of the text and deleted the number six. Then, he began counting after the word deleted five words more and did the same procedure until the end of the passage.

Rye (1982) suggested the following inquiries to take into account when preparing a Cloze test:

- Is the deletion a structure or a content word?
- If it is a structure word, is it chosen to contribute to the ease of the task?
- If it is a content word, can it reasonably be inferred given the overall context and the students' general knowledge?
- If it is either a noun or a verb, have too many nouns and verbs already been deleted?
- Does the position of the deletion make the task too difficult?

Pearson and Hamm (2005) suggest other guidelines to bear in mind:

- Allow synonyms to serve as correct answers.
- Delete only every 5th content word (leaving function words intact).
- Use an alternative to every 5th word deletion.
- Delete words at the end of sentences and provide a set of choices from which examinees are to pick the best answer.

Reading strategies during Cloze Test Procedure

Taylor took this idea of Cloze tests from the field of Psychology. Urquhart & Weir (1998) cited in Lu (2006) described that the term Cloze comes from the Gestalt psychological concept of closure which means the tendency of individuals fill a pattern when they have understood its overall significance. Nowadays, Cloze tests have become in an after reading strategy to strengthen and expand students' understanding of a text. Important examinations in the field of English Language Learning (TOEFL, IELTS etc.) include the Cloze procedure to assess the comprehension level of a reader. In Colombia the Saber 11 exam in the English section also includes Cloze tests as a mechanism to determine the reading level of eleventh graders of public and private schools.

Researchers have made some adaptations to the early Cloze test. Today, in the Cloze test the words can be deleted bearing in mind their part of speech and the reader is provided with a set of choices to select the best answer which fills the blank. The deletations have to do with a linguistic purpose in order to observe if the reader is able to predict the positions of nouns, adjectives, verbs, prepositions, etc. In that way, there is no that focus on removing every fifth words randomly although it is still used.

An example of Cloze test following the recent adaptation can be seen in the Appendix A.

3.3.1 Advantages of Cloze procedure. As mentioned before, Cloze tests have been successful in assessing reading comprehension. Raymond (1988) highlights that Cloze tests “helps readers to predict and provides practice in guessing meaning from

Reading strategies during Cloze Test Procedure

context. Guessing meaning from context is an important reading strategy” (p. 92). The Cloze test procedure can help in decoding difficult texts and improving readability. Rye (1982) as cited in Lu (2006) points out, “Cloze procedure can measure the difficulty of a text, not in terms of word length or familiarity, or of sentence length, but in terms of a particular individual’s understanding of, and response to, the language structure of the text” (p. 18).

Cloze tests can help students and teachers find solutions upon reading difficulties. Teachers can draw conclusions after analyzing the results of a Cloze test. The feedback provided by the teacher should contain a set of guidelines which need to be taken by the students as an important instruction to improve their reading competence.

3.3.2 Disadvantages of Cloze tests. One of the disadvantages of cloze procedure is the “lack of intersentential and intertextual comprehension” Dougherty (2009, p. 428). That is, the capacity of completing a deletion in a cloze test does not guarantee the understanding of a whole text. It would be needed a complementary resource to identify what the reader was thinking when selecting a respective word at the moment the application of the test.

Reliability and validity with cloze test can be sometimes dubious. Some cloze test designer select texts which are not familiar to a group of readers who do not have mental structures as the ones with a privileged education. In other cases, the random deletion of words may have no purpose on what to assess which gives a sense of lack of reliability upon the assessment.

3.4. *Saber 11* test

Saber 11 is a standardized test recognized as the most important in Colombia. In 1968 this test was created to support the access to university. In 1980, *Saber 11* under the name of ICFES test (Acronym in Spanish for *Instituto Colombiano opera el Fomento de la Educación Superior*) became as a main requisite to begin university or technical studies. Today, *Saber 11* remains that requisite and according to Decree 869 of 2010, the objectives of this examination are:

- Select students for higher education.
- Monitor the quality of education offered by local high school.
- Produce information for estimating the added value of higher education.

Saber 11 evaluates students who are in eleventh grade or students who have already graduated from high school. The examination *SABER 11* consists of five tests: Mathematics, Critical reading, Social and citizens, Natural Sciences and English. The English test consists of 45 multiple-choice questions with single response, distributed as follows:

Reading strategies during Cloze Test Procedure

| Part | Percentage (%) |
|---|----------------|
| 1. Can understand instructions or public messages | 11 |
| 2. Can understand dictionary-style definitions for common objects | 11 |
| 3. Can understand routine information | 11 |
| 4. Can follow routine interactions covering a wide range of functional language | 18 |
| 5. Can understand factual articles in newspapers, books and letters | 16 |
| 6. Can understand the general meaning of non-routine articles, including writer's purpose, overall intention and writer's opinion | 11 |
| 7. Can appreciate cohesion in a written passage and select appropriate vocabulary form options. | 22 |
| Total | 100 |

Part 4 and 7 highlighted in the table are of great importance in this study since they indicate the parts where students deal with Cloze tests. In part 4, students read a text with spaces, then those spaces are filled with the most appropriated words. Here, the grammar knowledge is evaluated. In part 7, students read a text with spaces as well and the spaces are filled, but this time vocabulary and grammar are evaluated. The addition of both parts results in the 40% of the total test. This percentage is the highest if compared with the other parts.

4 METHODOLOGY

The previous section provided a discussion about the concept of reading, the importance of reading strategies and skills for effective comprehension of a text. It was also documented the terms of cognitive and metacognitive strategies, the use of Cloze tests to measure reading comprehension and a description of the English test included in the Saber 11 test applied in Colombia. The following section shall concentrate on discussing the selection of the research paradigm, a conceptualization of the research methods and describing the techniques and instruments which were used to collect data in the development of this research project.

4.1 Paradigm

Based on the research question stated in a previous section, this study aims at preparing students to use multiple reading comprehension strategies during a Cloze Test Procedure. Thus, in this paper the kind of research applied is qualitative since this type of research focuses its attention on finding out information about the different experiences and performances that learners have on their learning process. Merriam (2009) mentions that “qualitative researchers are interested in understanding how people interpret their experiences, how they construct their world and what meaning they attribute to their experiences” (p. 23). Taking into consideration this concept, it has been decided to carry out a qualitative research because there is in the first place an engagement on having a direct contact with a selected population from Gimnasio Moderno Montecatini to explore their attitudes, motivation, preferences

Reading strategies during Cloze Test Procedure

and behavior in the English language learning process, especially when applying the English test in the Saber 11 national test. In the second place, there is an interest in analyzing and understanding the reasons which have led the students to show such attitudes, motivation, preferences and behavior in their current use of reading strategies, and finally to come up with a solution which may contribute positively in how to apply a repertoire of reading strategies when facing a test which concerned on measuring their reading comprehension.

4.2 Type of study

The present work is based on case study method. But what is a case? A case can be one of these things: an event, problem, process, activity, program, a single person, or several people. In language learning research, we engage in case study when there is a focus on studying a special specific phenomenon of interest during a certain period of time. Stake (1995) describes case study as “the study of the particularity and complexity of a single case, coming to understand its activity within important circumstances” (p. 2). Case study sometimes is confused with ethnography, but according to Nunan (1992, p.75) they differ in the following:

- Case study is generally more limited in scope than an ethnography.
- The focus of the research in a case study is not necessarily on the cultural context or cultural interpretation of a phenomena as it is in ethnography.
- In case studies we can use qualitative, quantitative and statistical methods. In ethnography it is tied to a qualitative method.

Reading strategies during Cloze Test Procedure

Merriam (1998), cited by Burgeois (2007) defines case study as “The qualitative case study can be defined in terms of the process of actually carrying out the investigation, the unit of analysis (the bounded system, the case), or the end product” (p. 50).

Yin (2003,p. 13) also gives another definition taking into account others aspects.

1. A case study is an empirical inquiry that
 - investigates a contemporary phenomenon within its real-life context, especially when
 - the boundaries between phenomenon and context are not clearly evident.
2. The case study inquiry
 - copes with the technically distinctive situation in which there will be many more variables of interest than data points, and as one result relies on multiple sources of evidence, with data needing to converge in a triangulating fashion, and as another result
 - benefits from the prior development of theoretical propositions to guide data collection and analysis.

Yin (2003) describes three types of case studies:

- *A Single instrumental case study* in which the researcher first focuses on an issue or concern, and then selects the specific case to illustrate that issue or concern.

Reading strategies during Cloze Test Procedure

- *Collective/multiple case study* is similar to the single instrumental case study because the researcher first focuses as well on a single issue or concern, and then selects several cases to illustrate that issue or concern.
- *Intrinsic case study*. In contrast to the single and collective/multiple case study, intrinsic case study does not first focus on an issue or concern and then to find a case or cases to illustrate that issue. Instead, in the intrinsic case study, the researcher studies a case that is unique or unusual and then studies the case itself without first focusing on an issue or a case(pp. 39-53).

Thus far, case study either qualitative or quantitative is a concept which over the years has gained a repertoire of definitions. Nevertheless, it has had trouble with a clear concept that make concrete and concise its definition. Recent research on the field keeps showing evidence on the problem-definition-issue since a new study says that case study is not a method neither a methodology. It is not even a research design (VanWynsberghe& Khan, 2008). However, although it is found this difficult, researchers continue using this no-clear-defined-term as a tool for qualitative research. This fact may result in the interpretation that it has been of relevant use its application in language learning research methods.

Then, the type of study carried out in this research was a Case Study. With this type of study it is examined how reading strategies were used in a real

Reading strategies during Cloze Test Procedure

examination and guided the researcher to come up with some ideas to be implemented in the frame of reading strategies identification and application.

4.3 Participants

The target group selected for the research was the eleventh grade students at GimnasioModernoMontecatini during the year 2014. The target group for the case study included three students from that grade. I selected the students taking into account their availability and willingness to answer my questions in an interview, their availability and willingness to do a Cloze test procedure and complete a questionnaire. Another criterion for choosing these students was their English language competence. I selected one student with a high English level in his/her course, the second with an intermediate level in his/her course and the last one with a low level in his/her course. This selection would allow gathering important information regarding what and how they were using the reading strategies in English test following a Cloze test pattern.

4.4 Research techniques

Before going further with the research methods and techniques used in this study, it will be firstly provided some information regarding the definition, advantages and disadvantages of the research methods or techniques commonly used in Qualitative Research. Questionnaires, interviews, observations, diaries and focus groups are some of the methods that are usually used in Qualitative Research.

Reading strategies during Cloze Test Procedure

Afterwards, it will be described the instruments used in this study which were interviews, questionnaires and focus groups.

4.4.1 Questionnaires. According to Nunan (1992):

The questionnaire is a relatively popular mean of collecting data. It enables the researcher to collect data in field settings, and the data themselves are more amenable to quantification than discursive data, such as free – from field notes, participant observers’ journal, and the transcripts of oral language (p. 143).

Seliger and Shohamy (1989) also give the following definition: “These are printed forms for data collection, which include questions or statements to which the subjects are expected to respond, often anonymously. Questionnaires are used mostly to collect data on phenomenon which is not easily observed, such as attitude, motivation, and self- concepts” (p. 172). Questionnaires are quicker and cheaper to administer but lack in inquiring open-ended question like an interview might do. Holmes (1986) describes some great advantages and disadvantages when administering questionnaires. Regarding to the first one, questionnaires can be applied to a large group of people, it does not take too long and people do not see the questionnaires as a threat when answering them, rather than that, people cooperate. The disadvantages lie in the fact that they demand a lot of time in preparing and processing them.

4.4.2 Interviews. The term interview can be explained in the following way: “the term interview can cover quite a wide range of interaction from something like a conversation between professionals and the other” (Wallace 1998, p.124). The purpose of the interviews can be the following: “The purpose of the interviews is to obtain information by actually talking to the subjects. The interviewer asks questions and the subject responds even to a face-to-face question or by telephone. Interviews are used to collect data on covert variables such as attitude and motivation for learning the foreign language”(Seliger and Shohamy, 1989, p. 167).By interviewing it is possible to see learners’ feelings, behaviors and how they see the world (Merriam, 2009).

4.4.3 Observations. Observation can be defined in the following way: “observation has always been considered a major data collection tool in qualitative research. In second language acquisition research, observation is often used to collect data on how learners use language in a variety of settings, to study language learning and teaching process in the classroom and, to study teachers and students' behaviors” (Seliger and Shomahy, 1989,p.162). Observation differs from the interviews in the fact that the observation takes place in the scenario where the investigation is being carried out and this makes the information collected by first hand (Merriam, 2009).

4.4.4 Diaries. Diaries can be defined in the following way: “Diaries are the subjects or the researchers’ records in writing in the different aspects of a process or a phenomenon” (Seliger and Shohamy, 1989,p.166). With this tool the researcher can gain insights from the students based on what he /she observes in the classroom. In like matter, it can be said that as diaries are tied to observations, advantages and

Reading strategies during Cloze Test Procedure

disadvantages might be similar. Diaries are a research technique which can be kept by different participants in a language learning process “As with the classroom observation checklist... diaries can be used either for research or for the teacher education” (Nunan, 1992, p. 120). The benefits of the research lie in the fact that important data is gathered in terms of social and psychological aspects as well as in the affective factors from the students (Nunan, 1992). Nevertheless the disadvantages are presented in “how conclusions based on data from a single subject can possibly extrapolate to other language learners” (Nunan, 1992, p. 123).

4.4.5 Focused group. The focused group is a technique used mainly in qualitative research to allow the interviewee talk about his/her opinions about a particular subject or area. Thus, the interviewer focuses on the areas he/she is interested in exploring. The main purpose of this type of interview is to understand the interviewee’s point of view and not the participant’s behavior. Cohen & Manion (1994) say that in focused interviews the “interviewer can play a more active role: he can introduce more explicit verbal cues to the stimulus pattern or even represent it” (p. 274), that means that the interviewer tries to build up a conversation; the questions can be prepared in advanced or they can occur during the interview.

4.5 Research techniques used in this study

4.5.1 Interview. The interviews were organized as focused groups which were concerned with the familiarity students have with Cloze tests, the strategies they used when applying them and the difficulties they have with those kind of tests. Lately,

Reading strategies during Cloze Test Procedure

Focused groups are replacing the survey and the mere interview since they are less expensive and provide more qualitative data. Schensul et al. (1999) state that “focus groups are being used to study knowledge, attitudes, and beliefs in a variety of social situations...they are the only way to collect qualitative data” (p. 61).

4.5.1.1 The procedure for conducting the interviews. At the beginning, I wrote a first group of questions, but the answers after a piloting did not provide valuable information. As a result of this, the thesis tutor suggested to rewrite those questions so that I could gather concrete information for the research project. Then, I rewrote the questions and another piloting was carried out and as the information collected was more concise and relevant, the interview was approved. All questions in the interview were written in Spanish with the purpose of creating a comfort zone for the interviewees. This would reduce students' anxiety and answers would be really useful.

Once the interview was done, I applied to the three students sample of this study. Before they gave their answers, I explained the objective of the exercise in the interview. Afterwards, I asked them to please provide real information when answering the questions since that true data will be the basis for the study. Then, I asked the interviewees for permission to record their answers. As soon as I had their permission, I conducted the interview. The interviewees were interviewed in focused group respecting the turn-taking when answering. After that, all the interview was transcribed and organized for being later analyzed.

Reading strategies during Cloze Test Procedure

4.5.1.2 The interview questions. The interview through a focused group was used to identify what reading strategies the students were using, background information about the experience the participants have with Cloze tests, and the difficulties they were facing when applying those tests. The interview had a list of nine questions, but some other inquiries arose during the questioning which made more than eight in the end (See Appendix B).

4.5.2 The Cloze test

4.5.2.1 Using the Cloze test. A 125-word Cloze test was elaborated taking into account the guidelines established in the Theoretical Framework section. Eight words were removed from the text and the students were asked to fill the blank spaces with one of the three options that best matched those gaps (See Appendix C). I decided to elaborate and apply this text because I wanted to identify the reading strategies they currently use and the difficulties they had with this type of tests. Moreover, I used this test because I wanted to gain reliable insights from a real test procedure. The participants of this study solved the test individually the day after the interview mentioned above. They were not allowed to use dictionaries neither socialize their answers in groups. I did not set a specific time for them to fill in the omitted words, since this fact could have made them feel nervous for this exercise. The average time they spent was about fifteen minutes.

4.5.2.2 The procedure for conducting the Cloze test. After having the printed copies of the test, I went to the eleventh grade classroom and took the three students to the computer room. I had asked for the permission to the teacher in charge of that classroom beforehand. I chose that place because is rather more comfortable and quiet. Once they were sat in the classroom with a certain distance between one and another, I firstly thanked them for participating in the project. Then, I introduced and provided the instructions on the Cloze test. In the introduction for conducting the Cloze test, I reviewed some information dealt in the interview in order to contextualize the activity. In the instruction, I told them that they would apply a questionnaire once they finished with the Cloze test procedure. The questionnaire which was used will be described as follows.

4.5.3. Questionnaire. In the questionnaire the purpose was to find out more information which allowed to confirm the one obtained with the interview. Thus, here the objectives were as well to identify the reading strategies students use and to know the difficulties they have with the Cloze tests. This technique was submitted after the students finished the Cloze test. Here, I provided instructions again for the students to do the questionnaire, and I told them that if they had any question about the questionnaire they could feel free to ask me.

4.5.3.1 The procedure for conducting the questionnaire. It took a great amount of time to think of the questions for the questionnaire. I had to search some other investigations in the same field and observe the ones used in them. I adopted one of those in a research and adapted to my context. I piloted this technique three

Reading strategies during Cloze Test Procedure

times in order to have it with the appropriated questions. The questionnaire had a set of twenty six questions, all of them in Spanish. The first eight questions were open and the rest of inquiries were done following the format of yes/no questions (See AppendixD).

5 RESULTS

This section concentrates on the findings and their interpretation. First, it introduces the results found in the interview with the students before they applied a Cloze test. Afterwards, it presents the information provided in the Cloze test procedure and the data collected in the questionnaire. Finally, the information is analyzed and discussed.

5.1 Data from the interview

Three students coursing eleventh grade at Gimnasio Moderno Montecatini in Magangué (Bolívar) made up the sample student population. The objectives of the interview were to identify the reading strategies that the students from eleventh grade currently use and to identify the difficulties they experience when applying Cloze test. In this section, I provide the participants' answers to the questions in the interview, which is used as a focused group interview.

Question 1: ¿Sabes lo que es un Cloze test?

All three students responded they knew that test, but not with that name.

Question 2: ¿Has tenido exámenes o ejercicios con exámenes de este tipo?

All the simple population gave a positive answer

Reading strategies during Cloze Test Procedure

Question 3: ¿Con qué frecuencia has tenido exámenes o ejercicios con exámenes de este tipo?

Two students out of three indicated that they did not have enough practice with those tests. One student said that they worked with this type of tests when they have English in the pre-ICFES.

Question 4: ¿Puedes recordar la primera vez que trabajaste con Cloze tests?

¿Crees que te dieron una clara introducción para aplicar este tipo de tests?

Two students out of three indicated that they began to have an English Cloze test when they were in fifth grade. One said they began when they were in third grade, when a new teacher entered at the school.

In relation to the other question, all three students agreed they did not have a clear explanation or introduction of how doing Cloze test, but they have an instruction beforehand they did the exam.

Question 5. ¿Cómo te sentiste con este tipo de exámenes o ejercicios con Cloze tests?

Two students indicated they felt uncomfortable, the other student did not answer this question.

Question 6. ¿Qué habilidades de las siguientes crees tú que son evaluadas con este tipo de exámenes?

Reading strategies during Cloze Test Procedure

Two students believe that Cloze tests evaluate reading comprehension, grammar and vocabulary. The other student said that Cloze test evaluate vocabulary.

Question 7. ¿Qué hacías usualmente durante la aplicación de un Cloze test?

All three students indicated that if the Cloze was a workshop, then students could discuss their answers with a partner. However, if the Cloze was an exam, then students could not discuss it.

Question 8. ¿Qué hacías usualmente después de aplicar un Cloze test?

Two of the participants answered that they did not receive feedback from teachers. They only checked their answers when teachers read aloud the correct responses. One student said they received detail explanation when he was in another school.

Question 9. ¿Tuviste algunos problemas con la aplicación de clozetests?

¿Cuáles fueron los problemas?

The first student answered that it was difficult to distinguish one thing (grammar function) with another. Besides that, vocabulary was considered a difficult too. Remember songs were the action taken when vocabulary was hard to understand. The second student said that translation into Spanish was used as a way to understand the text. The other student said that contextualizing would make easier the comprehension of the text.

5.2 Data from the Cloze test

All three students completed the Cloze test which had eight blankets. The purpose of applying this test was to confirm if students were really weak when doing Cloze test. Students' performances on the Cloze test were assessed by calculating the number of correct answers. Results are presented in terms of percentage of correct answers in the following table.

| Students | Score in percentage |
|-----------------|----------------------------|
| Student 1 | 12% |
| Student 2 | 100% |
| Student 3 | 37% |

The results here show that one student got the highest score of 100%. The other participants evidenced they are having difficulties with this type of test which measure reading comprehension. 12% and 37% indicates the weaknesses when doing Cloze tests.

5.3 Data from the Questionnaire

After doing the Cloze test, the three participants continued with the questionnaire. This instrument consisted of twenty six questions, eight questions were open and with the others were close, that is, the students' responses could be yes or it could be no. The data found in the open questions allowed to identify and to confirm

Reading strategies during Cloze Test Procedure

what were the most frequent reading strategies, cognitive and metacognitive strategies they were using. In the data gathered with the close questions, besides showing the reading strategies, cognitive and metacognitive strategies, it also showed the difficulties they were having.

The information is presented in two sections. The first one, describes the most common reading strategies, cognitive and metacognitive strategies used by the students (Questions from 1 to 8). The second table, shows the reading strategies, reading skills and the difficulties when doing Cloze tests (Questions from 9 to 26).

5.3.1 Common reading strategies, cognitive and metacognitive strategies

| Q1. ¿Cómo fue el proceso o las acciones en tu mente para responder la pregunta #1? | |
|--|--|
| Answers | Findings |
| S1. <i>“como era la primera oración, traté de adecuarme al contexto que me planteaban. Si después de la ____ hay un sustantivo en plural, por lo tanto será artículo plural.”</i> | <ul style="list-style-type: none">• Visualize – forming mental pictures of scenes, characters and events.• Identify the grammatical function of an unfamiliar word before guessing its meaning. |

Reading strategies during Cloze Test Procedure

| | |
|--|--|
| <p>S2. <i>“Intenté traducir el texto al español, para así poder saber más o menos de que trata y poder saber la respuesta correcta, aunque hay muchos términos que desconozco y traté de relacionarlos para así darle sentido a la frase que estoy leyendo”</i></p> | <ul style="list-style-type: none"> • <i>Translation.</i> • Use knowledge of the world to decode an unfamiliar word. • Skip words that may add relatively little to total meaning. |
| <p>S3. <i>“El proceso que usé para responder la primera pregunta fue de traducción. Primero traduje toda la oración donde iba la palabra faltante y luego procedía a escoger la palabra que creo encaja en la oración</i></p> | <ul style="list-style-type: none"> • <i>Translation</i> |

| | |
|--|---|
| <p>Q2. En la pregunta número 2, ¿Por qué seleccionaste la respuesta que marcaste?</p> | |
| <p style="text-align: center;">Answers</p> | <p style="text-align: center;">Findings</p> |
| <p>S1. <i>“En la pregunta de preposiciones, traté de acordarme en cuales cosas uso IN, en cuales AT, y en cuales ON. IN porque es DENTRO de un país.”</i></p> | <ul style="list-style-type: none"> • Connect – to link two things together or to associate and see a relationship • <i>Recognizing and using formulas and patterns (cognitive strategy)</i> |

Reading strategies during Cloze Test Procedure

| | |
|--|---|
| <p>S2. <i>“Porque en textos anteriores que he leído y según lo que me acuerdo utilizamos AT para referirnos a un lugar como del que hablan. Relacioné cierto término con lo que sé y trato de darle sentido a la frase para que se lea bien”.</i></p> | <ul style="list-style-type: none"> • Connect – to link two things together or to associate and see a relationship • <i>Overviewing and linking to already known material (metacognitive strategy)</i> |
| <p>S3. <i>“seleccioné esa respuesta porque creo que es la palabra, entre las opciones que encaja”.</i></p> | <ul style="list-style-type: none"> • No strategy used |

| | |
|--|---|
| <p>Q3. En la pregunta número 3, ¿Qué criterios tuviste para descartar las opciones no marcadas?</p> | |
| <p style="text-align: center;">Answers</p> | <p style="text-align: center;">Findings</p> |
| <p>S1. <i>Que están preguntando por THEY, así que descarto HAS, luego pienso que hablan en presente y descarto HAD.</i></p> | <ul style="list-style-type: none"> • <i>Recognizing and using formulas and patterns (cognitive strategy)</i> |
| <p>S2. <i>Al traducir al español según lo que se, creo que es la respuesta más adecuada para el sentido o lo que dice la frase en el texto.</i></p> | <ul style="list-style-type: none"> • <i>Translation</i> • <i>No strategyused</i> |
| <p>S3. <i>Tuve en cuenta las reglas gramaticales del inglés para seleccionar la respuesta.</i></p> | <ul style="list-style-type: none"> • <i>Recognizing and using formulas and patterns (cognitive strategy)</i> |

Reading strategies during Cloze Test Procedure

| Q4. ¿En qué pensabas cuando respondiste la pregunta número cuatro? | |
|---|---|
| Answers | Findings |
| S1. <i>Superlative! Si me anteponen LES, MORE o algo así, ya se que me piden una comparación, por lo tanto sería THAN.</i> | <ul style="list-style-type: none"> Recognizing and using formulas and patterns (cognitive strategy) |
| S2. <i>En esta pregunta no estoy muy segura, creo que el la conecta no porque sepa como utilizar la palabra, sino porque las relaciono con otras lecturas que recuerdo que he visto y así utilizan la palabra.</i> | <ul style="list-style-type: none"> Connect – to link two things together or to associate and see a relationship |
| S3. <i>Pensaba en analizar el significado de las palabras en inglés, para así hallar la respuesta correcta.</i> | <ul style="list-style-type: none"> Connect – to link two things together or to associate and see a relationship. |

| Q5. ¿Qué método usaste para resolver la pregunta número cinco? | |
|---|--|
| Answers | Findings |
| S1. <i>El método fue el de descarte y conocer el significado de las opciones. Para esta pregunta se necesita saber buen vocabulario y gramática.</i> | <ul style="list-style-type: none"> No strategy used |

Reading strategies during Cloze Test Procedure

| | |
|--|--|
| <p>S2. Traducir la oración, conozco el significado de la palabra MAKE y creo que es este como puede ser utilizado como opción correcta y la oración tendría sentido por el tiempo en el que está.</p> | <ul style="list-style-type: none"> • Translation • No strategy used. |
| <p>S3. Descartando entre las opciones, escogiendo la opción que cumple las reglas gramaticales.</p> | <ul style="list-style-type: none"> • Recognizing and using formulas and patterns (cognitive strategy) |

| | |
|---|---|
| <p>Q6. ¿Usaste alguna estrategia para resolver la pregunta #6? ¿Cuál?</p> | |
| <p>Answers</p> | <p>Findings</p> |
| <p>S1. Me añaden información adicional de la fruta, otra acción que puedo hacer con esta, y la palabra correcta es ALSO. TOO no es usada aquí.</p> | <ul style="list-style-type: none"> • Overviewing and linking with already known material. |
| <p>S2. Saber cuándo se utilizan las palabras u opciones que están allí y como le dan sentido a lo que se está diciendo en ese caso.</p> | <ul style="list-style-type: none"> • No strategy used. |
| <p>S3. Si, recordé el significado de las palabras en español y luego analicé las reglas gramaticales del inglés.</p> | <ul style="list-style-type: none"> • Recognizing and using formulas and patterns (cognitive strategy) • Analyzing and reasoning |

Reading strategies during Cloze Test Procedure

| Q7. En la pregunta número 7, ¿Qué criterios tuviste para descartar las opciones no marcadas? | |
|--|--|
| Answers | Findings |
| S1. <i>Esta la respondí con base a cosas que ya he leído, donde utilizan para nombrar, poner, nominar, etc. con AS (como). LIKE es de físico.</i> | <ul style="list-style-type: none"> Analyzing & reasoning |
| S2. <i>En clases hemos utilizado la opción que marqué y creo que también es la oración o momento del texto correcto para ubicar la palabra allí.</i> | <ul style="list-style-type: none"> Recognizing and using formulas and patterns (cognitive strategy) |
| S3. <i>Fui directo a la respuesta porque descarté las demás opciones al ver su significado en español y ver que no encajen con el sentido global de la oración.</i> | <ul style="list-style-type: none"> Analyzing & reasoning |

Reading strategies during Cloze Test Procedure

| Q8. ¿En qué pensabas cuando respondiste la pregunta número ocho? | |
|---|---|
| Answers | Findings |
| <p>S1. <i>SOME no lo podemos seguir de ALMOST. Y como me ponen IN ALMOST_____ COUNTRY, aquí utilizamos every, porque me acuerdo que para cuantificar sujetos, en este caso ALL no es funcional, sino EVERY, como EVERY DAY, EVERY TIME, etc.</i></p> | <ul style="list-style-type: none"> • <i>Analyzing&reasoning</i> • <i>Recognizing and using formulas and patterns (cognitive strategy)</i> • <i>Connect – to link two things together or to associate and see a relationship.</i> |
| <p>S2. <i>Pensaba en cual podría leerse mejor para que la oración tuviera sentido en español. Creo que tomo mas en referencia el español que el inglés y sé que no es lo mas correcto ya que como son idiomas muy diferentes cambian en muchos aspectos.</i></p> | <ul style="list-style-type: none"> • <i>Analyzing&reasoning</i> |
| <p>S3. <i>Pense en una canción que podría ayudarme a saber el significado de las palabras y seleccioné la respuesta que creí correcta.</i></p> | <ul style="list-style-type: none"> • <i>Connect – to link two things together or to associate and see a relationship</i> |

5.3.2 Reading strategies and reading skills

| Questions | Reading strategies and skills | Number of students (yes) | Number of students (no) |
|---|---------------------------------------|---------------------------------|--------------------------------|
| <i>9. ¿Te fuiste a los espacios en blanco antes de leer el texto completo?</i> | Reading fast for the gist of the text | 0 | 3 |
| <i>10. ¿Le diste una ojeada rápida al texto saltándote los espacios en blanco antes de concentrarte en ellos?</i> | Scanning | 3 | 0 |
| <i>11. ¿Escaneaste el texto constantemente mientras encontrabas las respuestas a los espacios en blanco?</i> | Scanning | 2 | 1 |
| <i>12. ¿Te detuviste y releíste las partes que confundían mientras leías?</i> | Read the text twice | 3 | 0 |
| <i>13. ¿Leías la primera oración de cada párrafo antes de leer el texto completo?</i> | Find out the main ideas | 2 | 1 |
| <i>14. ¿Pudiste predecir qué pasaría en el texto mientras leías la primera oración de cada párrafo?</i> | Use prior Knowledge/Prediction | 1 | 2 |
| <i>15. ¿Te preguntaste que sabías acerca del tema de este texto?</i> | Use prior knowledge | 2 | 1 |
| <i>16. ¿Te hiciste preguntas acerca de qué trataba el texto después de leerlo completamente?</i> | Ask yourself | 2 | 1 |

Reading strategies during Cloze Test Procedure

| | | | |
|---|---|---|---|
| 17. <i>¿Te preguntaste si entendiste o no el texto?</i> | Ask yourself | 2 | 1 |
| 18. <i>¿Comparaste los contenidos del texto con algo que ya sabías?</i> | Visualizing | 1 | 2 |
| 19. <i>¿Imaginaste las personas, lugares y eventos acerca de lo que estabas leyendo?</i> | Picture the people, events | 1 | 2 |
| 20. <i>¿Leíste el texto dos veces o más?</i> | Read the text twice | 2 | 1 |
| 21. <i>¿Pudiste encontrar la idea principal del texto y las ideas principales de cada párrafo?</i> | Find out the links /ideas | 1 | 2 |
| 22. <i>¿Pudiste encontrar los conectores entre los párrafos?</i> | Link between paragraph | 2 | 1 |
| 23. <i>¿Te saltaste las palabras desconocidas mientras leías el texto?</i> | Skip the unknown Word | 0 | 3 |
| 24. <i>¿Utilizaste el contexto para tratar de comprender el significado de una palabra desconocida?</i> | Use context to figure out the unknown words | 3 | 0 |
| 25. <i>¿Revisabas o releías inmediatamente el o los párrafos que precedían o seguían al párrafo que tenía un espacio en blanco?</i> | Reviewing paragraph | 2 | 1 |

Reading strategies during Cloze Test Procedure

| | | | |
|--|-----------------|---|---|
| <i>26. ¿Revisabas o releías constantemente las palabras que precedían o seguían al espacio en blanco para encontrar una respuesta?</i> | Reviewing words | 3 | 0 |
|--|-----------------|---|---|

6 ANALYSIS OF THE DATA

This section lists the categories found in the interview, the Cloze procedure and the questionnaire. The categories are the reading strategies and reading skills students currently used, the cognitive and metacognitive strategies students used and the difficulties they had when doing Cloze tests.

6.1 Students' reading strategies and reading skills currently used

Regarding the first category, the interview, the Cloze and the questionnaire indicated that the common reading strategies and reading skills among the participants were:

- Connecting ideas
- Identifying the grammatical function
- Use knowledge of the world
- Scanning
- Reading the text twice
- Find out the main ideas
- Review words and paragraphs
- Use context to figure out the unknown words
- Link between paragraphs
- Read the text twice

In the following excerpts of the interview, the Cloze and the questionnaire it is evidenced the report of the reading strategies and reading skills used by the

Reading strategies during Cloze Test Procedure

participants. The information in bold indicates the moment they reported the use of the strategy. For the total transcription of the interview, see Appendix E.

Excerpt from the interview

| | |
|---|--|
| <p>9.¿Tuviste algunos problemas con la aplicación de cloze tests? ¿Cuáles fueron los problemas?</p> | <p><i>S1: Cuando uno no define bien el contexto. S2: Cuando uno se encuentra con sinónimos en las opciones, uno se confunde. S3: Y también el vocabulario y la parte gramatical. Yo siempre he tenido problemas ahí.</i></p> <p><i>S1: Bueno, en este tipo de examen no sé diferenciar cuando hay que utilizar una cosa (categoría gramatical) y la otra. O sea, con qué palabras uno pueda relacionar eso para que tú sepas que va ahí en el espacio. Yo trato de traducir lo que está allí al español para saber de qué trata, pero yo creo que eso no debería ser así porque debería ser en Inglés. Estamos hablando de dos idiomas diferentes, y uno cree es igual en español y en inglés y eso no es así.</i></p> <p><i>S2: En mi caso es el vocabulario, eso es lo que me dificulta entender el sentido global de los textos y las oraciones. Cuando no reconozco el vocabulario trato de recordar o relaciono con canciones que me sé en inglés.</i></p> <p><i>S1: O contexto que uno ya ha escuchado. S2: Exacto, o contexto que una ya ha leído.</i></p> <p><i>S1: Uno con las palabras que ya conoce, trata de darle sentido al texto.</i></p> |
|---|--|

Based on this excerpt, in which the question is aiming to find out information about the difficulties they are having with Cloze tests, it was gathered data related to

Reading strategies during Cloze Test Procedure

the reading strategies and reading skills. For instance, when one participant answered “*Cuando no reconozco el vocabulario trato de recordar o relaciono con canciones que se me en ingles*” or another answered “*uno con las palabras que ya conoce, trata de darle sentido al texto*”. Here, this information may indicate the participants are using *knowledge of the world* to decode an unfamiliar word and *connect two things together* or to *associate and see a relationship*, which are reading strategies used here.

Excerpts from the questionnaire

Sample 1.

| | |
|--|--|
| P1. ¿Cómo fue el proceso o las acciones en tu mente para responder la pregunta #1? | S1. “ <i>Como era la primera oración, traté de adecuar me al contexto que me planteaban. Si después de la ____ hay un sustantivo en plural, por lo tanto será artículo plural.</i> ” |
| | S2. “ <i>Intenté traducir el texto al español, para así poder saber más o menos de qué trata y poder saber la respuesta correcta, aunque hay muchos términos que desconozco y traté de relacionarlos para así darle sentido a la frase que estoy leyendo</i> ”. |
| | S3. “ <i>El proceso que usé para responder la primera pregunta fue de traducción. Primero traduje toda la oración donde iba la palabra faltante y luego procedía a escoger la palabra que creo encaja en la oración.</i> ” |

In question number 1, the answer of the first participant indicates the use of the following reading strategies and reading skills:

Reading strategies during Cloze Test Procedure

- Visualize – forming mental pictures of scenes, characters and events.
- Identify the grammatical function of an unfamiliar word before guessing its meaning.

The second student's answer shows the use of:

- Use knowledge of the world to decode an unfamiliar word.
- Skip words that may add relatively little to total meaning.

Sample 2.

| Questions | Reading strategies and skills | Number of students (yes) | Number of students (no) |
|--|--------------------------------------|---------------------------------|--------------------------------|
| 10. ¿Le diste una ojeada rápida al texto saltándote los espacios en blanco antes de concentrarte en ellos? | Scanning | 3 | 0 |

In this question, all three students gave a positive answer. This corroborates that they do not struggle with the blankets at the beginning. They try to contextualize, to find out if the text is familiar to them and then have a closer understanding of the text context.

Reading strategies during Cloze Test Procedure

Sample 3.

| Questions | Reading strategies and skills | Number of students (yes) | Number of students (no) |
|--|--------------------------------------|---------------------------------|--------------------------------|
| 12. ¿Te detuviste y releíste las partes que confundían mientras leías? | Read the text twice | 3 | 0 |

In question number 12, all three students gave a positive answer. This indicates that metacognition is present here since they monitor their comprehension by questioning whether they understand or not what they are reading.

Sample 4.

| Questions | Reading strategies and skills | Number of students (yes) | Number of students (no) |
|--|--------------------------------------|---------------------------------|--------------------------------|
| 13. ¿Leías la primera oración de cada párrafo antes de leer el texto completo? | Find out main ideas | 2 | 1 |

Here, two out of three students indicated that they go straight to finding main ideas before reading the whole text. The student who answered “no” is the participant with higher level; during the questionnaire she thinks aloud in this question and says that as the text is easy for her she does not pay too much attention to the first sentences.

Reading strategies during Cloze Test Procedure

Sample 5.

| Questions | Reading strategies and skills | Number of students (yes) | Number of students (no) |
|---------------------------------------|--------------------------------------|---------------------------------|--------------------------------|
| 20. ¿Leíste el texto dos veces o más? | Read the text twice | 2 | 1 |

In question twenty, two out of three students indicated that they read the text twice. Again, the student who answered “no” was the student with the highest English level among the three.

Sample 6.

| Questions | Reading strategies and skills | Number of students (yes) | Number of students (no) |
|---|--------------------------------------|---------------------------------|--------------------------------|
| 22. ¿Pudiste encontrar los conectores entre los párrafos? | Link between paragraph | 2 | 1 |

In question number 22, two out of three gave a positive answer. This may indicate that students are aware of the importance of the links between paragraphs. The student who answered “no” is the participant with higher level, during the questionnaire she thinks aloud as well in this question and says that as the text is easy for her she does not pay too much attention to the linking words.

Sample 7.

| Questions | Reading strategies and skills | Number of students (yes) | Number of students (no) |
|--|---|--------------------------|-------------------------|
| 24. ¿Utilizaste el contexto para tratar de comprender el significado de una palabra desconocida? | Use context to figure out the unknown words | 3 | 0 |

Here, all three participants gave a positive answer. So students see context as an important issue to comprehend a text. However, using context was not the most currently used reading strategy, neither the others. It will be shown further the most currently used strategies in general during a Cloze test used by the participants.

6.2 Students' cognitive and metacognitive strategies currently used

Regarding the second category, the interview, the Cloze and the questionnaire indicated that the common cognitive and metacognitive strategies among the participants were:

6.2.1 Cognitive strategies

- Recognizing and using formulas and patterns
- Translation
- Predicting
- Visualizing

6.2.2 Metacognitive strategies

- Overviewing and linking with already known material
- Monitoring
- Self-questioning

In the following excerpts of the interview, the Cloze and the questionnaire it is evidenced the report of the cognitive and metacognitive strategies used by the participants. The information in bold indicates the moment in which they reported the use of the strategy.

Excerpt of the interview

| | |
|---|---|
| <p>9.¿Tuviste algunos problemas con la aplicación de cloze tests? ¿Cuáles fueron los problemas?</p> | <p><i>S1: Cuando uno no define bien el contexto.</i> <i>S2: Cuando uno se encuentra con sinónimos en las opciones, uno se confunde.</i> <i>S3: Y también el vocabulario y la parte gramatical. Yo siempre he tenido problemas ahí.</i></p> <p><i>S1: Bueno, en este tipo de examen no sé diferenciar cuando hay que utilizar una cosa (categoría gramatical) y la otra. O sea, con qué palabras uno pueda relacionar eso para que tú sepas que va ahí en el espacio. Yo trato de traducir lo que esta allí al español para saber de qué trata, pero yo creo que eso no debería ser así porque debería ser en Inglés. Estamos hablando de dos idiomas diferentes, y uno cree es igual en español y en inglés y eso no es así.</i></p> <p><i>S2: En mi caso es el vocabulario, eso es lo que me dificulta entender el sentido global de los textos y las oraciones. Cuando no reconozco el vocabulario trato de recordar o relaciono con canciones que se me en ingles.</i></p> <p><i>S1: O contexto que uno ya ha escuchado</i> <i>S2: Exacto, o contexto que una ya ha leído.</i></p> <p><i>S1: uno con las palabras que ya conoce, trata de darle sentido al texto.</i></p> |
|---|---|

Reading strategies during Cloze Test Procedure

Based on this excerpt, when one of the participants of the study says that “*Yo trato de traducir lo que está allí al español para saber de qué trata*”, it can be reported that *translation* is used as a strategy to understand the text and answer the questions. When one of the participants says that “*Cuando no reconozco el vocabulario trato de recordar o relaciono con canciones que me sé en inglés*” or “*contexto que uno ya ha escuchado o leído*”, here, this information which was also used with the reading strategies and reading skills, may as well indicate that the participants were using some *Overviewing and linking with already known material* to decode an unfamiliar word and *monitoring* their comprehension.

Excerpts from the questionnaire

Sample 1.

| | |
|--|---|
| P3. En la pregunta número 3, ¿Qué criterios tuviste para descartar las opciones no marcadas? | S1. “ <i>Que están preguntando por THEY, así que descarto HAS, luego pienso que hablan en presente y descarto HAD</i> ”. |
| | S2. “ <i>Al traducir al español según lo que se, creo que es la respuesta más adecuada para el sentido o lo que dice la frase en el texto</i> ”. |
| | S3. “ <i>Tuve en cuenta las reglas gramaticales del inglés para seleccionar la respuesta</i> ”. |

Reading strategies during Cloze Test Procedure

In question number 3, students reported the use of the cognitive strategy *Recognizing and using formulas and patterns*. See the answers from participants S1 and S3.

Sample 2.

| Questions | Reading strategies and skills | Number of students (yes) | Number of students (no) |
|---|--------------------------------------|---------------------------------|--------------------------------|
| 15. ¿Te preguntaste qué sabías acerca del tema de este texto? | Use of prior knowledge | 2 | 1 |

In question fifteen, although it was aiming to find information about reading strategies and skills, two out of three indicated that they self-question about the topic of the text they were reading. Here it is presented again a metacognitive strategy because they question themselves in order to comprehend better. According to this answer they do use previous knowledge to contextualize.

Sample 3.

| Questions | Reading strategies and skills | Number of students (yes) | Number of students (no) |
|---|--------------------------------------|---------------------------------|--------------------------------|
| 16. ¿Te hiciste preguntas acerca de qué trataba el texto después de leerlo completamente? | Ask yourself | 2 | 1 |

Reading strategies during Cloze Test Procedure

| | | | |
|--|--------------|---|---|
| 17. ¿Te preguntaste si entendiste o no el texto? | Ask yourself | 2 | 1 |
|--|--------------|---|---|

On questions 16 and 17 it was found more evidence of use of metacognitive strategies. Two out of three students gave a positive answer to this question, they self-questioned if they had understood the text after reading.

Sample 4.

| | |
|--|--|
| P7. En la pregunta número 7, ¿Qué criterios tuviste para descartar las opciones no marcadas? | S1. <i>Esta la respondí con base a cosas que ya he leído, donde utilizan para nombrar, poner, nominar, etc. con AS (como). LIKE es de físico.</i> |
| | S2. <i>En clases hemos utilizado la opción que marqué y creo que también es la oración o momento del texto correcto para ubicar la palabra allí.</i> |
| | S3. <i>Fui directo a la respuesta porque descarté las demás opciones al ver su significado en español y ver que no encajen con el sentido global de la oración.</i> |

On question 7, it indicates the use of analyzing and reasoning as a metacognitive strategy, and recognizing and using formulas and patterns as a cognitive strategy. See S1 and S3's answers indicating the use of metacognition and S2 using a cognitive strategy.

Sample 5.

| | |
|---|--|
| <p>P1. ¿Cómo fue el proceso o las acciones en tu mente para responder la pregunta #1?</p> | <p>S1. <i>“como era la primera oración, traté de adecuarme al contexto que me planteaban. Si después de la ____ hay un sustantivo en plural, por lo tanto será artículo plural.”</i></p> |
| | <p>S2. <i>“Intenté traducir el texto al español, para así poder saber más o menos de que trata y poder saber la respuesta correcta, aunque hay muchos términos que desconozco y traté de relacionarlos para así darle sentido a la frase que estoy leyendo”</i></p> |
| | <p>S3. <i>“El proceso que usé para responder la primera pregunta fue de traducción. Primero traduje toda la oración donde iba la palabra faltante y luego procedía a escoger la palabra que creo encaja en la oración</i></p> |

In question number 1, it was also found the following cognitive strategies:

- Visualize – forming mental pictures of scenes, characters and events.
- *Translation.*

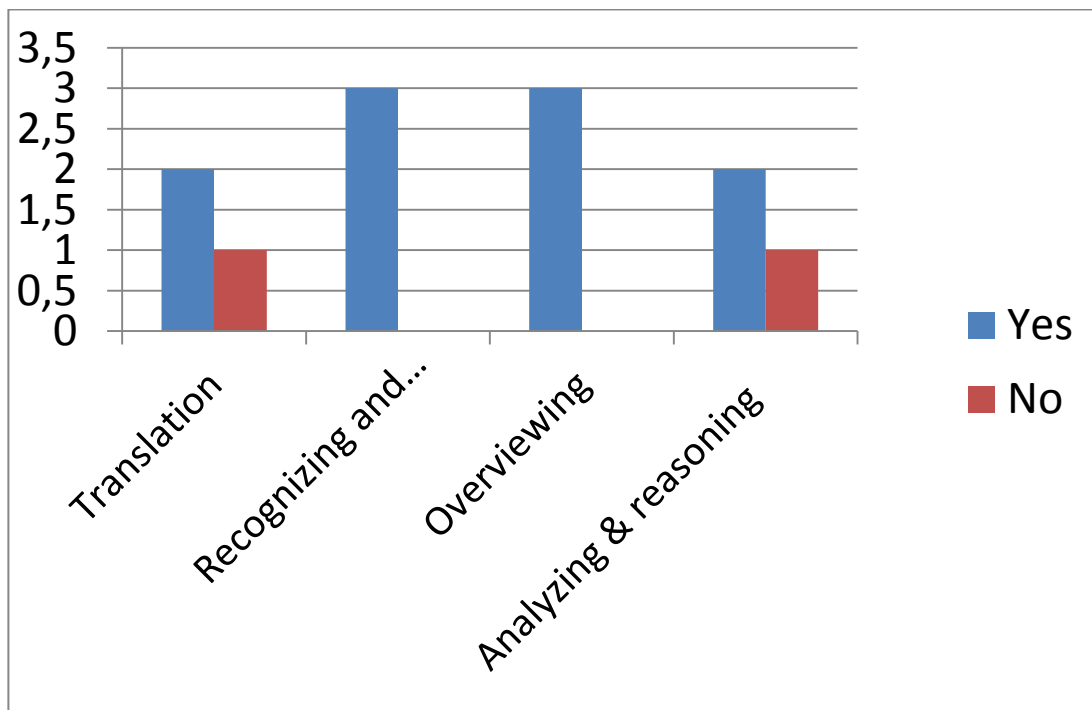
See S1’s answer which indicates the use of visualizing and S2 and S3 participants’ answers to see the use of translation.

To conclude this section of analysis of the current use of strategies, it is highlighted the fact that all this analysis of data allowed finding that the participants mainly used cognitive and metacognitive strategies. *Translation, recognizing and using formulas and patterns, overviewing, and analyzing and reasoning* are the most frequent strategies used when doing a Cloze test. It can be observed in the diagram below that *recognizing and using formulas and patterns, and overviewing* are the

Reading strategies during Cloze Test Procedure

most used cognitive and metacognitive strategies respectively when doing a Cloze test. Also, it can be seen that any reading skill, neither a reading strategy is part of the strategies used by the participants. This data is relevant for the implications which will be further described.

Figure 3. Strategies currently used



6.3 Participants' difficulties when doing Cloze tests

The data found in the interview provided information about the difficulties students have when doing Cloze tests. The first difficulty was the fact that students have not had a clear instruction which avoid them face difficulties when doing

Reading strategies during Cloze Test Procedure

examinations where they have to complete the spaces in a blanket. On question 4 from the interview, students reported this difficulty.

Sample 1.

| | |
|--|--|
| <p>4. ¿Puedes recordar la primera vez que trabajaste con Cloze tests? ¿Crees que te dieron una clara introducción para aplicar este tipo de tests?</p> | <p><i>S2: En tercero o quinto.</i></p> <p><i>S3: Bueno yo creo que fue desde quinto.</i></p> <p><i>S1: Bueno, creo que fue en quinto.</i></p> <p><i>T: ¿Pero tu no la hiciste aquí, verdad?</i></p> <p><i>S1: No, yo la hice en Puerto Asis.</i></p> <p><i>S2: Yo recuerdo que aquí entro un profesor que se llamaba Deivis y empezó a hacer exámenes así. El nos dio Ingles 3°,4° y 5°.</i></p> <p><i>T: ¿Cuando empezaron a usar este tipo de examen, les dieron algún tipo de introducción o instrucción para hacerlo?</i></p> <p><i>S1: cómo se completan, no concretamente pero...</i></p> <p><i>S2: De pronto la introducción seria al momento del examen nos decían,bueno esto lo van a hacer así y demás.</i></p> <p><i>S1: No concretamente que nos digan si, esto es así... como se contestan, no nos enseñaron eso. Fue más como una insinuación.</i></p> |
|--|--|

On question five of the interview, students reported the second difficulty. Students find it difficult to differentiate the use of some words which have almost the same meaning. For example, the difference between also, too, or every day and all day.

Sample 2.

| | |
|---|---|
| <p>5. ¿Cómo te sentiste con este tipo de exámenes o ejercicios con Cloze tests?</p> | <p>S1: <i>Yo me siento cómodo.</i></p> <p>S3: <i>Yo no, yo no me siento bien</i></p> <p>S2: <i>cuando dan las opciones es mas fácil</i></p> <p>S1: Claro está, que hay veces que dan sinónimos en las opciones y allí uno se confunde.</p> |
|---|---|

The third difficulty the participants have is the lack of vocabulary as the main difficulty within the Cloze tests. In the Saber 11th test, parts 4 and 7 from the exam demands more vocabulary use. Then, they see these parts challenge them to read some words they may not be familiar with. Question number nine from the interview reported this difficulty.

Sample 3.

| | |
|---|---|
| <p>¿Tuviste algunos problemas con la aplicación de cloze tests? ¿Cuáles fueron los problemas?</p> | <p>S2: <i>En mi caso es el vocabulario, eso es lo que me dificulta entender el sentido global de los textos y las oraciones. Cuando no reconozco el vocabulario trato de recordar o relaciono con canciones que me sé en inglés.</i></p> <p>S1: <i>O contexto que uno ya ha escuchado</i></p> <p>S2: <i>Exacto, o contexto que una ya ha leído.</i></p> |
|---|---|

Reading strategies during Cloze Test Procedure

| | |
|--|--|
| | <p>S1: <i>Uno con las palabras que ya conoce, trata de darle sentido al texto.</i></p> <p>S3: <i>En este tipo de exámenes yo siempre he tenido dificultades. Yo soy mas del tipo de exámenes en el que leo un texto y de ahí me preguntan, pero de completar no. El principal para mí es el vocabulario, otra es el contexto de las palabras.</i></p> |
|--|--|

7 EXPLICIT READING STRATEGY INSTRUCTION

Based on the third specific objective of this study, students need to be exposed to the use of certain reading strategies. Thus, they may improve their reading comprehension and come up with solutions when reading breakdown occurs in a Cloze test or any other activity which requires reading comprehension. As follow, I will describe the features of explicit reading strategy instruction that can be applied to develop effective reading strategies routines for reading Cloze tests. First, it will be described the context of exam application done at the school object of investigation. This is necessary to contextualize, to answer the last subquestion of this study and for having a better understanding of how the instruction will be articulated with the current assessment program at the school. Second, it will be explained the process of explicit reading strategy instruction to be developed with the participants of the study. This will be done through a reading strategy workshop. Afterwards, it will be given some information which may fulfill the problem with the difficulties when doing Cloze tests. Finally, it will be shown some activities planned to work with the participants within this explicit reading strategy section.

7.1 Context of exam application

Evaluations at Gimnasio Moderno Montecatini are divided into Midterm tests and Final tests. Midterms are administered in the fourth week of the term and the Finals in the eighth. Evaluations are applied during a week in both cases (midterms and finals). Students get the school at 6:30 and attend the first hour. As students apply two exams per day they begin the exams at the second hour and end in the third. Two

Reading strategies during Cloze Test Procedure

hours of exams, then they have a break and after that they come back for the last three hours. Students from fifth to eleventh grade are mixed among them. That is, all classrooms except the ones from kindergarten to fourth grade will have students from other courses. The purpose of this is to avoid noise and cheating.

The new evaluation or assessment after the participants get instructed in explicit reading strategy is planned to begin in the midterm test in the second term of the year 2015, which is on April 8th. In the English midterm test at the school Gimnasio Moderno Montecatini, students are evaluated in vocabulary, grammar and reading. It means that students will have more than the eighteen questions about the reading planned to assess. For that reason, the exam will last one hour since it has twelve questions more. Five questions related to vocabulary and seven about grammar.

The day of the English exam, students are not allowed to use dictionaries, cell phones, tablets, or any other technological equipment. Teachers on the day of their exams go around each classroom to clarify instructions.

The explicit reading strategy instruction planned to be carried out with the 11th grade participants requires a quite long process. Within the instruction it is designed an assessment similar to the Saber 11th test, but this type of assessment does not have to do with techniques done to students; it is more a process leading to improved learning (McMunn & Butler, 2006). In this sense, the processes in which students are going to embark before applying the reading assessment consist of five stages. First, students will work on reading strategy workshop. Second, reviewing parts of speech.

Reading strategies during Cloze Test Procedure

Third, students practice with Cloze tests from past Saber 11 exams. Fourth, students play STOP. Finally, students make their own Clozes.

7.2 Process of explicit reading strategy instruction (reading strategies workshop)

The workshop aims to provide students with some tools which help them succeed in Cloze tests. Students need to know what it is evaluated with these kind of tests, how they can systematically apply the reading strategies and why reading is assessed in such way in different high-stakes tests. This workshop will be done in the afternoons; the first two Mondays starting the second term, and two hours each session so that main reading strategies can be scoped.

The starting point in this process of explicit reading instruction is by getting participants acquainted with the strategies. To do this, it will be followed some teaching strategies which began to be used long time ago, but they still continue being effective nowadays. It is important to mention here that the strategies which will be enhanced during this workshop are the ones identified in this study. That is, the reading strategies, reading skills, cognitive and metacognitive strategies they currently use and the ones they need to start working. The teaching strategies driving this process are described as follows:

a. Teacher modeling the use of strategies

Students need to see the teacher making predictions, previewing, mapping and so. There is a great variety of strategies in reading literature which can be modeled as for example use of analogy, preview, graphic organizers, and brainstorming in order to activate background knowledge; anticipation guides, student-generated questions

Reading strategies during Cloze Test Procedure

and expectation outlines to assist learners' predictions; summarizing, mapping, and outlining to perceive text organization and recognize textual relationships (Crawley and Mountain, 1988; Grellet, 1981; Pearson and Johnson, 1978).

b. *Discussion*

Discussion is not a conversation controlled by teachers' questions after having read certain material. A discussion goes beyond since it provides ample opportunities to negotiate meaning, it is a "conversational interaction between teachers and students and other students" (Vacca & Vacca, 2005, p. 95). Discussions are relevant in this process since participants will be working on group activities during or after completing a Cloze test.

c. *Small group and team learning (Directed Reading- Thinking Activity (DR-TA), Inferential Strategy, Guided Reading Procedure (GRP), and Intra-Act.*

Small group and team learning are relevant in L2 reading since interaction is more likely to happen and consequently there would be more student participation.

DR-TA is a strategy which goes gradually along a text with a question-prompts to guide students for an effective reading and generates thinking about the text. Questions are often for predicting in different parts of a text and students answer orally in the small group. Then, after reading the text, students confirm their predictions or if there is any misunderstanding they can support each other for a better understanding.

Reading strategies during Cloze Test Procedure

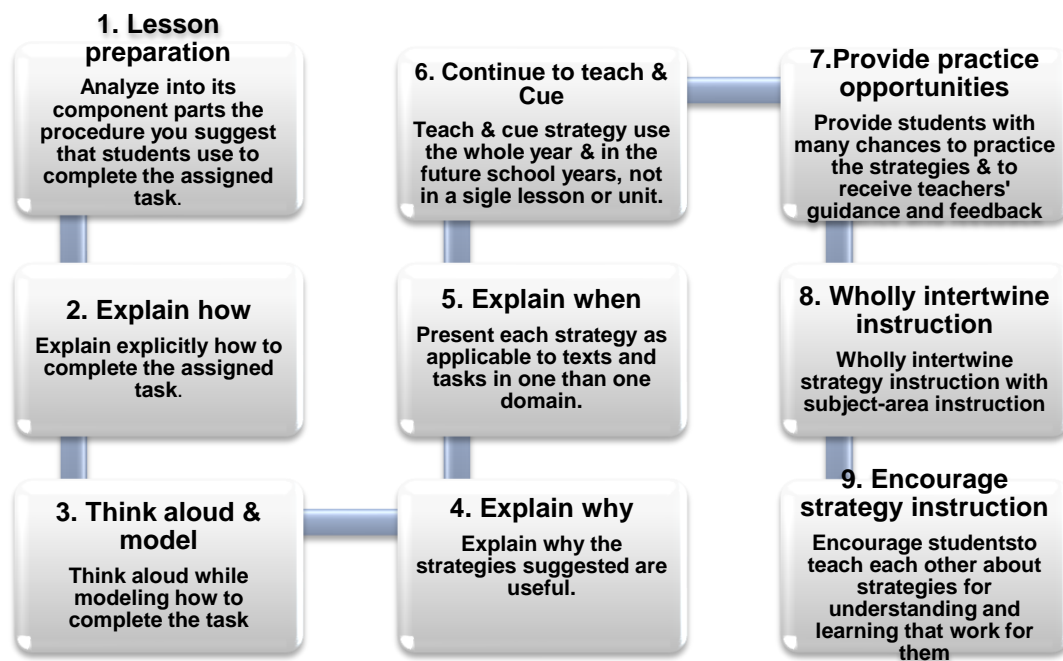
Inferential Strategy also includes questions, but this time they link personal experiences of a topic with the predictions learners would make about the text based on those experiences.

Guided Reading Procedure is a strategy which aims to make students recall what they have read. This strategy also helps them to create routines of self-questioning while reading.

Intra-Act purpose is to get students to discuss a text by expressing personal reactions to the topic in the text. As the discussion includes personal reactions, this strategy should be used in small groups where participants feel confident.

Gaskins (2005) suggests some guidelines to take into account for teaching strategies. See the diagram below.

Figure 4. Guidelines for teaching reading strategies



Taken from Gaskins, 2005, p. 123.

Reading strategies during Cloze Test Procedure

After describing the teaching strategy process to be incorporated in the workshop, it will be now explained how the participants will be dealing with the strategies.

Once we as teachers have clear the night moves of good strategy instruction above explained, participants will be ready to be introduced to the strategies. The warm up for getting students familiar with the strategies might be through brainstorming. Activating background knowledge by listening and discussing what they think is the meaning of the strategy which is being introduced. Afterwards, the instruction may continue with a conversation or discussion about the what, why, when, and how of the strategy. Needless to say that the “how” is of great importance. This is the opportunity for teachers use of teaching strategies as thinking aloud and start modeling students and monitoring how comprehension of the instruction is going on while teaching. Gaskins (2005) also suggests that when introducing the strategies, teachers can put the what, when, why and how of each strategy on separate pieces of cardboard so that it may easier for them to understand them. For further description of the what, why, when and how of the strategy see the table below.

Reading strategies during Cloze Test Procedure

| Strategy/ What? | Why? | When? | How? |
|--|---|---------------------------|---|
| <p>Survey</p> <p>To survey the story (fiction) or selection (nonfiction) before we read.</p> | <ul style="list-style-type: none"> • Gives you a sense of the story or selection. • Provides a framework that you fill in as you read. • Triggers background knowledge that helps you get involved in reading. | <p>Whenever you read.</p> | <ul style="list-style-type: none"> • Read the title. • Read the author's name. • Look at the pictures (headings and captions for nonfiction) to get a sense of what the story or selection will be about. |
| <p>Access Background Knowledge</p> <p>To access our background knowledge as we survey a text.</p> | <ul style="list-style-type: none"> • Helps you get involved. • Provides you with additional information that you use to understand the story or selection. • Lets you hook what you are learning to what you already know so it is easier to remember. | <p>Whenever you read.</p> | <ul style="list-style-type: none"> • Read the title. • Read the author's name. • Look at the pictures (headings and captions for nonfiction) to get a sense of what the story (or selection) will be about. • Ask yourself what you already know about the genre, characters, setting, author, situation (topic for nonfiction). |
| <p>Predict</p> <p>Make predictions as we read.</p> | <ul style="list-style-type: none"> • Keeps you actively involved while you read. • Helps you check out your understanding. | <p>Whenever you read.</p> | <ul style="list-style-type: none"> • Read the title. • Read the author's name. • Look at the pictures (headings and captions) to get a sense of what the piece will be about. • Ask yourself what you already know about the genre, characters, setting, author, situation (topic for nonfiction). • Use the information you gathered from surveying and activating background knowledge |

Reading strategies during Cloze Test Procedure

| | | | |
|--|---|---------------------------|---|
| | | | <p>to make educated guesses.</p> <ul style="list-style-type: none"> As you read, use text clues to confirm or reject your predictions. If you reject a prediction, revise it or make a new one. <p>We can make predictions about:</p> <ul style="list-style-type: none"> ✓ The problem ✓ The solution ✓ Key events ✓ What may be discussed next. |
| <p>Set purpose</p> <p>To set a purpose for reading.</p> | <ul style="list-style-type: none"> Keeps you involved. Gives you a reason to read, so reading is not aimless. | <p>Whenever you read.</p> | <ul style="list-style-type: none"> Read the title. Read the author's name. Look at the pictures (headings and captions) to get a sense of what the text will be about. Ask yourself what you already know about the genre, characters, setting, author, situation (topic for nonfiction). Use the information you gathered from surveying and activating background knowledge to make educated guesses. Think about what you want to find out about the story or selection. As you read, use text clues to confirm, reject, or revise your predictions and to answer your purpose questions. |

Reading strategies during Cloze Test Procedure

| | | | |
|---|--|--|---|
| <p>Summarize nonfiction</p> <p>To summarize nonfiction. (A summary is a short retelling of a portion of text that includes the important information.)</p> | <ul style="list-style-type: none"> • Check your understanding—if you can't summarize what you heard or read, you probably don't understand it. • Rehearse what you want to remember. • Focus on important information. • Concisely share what you learned with others. | <p>Whenever you read nonfiction</p> | <ul style="list-style-type: none"> • Read and retell (in your own words). • Collect notes on important ideas. • Reflect and organize the notes into a few sentences that tell about what you have read. |
| <p>Summarize fiction</p> <p>To summarize fiction. (A summary is a short retelling of a story that includes the important information.)</p> | <ul style="list-style-type: none"> • Check your understanding—if you can't summarize what you heard or read, you probably don't understand it. • Rehearse what you want to remember. • Focus on important information. • Concisely share what you read with others. | <p>Whenever you read nonfiction</p> | <ul style="list-style-type: none"> • As you read, collect clues about characters, setting, story problem, story resolution, and key events. How do I know if something is a key event? <ul style="list-style-type: none"> ✓ It provides a clue to the problem or resolution. ✓ It tells something important about the main character(s). ✓ It moves the action along and connects the problem with the resolution of the problem. • After you read, reflect on the clues and weave them into several sentences that tell about the story. |
| <p>Make inferences</p> <p>To make inferences when you read. (An inference is something you conclude based on text clues and background</p> | <p>Many times authors do not tell us everything we need to know to completely understand a text. Authors believe readers have background knowledge that they will use to fill</p> | <p>You can make inferences whenever you read fiction or nonfiction and</p> | <p>Read sections of the text. If you are confused, and you are sure you read accurately, ask yourself:</p> <ul style="list-style-type: none"> • What did I read? • What has the |

Reading strategies during Cloze Test Procedure

| | | | |
|-------------|--|---|--|
| knowledge.) | in those gaps. When you make an inference (or fill in the gaps), you have a richer understanding of a text. | you want to have a rich understanding of a text. You can make inferences before you read, as you read, or after you read. | author left out that he or she expects me to know? • What do I know that I can use to help me fill in the gaps? • What can I conclude or infer? • Does my inference fit all the available information? • |
|-------------|--|---|--|

Taken and adapted from *Success with Struggling Readers* by Irene Gaskins (2005)

7.3 Reviewing parts of speech

Students from the 11th grade, participants in this project, are familiar with parts of speech. However, they still have difficulties in vocabulary as it was identified with the instruments. In the Cloze test procedure, knowing the different word types would give the students more certainty when answering the questions. For this reason, students will be more exposed to practice this issue. Afterward, the emphasis will be on providing short texts and have them put each word in the correct category or categories.

7.4 Access to previous Saber 11 tests

It is when students have access to previous exams they are likely to succeed (Mezeske & Mezeske, 2007). By practicing with these tests students may know in a specific sense what they need to know when applying Clozes. Having understood the structure of them will help them on how to manage the questions in the Cloze.

7.5 Playing stop

Reading sessions sometimes are boring for the students. Thus, providing meaningful activities which motivates and teaches is required. Playing Stop encourages the students to think fast in English. Moreover, students are challenged to remember and write different parts of speech with one specific letter, and make them also feel an enjoyable and unforgettable learning experience.

With this activity, it is planned to have the students draw on a piece of paper the traditional table of the game. Some of the word categories will remain, others will be added. The punctuation is the same as the traditional one. One hundred points for words which are not repeated among the players and fifty points for the ones repeated. See the table below.

| Capital City | Animal | Thing | Name | Last Name | Verb | Prep. | Adj. | Total |
|--------------|--------|-------|------|-----------|------|-------|------|-------|
| | | | | | | | | |

7.6 Making my own Cloze

Sometimes we as teacher want to have the entire control at the moment of teaching. Nevertheless, it may be a good opportunity for the students to control their learning at their own speed. Before applying the reading assessment mentioned above, students will choose some short readings from newspapers, magazines or

Reading strategies during Cloze Test Procedure

articles on the internet. Afterwards, they will work in groups of two to make decisions on what parts of speech delete from the readings. Then, they will exchange their Clozes with other groups to solve them. Finally, the whole group will discuss aspects such as a) what words they chose to delete b) why they deleted those words and c) what kind of reading strategies they used to answer the questions.

8. CONCLUSION

The findings of this research project show that the participants of the study were aware of some reading strategies and skills. However, they were not using them effectively. The findings also reveal that the participants were using to some extent some cognitive and metacognitive strategies. In fact, they are employing more cognition and metacognition than reading strategies or reading skills. The fact that they are not using the reading strategies and reading skills efficiently may be associated with their problems with the Cloze tests. Cloze tests work as a scenario where multiple strategies can be applied, participants then, need to be actively involved in activities where they have the opportunity to think of their reading process.

Teachers play an important role here, they can instruct the students by modeling or thinking aloud their own strategies. In this way, students may adopt or become the use of the strategies, a routine which is going to be transferable to other discipline. In this line, this study not only was useful for the enhancing of reading strategy use, but for the other subjects which will be exposing the students read and use strategies for understanding as well.

More research on reading strategies and reading instruction should be done. On the former since students when learning a foreign language tend to depend too much on the teacher. Research on the latter because we as teachers sometimes assume that as they know how to read in their mother tongue, then we do not to instruct them how to do it in a foreign language.

REFERENCES

- Alderson, J. (2000). *Assessing reading*. New York: Cambridge University Press.
- Birkner, V. (sf). Reading Comprehension in Teaching English as a Foreign Language. Retrieved on March 10th from <http://www.monografias.com/trabajos68/readins-comprehension-teaching-english/readins-comprehension-teaching-english2.shtml>
- Bourgeois, N. (2007). The scholar-practitioner: constructing a critical and practical leadership philosophy toward democratic practice. Thesis published. Retrieved on February 12nd, 2014, from <https://books.google.com.co/books?id=gz7C7aH5PQAC&printsec=frontcover&hl=es#v=onepage&q&f=false>
- Carrell, P. L., Devine, J. & Eskey, D. E. (1990). *Interactive approaches to second language reading*. New York: Cambridge University Press.
- Cohen, L. & Manion, L. (1994). *Research methods in education*. London: Roulledge.
- Cohen, V., & Cowen, J. (2007). *Literacy for children in an information age: Teaching reading, writing, and thinking*. Belmont, CA: Thomas Higher Education.
- Crawley, S. & Mountain, L. (1988). *Strategies for guiding content reading*. Needham Heights, MA: Simon and Schuster.
- Dole, J. A., Nokes, J. D., & Drits, D. (2009). Cognitive strategy instruction. In: Israel, S. & Duffy, G. *Handbook of research on reading comprehension*, 347-372. New York: Routledge

Reading strategies during Cloze Test Procedure

- Dougherty, K. (2009). Assessing the comprehension of young children. In: Israel, S. & Duffy, G. *Handbook of research on reading comprehension*, 428-448. New York: Routledge
- Gaskins, I. W. (2005). *Success with struggling readers: The Benchmark School approach*. New York: Guilford Press.
- Grabe, W. (2009). *Reading in a second language: Moving from theory to practice*. New York: Cambridge University Press.
- Grellet, F. (1981). *Developing reading skills*. New York: Cambridge University Press.
- Harmer, J. (1991). The practice of English language teaching. *London/New York*: Longman Handbooks for Language Teachers.
- Holmes, J. (1986). The teacher as researcher. *Working papers*, 17. PUC-SP.
- Kagan, H. (2013). Impacts of reading metacognitive strategies and reading attitudes on school success. *International Journal of Academic Research*, 5 (5), 312-317. **DOI: 10.7813/2075- 4124.2013/5-5/B.48**
- Kol, S., & Schcolnik, M. (2000). Enhancing screen reading strategies. *Calico journal*, 18(1), 67 - 80. Retrieved on March 17th, 2014 from https://calico.org/html/article_501.pdf
- Lu, G. (2006). Cloze tests and reading strategies in English Language Teaching in China. Retrieved on July 21st, 2014, from <http://zanjansadra.ir/attaches/23765.pdf>

Reading strategies during Cloze Test Procedure

- McMunn, N. & Butler, S. (2006). *A teacher's guide to classroom assessment: Understanding and using assessment to Improve student learning*. Hoboken, NJ: Jossey-Bass.
- Merriam, S. (2009). *Qualitative research: A guide to design and implementation*. San Francisco, CA: Jossey-Bass.
- Mezeske, R. J. & Mezeske, B. A. (2007). *Beyond tests and quizzes: Creative Assessments in the College Classroom*. San Francisco, CA: John Wiley & Sons, Inc.
- Nunan, D. (1989). *Designing tasks for the communicative classroom*. Cambridge, UK: Cambridge University Press.
- Nunan, D. (1992). *Research methods in language learning*. New York: Cambridge University Press.
- Oxford, R. L. (1990). *Language learning strategies: What every teacher should know*. Boston: Heinle & Heinle.
- Pearson, P. & Hamm, D. (2005). *The assessment of reading comprehension: A review of practices- past, present and future*. In: Paris, S. & Stahl, S. Children's reading comprehension and assessment. New Jersey: Lawrence Erlbaum Associates, Inc.
- Pearson, P. & Johnson, D. (1978). *Teaching reading comprehension*. New York: Holt, Rinehart & Winston.
- Phakiti, A. (2003). A closer look at the relationship of cognitive and metacognitive strategy use to EFL reading achievement test performance. *Language testing*, 20 (1), 26-56.

Reading strategies during Cloze Test Procedure

- Pressley, M. & Woloshyn, V. (1995). *Cognitive strategy instruction that really improves children's academic performance*. Cognitive Strategy Training Series. Cambridge: Brookline.
- Raymond, P. (1988). Cloze Procedure in the Teaching of Reading. *TESL Canada Journal*, 6 (1), 91 – 97.
- Richards, J. C. (1990). *The language teaching matrix*. New York: Cambridge University Press.
- Rye, J. (1982). *The Cloze Procedure and the Teaching of Reading*. Oxford: Heinemann Educational Books Ltd.
- Schensul, J., LeCompte, M. D., Nastasi, B. K. & Borgatti, S. P. (1999). *Enhanced ethnographic methods: Audiovisual techniques, focused group interviews, and elicitation techniques*. Walnut Creek, CA: Altamira Press.
- Seliger, H., & Shohamy, E. (1989). *Second language research methods*. Oxford: Oxford University Press.
- Stake, R. E. (1995). *The art of case study research*. Thousand Oaks, CA: Sage.
- Taylor, W. (1953). Cloze procedure: A new tool for measuring readability. *Journalism quarterly*, 30, 415 – 453.
- Vacca, R., & Vacca, J. (2005). *Content area reading: Literacy and learning across the curriculum* (8th ed.). Boston: Allyn & Bacon
- VanWynsberghe, R. & Khan, S. (2008). Redefining case study. *International Journal of Qualitative Methods*, 6 (2), 80-94.

Reading strategies during Cloze Test Procedure

Villanueva, E. (2006). Applying current approaches to the teaching of reading.

English Teaching Forum, 1, 8 - 15. Retrieved on July 25, 2014 from

http://americanenglish.state.gov/files/ae/resource_files/06-44-1-c.pdf

Wallace, M. (1998). *Action research for language teachers*. Cambridge: Cambridge

University Press.

Yin, R. K. (2003). *Case study research, design and methods*. Thousand Oaks: Sage.

APPENDICES

APPENDIX A. Example of Cloze test

Responda las preguntas 9 a 19 de acuerdo con el siguiente texto:

Lea el texto de la parte inferior y seleccione la palabra correcta para cada espacio. Escoja la palabra adecuada (A, B o C) para cada espacio.

En las preguntas **9-18**, marque la letra correcta **A, B o C** en su hoja de repuestas.



The **Biblioburro** is a **9**_____ library that distributes books to patrons from the backs of two donkeys, Alfa and Beto. The program was **10**_____ in La Gloria, Colombia, by Luis Soriano. The biblioburro operates **11**_____ the central municipalities of the Department of Magdalena, on Colombia's Caribbean shore.

Soriano became fascinated with reading as **12**_____ child and obtained a college degree **13** _____ Spanish literature **14**_____ studying with a professor who visited his village twice a month. A primary school teacher by profession, Soriano developed the idea after **15**_____ first-hand the power reading had on **16**_____ students, most of whom had lived through intense life conflicts at a young age. **17** _____ in the late 1990s, Soriano traveled to communities in Colombia's Caribbean Sea hinterlands with a portable library, **18**_____ began with 70 books.

Reading strategies during Cloze Test Procedure

| | | | |
|------------|---------------|--------------|-------------|
| 9. | a. trip | b. traveling | c. travel |
| 10. | a. created | b. creating | c. creates |
| 11. | a. among | b. within | c. on |
| 12. | a. the | b. one | c. a |
| 13. | a. of | b. from | c. in |
| 14. | a. after | b. is | c. before |
| 15. | a. witnessing | b. witnessed | c. witness |
| 16. | a. the | b. him | c. his |
| 17. | a. start | b. starring | c. starting |
| 18. | a. what | b. which | c. who |

APPENDIX B. Interview Questions

UNIVERSIDAD DEL NORTE

MAESTRÍA EN LA ENSEÑANZA DEL INGLÉS

ENHANCING EFL STUDENTS' USE OF READING STRATEGIES DURING
CLOZE TEST PROCEDURE

NOMBRE: _____ **FECHA** _____

Objetivo: Identificar las actitudes y opiniones que los estudiantes de grado 11 tienen acerca de los *Cloze tests*.

1. ¿Sabes lo que es un *Cloze test*?
2. ¿Has tenido exámenes o ejercicios con exámenes de este tipo?
3. ¿Con qué frecuencia has tenido exámenes o ejercicios con exámenes de este tipo?
4. ¿Puedes recordar la primera vez que trabajaste con *Cloze tests*? ¿Crees que te dieron una clara introducción para aplicar este tipo de tests?
5. ¿Cómo te sientes con este tipo de exámenes o ejercicios con *Cloze tests*?
6. ¿Qué habilidades de las siguientes crees tú que son evaluadas con este tipo de exámenes?
 - Comprensión lectora
 - Habilidades gramaticales
 - Habilidades de vocabulario
 - Todas las anteriores

Reading strategies during Cloze Test Procedure

7. ¿Qué hacías usualmente durante la aplicación de un *Cloze test*?
 - Completabas los espacios individualmente y en silencio sin ninguna observación después de aplicarlo
 - Lo discutías con un compañero o en un grupo

8. ¿Qué hacías usualmente después de aplicar un *Cloze test*?
 - Recibías las respuestas correctas sin explicaciones
 - Recibías las respuestas correctas y algunas explicaciones de los profesores
 - Recibías explicaciones detalladas con una instrucción en estrategias de comprensión lectora al momento de aplicar Cloze tests

9. ¿Tuviste algunos problemas con la aplicación de *cloze tests*? ¿Cuáles fueron los problemas?

APPENDIX C. The cloze test activity

**MAESTRÍA EN LA ENSEÑANZA DEL INGLÉS
UNIVERSIDAD DEL NORTE**

**ENHANCING EFL STUDENTS' USE OF READING STRATEGIES DURING
CLOZE TEST PROCEDURE**

NOMBRE: _____ **FECHA** _____

Objetivos:

1. Identificar cuáles son las estrategias de lectura que los estudiantes de grado 11 del Gimnasio Moderno Montecatini usan cuando resuelven *Clozetests*.
2. Identificar cómo usan sus estrategias de lectura los estudiantes de grado 11 del Gimnasio Moderno Montecatini cuando resuelven *Clozetests*.

¡Hola que tal! Te invito a responder las preguntas del siguiente texto y luego el cuestionario que aparece después del mismo.

De antemano muchas gracias.

Responda las preguntas 1 a 8 de acuerdo con el siguiente texto:

Lea el texto de la parte inferior y seleccione la palabra correcta para cada espacio. Escoja la palabra adecuada (A, B o C) para cada espacio.

En las preguntas **1-8**, escribe la letra correcta **A, B o C** en los paréntesis.

Bocadillo is made with the fruit of the guava tree.

- 1** _____ trees like warm weather and so only grow
2 _____ hot countries. They grow to about five meters tall
and **3** _____ small leaves and white flowers.



Reading strategies during Cloze Test Procedure

Each tree usually has more than twenty fruits. The fruits are quite short and some of them are less **4**____ten centimeters long. The fruits are caught up ripened from the tree, cooked with *panela* until water boils and then they are **5**____into Bocado. They are **6**____used to make juice and medicines.

Bocado was first nominated **7**____ the cultural Colombian symbol in 2006. Now it is a favorite food and sweet for adults and children in almost **8**____country in the world.

1. () a. they b. these c. this
2. () a. in b. on c. at
3. () a. had b. has c. have
4. () a. that b. as c. than
5. () a. make b. made c. making
6. () a. also b. too c. so
7. () a. like b. as c. how
8. () a. all b. every c. some

APPENDIX D. Questionnaire Format

MAESTRÍA EN LA ENSEÑANZA DEL INGLÉS
UNIVERSIDAD DEL NORTE

ENHANCING EFL STUDENTS' USE OF READING STRATEGIES DURING
CLOZE TEST PROCEDURE

NOMBRE: _____ **FECHA** _____

Objetivos:

1. Identificar cuáles son las estrategias de lectura que los estudiantes de grado 11 del Gimnasio Moderno Montecatini usan cuando resuelven *Cloze tests*.
2. Identificar cómo usan sus estrategias de lectura los estudiantes de grado 11 del Gimnasio Moderno Montecatini cuando resuelven *Cloze tests*.

Responde de la manera más sincera posible cada una de las siguientes preguntas

1. ¿Cómo fue el proceso o las acciones en tu mente para responder la pregunta #1?

2. En la pregunta número 2, ¿Por qué seleccionaste la respuesta que marcaste?

Reading strategies during Cloze Test Procedure

3. En la pregunta número 3, ¿Qué criterios tuviste para descartar las opciones no marcadas?

4. ¿En qué pensabas cuando respondiste la pregunta número cuatro?

5. ¿Qué método usaste para resolver la pregunta número cinco?

6. ¿Usaste alguna estrategia para resolver la pregunta #6?

¿Cuál? _____

Reading strategies during Cloze Test Procedure

7. En la pregunta número 7, ¿Qué criterios tuviste para descartar las opciones no marcadas?

8. ¿En qué pensabas cuando respondiste la pregunta número ocho?

Ahora, selecciona SÍ o NO de acuerdo a lo que hiciste en el ejercicio anterior. Coloca una X en el cuadro correspondiente.

| | | SI | NO |
|-----|--|----|----|
| 9. | ¿Te fuiste a los espacios en blanco antes de leer el texto completo? | | |
| 10. | ¿Le diste una ojeada rápida al texto saltándote los espacios en blanco antes de concentrarte en ellos? | | |
| 11. | ¿Escaneaste el texto constantemente mientras encontrabas las respuestas a los espacios en blanco? | | |
| 12. | ¿Te detuviste y releíste las partes que confundían mientras leías? | | |

Reading strategies during Cloze Test Procedure

| | | | |
|-----|---|--|--|
| 13. | ¿Leías la primera oración de cada párrafo antes de leer el texto completo? | | |
| 14. | ¿Pudiste predecir qué pasaría en el texto mientras leías la primera oración de cada párrafo? | | |
| 15. | ¿Te preguntaste que sabias acerca del tema de este texto? | | |
| 16. | ¿Te hiciste preguntas acerca de qué trataba el texto después de leerlo completamente? | | |
| 17. | ¿Te preguntaste si entendiste o no el texto? | | |
| 18. | ¿Comparaste los contenidos del texto con algo que ya sabias? | | |
| 19. | ¿Imaginaste las personas, lugares y eventos acerca de lo que estabas leyendo? | | |
| 20. | ¿Leíste el texto dos veces o más? | | |
| 21. | ¿Pudiste encontrar la idea principal del texto y las ideas principales de cada párrafo? | | |
| 22. | ¿Pudiste encontrar los conectores entre los párrafos? | | |
| 23. | ¿Te saltaste las palabras desconocidas mientras leías el texto? | | |
| 24. | ¿Utilizaste el contexto para tratar de comprender el significado de una palabra desconocida? | | |
| 25. | ¿Revisabas o releías inmediatamente el o los párrafos que precedían o seguían al párrafo que tenía un espacio en blanco? | | |
| 26. | ¿Revisabas o releías constantemente las palabras que precedían o seguían al espacio en blanco para encontrar una respuesta? | | |

APPENDIX E. Interview Answers

| <i>Q.1 ¿Sabes lo que es un Cloze test?</i> | | |
|--|---|---|
| No. | Students' answers | Interviewer's participation |
| 1. | S1: Es como un examen cerrado, muy concreto. | |
| 2. | | ¿Ustedes hicieron la prueba de ensayo de Saber 11? |
| 3. | S2: Sí, para el ICFES. | |
| 4. | | Bueno, ahí en ese examen aparecen unos textos que tienen unos espacios y ustedes deben completar. |
| 5. | S3: Ah sí, esos son los más difíciles. | |
| 6. | | Bueno, a esos exámenes se les llama Cloze. ¿Entonces sí los conocían? |
| 7. | S2: Tal vez por el nombre, lo conocíamos como los COMPLETE. | |
| 8. | | Bueno, tienen diferentes nombres. El nombre que vamos a usar es el de Cloze. |

| <i>Q.2 ¿Has tenido exámenes o ejercicios con exámenes de este tipo?</i> | | |
|---|--------------------------|------------------------------------|
| No. | Students' answers | Interviewer's participation |
| 1. | S1: Sí, bastante. | |
| 2. | S2: Sí. | |
| 3. | S3: Sí. | |

Reading strategies during Cloze Test Procedure

| Q.3 ¿Con qué frecuencia has tenido exámenes o ejercicios con exámenes de este tipo? | | |
|---|--|---|
| No. | Students' answers | Interviewer's participation |
| 1. | S1: La suficiente. | |
| 2. | S2: O sea, con usted la mayoría de veces, los exámenes son así. | |
| 3. | S3: Y en todas las clases de pre-ICFES, en los simulacros. | |
| 4. | | Y más o menos, ¿Desde cuándo están haciendo esas pruebas? |
| 5. | S2: Pues yo, las de Saber las hice en 3° y 5°. | |
| 6. | | ¿Y salían preguntas de tipo Cloze? |
| 7. | S2: Allí salían. | |
| 8. | S1: La que me hicieron a mí en quinto también tenía preguntas así. | |
| 9. | | O sea, ya están familiarizados con la prueba... |
| 10. | S1: Sí. S2: Sí. S3: Sí. | |

| Q.4 ¿Puedes recordar la primera vez que trabajaste con Clozetests? ¿Crees que te dieron una clara introducción para aplicar este tipo de tests? | | |
|---|---|-----------------------------|
| No. | Students' answers | Interviewer's participation |
| 1. | S2: En tercero o quinto. | |
| 2. | S3: Bueno yo creo que fue desde quinto. | |
| 3. | S1: Bueno, creo que fue en quinto. | |

Reading strategies during Cloze Test Procedure

| | | |
|-----|---|---|
| 4. | | ¿Pero tú no la hiciste aquí, verdad? |
| 5. | S1: No, yo la hice en Puerto Asís. | |
| 6. | S2: Yo recuerdo que aquí entró un profesor que se llamaba Deivis y empezó a hacer exámenes así. Él nos dio inglés en 3°, 4° y 5°. | |
| 7. | | Cuando empezaron a usar este tipo de examen, ¿les dieron algún tipo de introducción o instrucción para hacerlo? |
| 8. | S1: Cómo se completan, no concretamente pero... | |
| 9. | S2: de pronto la introducción sería al momento del examen nos decían, bueno esto lo van a hacer así y demás | |
| 10. | S1: No concretamente que nos digan sí, esto es así... cómo se contestan, no nos enseñaron eso. Fue más como una insinuación. | |

| Q.5¿Cómo te sentiste con este tipo de exámenes o ejercicios con Cloze tests? | | |
|--|---|-----------------------------|
| No. | Students' answers | Interviewer's participation |
| 1. | S1: Yo me siento cómodo. | |
| 2. | S3: Yo no, yo no me siento bien. | |
| 3. | S2: Cuando dan las opciones es más fácil. | |
| 4. | S1: Claro está, que hay veces que dan sinónimos en las opciones y allí uno se confunde. | |

Reading strategies during Cloze Test Procedure

| <p>Q.6 ¿Qué habilidades de las siguientes crees tú que son evaluadas con este tipo de exámenes?</p> <ul style="list-style-type: none"> • Comprensión lectora • Habilidades gramaticales • Habilidades de vocabulario • Todas las anteriores | | |
|--|--|-----------------------------|
| No. | Students' answers | Interviewer's participation |
| 1. | S1: Más que todo yo diría que el Vocabulario y gramática en cierta parte. | |
| 2. | S2: Yo pienso que todas las anteriores, porque si uno no lleva el contexto de lo que le están preguntando ¿Cómo va a haber comprensión lectora? Uno (...) entender lo que le están preguntando para uno... ya. | |
| 3. | S3: Y también porque aparecen textos y del texto nos pone a comprender. | |
| 4. | S2: Eso es lo que sale más en los ICFES. | |

| <p>Q.7 ¿Qué hacías usualmente durante la aplicación de un Cloze test?</p> <ul style="list-style-type: none"> • ¿Completabas los espacios individualmente y en silencio sin ninguna observación después de aplicarlo? • ¿Lo discutías con un compañero o en un grupo? | | |
|---|--|---|
| No. | Students' answers | Interviewer's participation |
| 1. | S1: Pues, si era individual, la primera. | |
| 2. | | ¿Siempre lo habían hecho individual o lo habían hecho en grupo? |
| 3. | S2: Nunca lo habíamos hecho en grupo. | |
| 4. | S3: No, habían... cuando yo hice pre-Icfes con once los profesores nos daban los | |

Reading strategies during Cloze Test Procedure

| | | |
|----|--|--|
| | materiales en grupo y si se podía discutir con el compañero. | |
| 5. | S2: Depende. | |
| 6. | | Si era taller, si lo podían discutir con el compañero, pero si era examen, no. |
| 7. | S1,S2: Exacto | |

| | | |
|--|--|------------------------------------|
| <p><i>Q.8</i> ¿Qué hacías usualmente después de aplicar un Cloze test?</p> <ul style="list-style-type: none"> • ¿Recibías las respuestas correctas sin explicaciones? • ¿Recibías las respuestas correctas y algunas explicaciones de los profesores? • ¿Recibías explicaciones detalladas con una instrucción en estrategias de comprensión lectora al momento de aplicar Cloze tests? | | |
| No. | Students' answers | Interviewer's participation |
| 1. | S1: Los profesores en mi caso nos daban la explicación | |
| | | |

| | | |
|---|---|------------------------------------|
| <p><i>Q.9</i> ¿Tuviste algunos problemas con la aplicación de <i>cloze tests</i>? ¿Cuáles fueron los problemas?</p> | | |
| No. | Students' answers | Interviewer's participation |
| 1. | S1: Cuando uno no define bien el contexto. | |
| 2. | S2: Cuando uno se encuentra con sinónimos en las opciones, uno se confunde. | |
| 3. | S3: Y también el vocabulario y la parte gramatical. Yo siempre he tenido problemas ahí. | |
| 4. | S1: Bueno, en este tipo de examen no se diferenciar cuando hay que utilizar una cosa (categoría gramatical) y la otra. O sea, con que palabras uno pueda relacionar eso para que tú | |

Reading strategies during Cloze Test Procedure

| | | |
|----|--|--|
| | <p>sepas que va ahí en el espacio. Yo trato de traducir lo que está allí al español para saber de qué trata, pero yo creo que eso no debería ser así porque debería ser en Inglés. Estamos hablando de dos idiomas diferentes, y uno cree es igual en español y en inglés y eso no es así.</p> | |
| 5. | <p>S2: En mi caso es el vocabulario, eso es lo que me dificulta entender el sentido global de los textos y las oraciones. Cuando no reconozco el vocabulario trato de recordar o relaciono con canciones que se me en inglés.</p> | |
| 6. | <p>S1: O contexto que uno ya ha escuchado.</p> | |
| 7. | <p>S2: Exacto, o contexto que una ya ha leído.</p> | |
| 8. | <p>S1: Uno con las palabras que ya conoce, trata de darle sentido al texto.</p> | |
| 9. | <p>S3: en este tipo de exámenes yo siempre he tenido dificultades. Yo soy más del tipo de exámenes en el que leo un texto y de ahí me preguntan, pero de completar no. El principal para mi es el vocabulario, otra es el contexto de las palabras. Normalmente relaciono una de esas palabras que se me del texto con las opciones. Por ejemplo, si me están hablando de baño y dentro de las opciones esta cepillo, pala y otras cosas. Otro problema es el significado de algunas categorías gramaticales en la oración, que son prácticamente claves para resolver una pregunta. Palabras como artículos, preposiciones, conectores que son necesarios saberlas.</p> | |