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comprehension.

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SAN LUIS POTOSÍ, S.L.P

JULIO DEL 2021

“READING STRATEGIES TO FACILITATE READING COMPREHENSION”



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INTRODUCTION.

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I. Introduction.

The present pedagogical essay shows the obtained experience throughout the practice periods in the Secondary School Dionisio Zavala Amendarez in a third-grade group. This group was instructed in reading comprehension strategies with the purpose of elevating the students English comprehension.

Throughout my preparation, I have learnt that a language is mainly composed of 4 linguistic skills. Reading is one of these 4 linguistic skills and one that every language learner must develop throughout his/her life in order to become a social and active agent in the construction of learning (Mayer, Cantú, & Rius, 2017). Reading is a cognitive activity that human beings from the very early ages perform and develop on a daily basis. This skill is of utmost importance in people lives since it enables the person to acquire knowledge in a formal way and comprehend the world that surrounds him (Scarborough, 2001). The absence of this skill would limit the person to insert himself into daily-communicative situations as it is suggested by Dr. Seus with the next quote “The more you read, the more things you know. The more that you learn, the more places you’ll go.”

Learning to read involves developing skills in two critical areas: Reading each word in texts accurately and fluently and comprehending the meaning of texts being read (Gough, 1986). This means that in order to have a strong reading comprehension, the learner has to able to decode words in order to find their meaning, and to have sufficient language comprehension skills such as receptive vocabulary, grammar understanding and discourse comprehension to make sense of what is being read.

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Factors such as attention, concentration, commitment, reflection as well as neurological, cognitive, environmental, emotional, intellectual, language and physical factors also play a vital role in learning to read as the quality of reading comprehension an individual possess is determined by those factors (Holt, Schudt, & Lerner, 2007).

For that reason, 5 reading strategies were proposed throughout the practice periods that took place in the late 2020 and in the early 2021. The strategies that were implemented, applied and analyzed were scanning, making predictions, summarizing, guessing meaning from context and applying image. These strategies were introduced with the PPP method and the Strategy instruction methodology. “Strategy instruction involves making students cognitively aware of the thinking processes good readers have as they engage with text and providing them with specific strategies they can use to support and repair their comprehension as they read” (Vehovec & Bajanski., 2012, pág. 8).

The material that was used to introduce the 5 cognitive strategies were mostly teacher-made videos and worksheet owing to administrative and academic situations which impeded me from having digital classes for a long time and from employing other type of resources. However, the few times I could deliver digital classes, I could make use of PowerPoint Presentations and videos related to the topics to be worked on in each period of practice. These topics were related to the contents the head teacher provided me based on the Aprendizajes clave.

As a result to this situation, the students had a passive reaction to this new way of working as this would mean not to have digital classes, but asynchronous ones instead. The students were attracted to the topics that were to be worked on, but with a little discontent as they did

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not have the support of the teacher. Indeed, this situation brought some problems to some students since the need that the teacher guided them in person was so fundamental that the lack of it led some of them to lose interest in the subject and not to make the effort to do the activities.

One solution to compensate this situation was the creation of personalized videos, which would bring a personal connection to the online learning accompanied by worksheets, which would provide the learner with opportunities to practice the strategies as well as to provide information about the students' learning progress.

As to the instruments employed throughout the year, they are as follow: questionnaires, surveys of how they felt before, while and after each class, observation, students' works and students' outcomes.

Another important instrument was the diagnostic exam which was employed at the beginning of the year and at the end of it. The second time was just implemented with the purpose of contrasting the results the students yielded in each occasion to find out whether there was improvement or not. The first implementation of the diagnostic exam served to spot the problematic the study group were experimenting at that moment which, after a tedious analysis, was determined that the students' reading comprehension was deficient. This meant a challenge as the students were not used to read in English frequently, but it also meant an area for improvement for them.

The order in which the strategies were implemented was as follow: Scanning, guessing meaning from context, making predictions, applying image and summarizing. As the students were not used to have much contact with the English language, I decided to introduce the

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scanning strategy first since in order to use it, the learner does not need to dive into the text completely or to have a huge understanding of the language. The learner is just interested in finding something specific and not to understand what the text is about. Through this strategy, the students would start reading in English at least a sentence level.

The second strategy was guessing meaning from context. Through this strategy, the learners would learn to find the meaning of unknown words by paying attention to the context the text was set. This strategy would reinforce the scanning strategy as it would equip the learner with a strategy to find the meaning of unknown words and in that way it would help the learner to understand better what he/she reads at a sentence level.

The third strategy was making predictions. This strategy would reinforce the previous ones as well. However, it would also make the learner become more interested in the text by making use of the linguistic and non-linguistic clues the text offered. Besides, the learner would also make use of prior knowledge of the English language and of the world to understand better the text. Through this strategy, the sub-skill “reading for gist” would get benefited and improved.

The fourth strategy was applying image. The use of this strategy would help the students to retain information about a word through a picture and a definition. Through this strategy, the students would be able to retain the vocabulary seen in the texts for longer. As with the guessing meaning from context, this strategy would benefit the second skill needed to build a strong reading comprehension which is word recognition. According to Gough and Tunmer (1997),

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In order to have a strong reading comprehension, it is important to work on two important factors of the language which are language comprehension which involves everything related to the language such as grammar, vocabulary and auditory comprehension, and word recognition which goes from the ability to pronounce the word correctly to knowing their meaning.

(pg. 6)

Last but not least, the fifth strategy was summarising. The use of this strategy would help the students to collect the most salient points of a passage by reading at a whole text level. On comparison to the scanning and making predicting strategies which require a low-level processing of the language to be used, this strategy requires a high-level processing which means the students now have to understand most of the text to apply this strategy correctly.

The reason why this strategy was the last one was because of the attention, concentration and above all, the ability to read at a sentence level correctly this strategy requires to be used. If this strategy had been the first one, the students would have not been able to use it as they had first to practice and improve their understanding at a sentence level. Additionally, it would have been too demanding for them to read long texts for probably their first time after a long time of inactivity as it was suggested by the results of the diagnostic exam.

As it can be observed the order of the strategies went hand in hand with both the students current English comprehension and their habit of reading. The results of this implementation will be presented in the following pages with analysis per strategy.

In addition to helping the students to improve their reading comprehension and autonomy, this didactic proposal also intended to take students to develop some competences that they

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have to reach at the end of their Secondary education in regards to the English subject. These are the competences according to the Aprendizajes Clave (2017):

- Apply some strategies to overcome personal and collective challenges in learning a foreign language.
- Transfer strategies to consolidate performance in foreign language learning situations.
- Use a simple but wide-ranging linguistic repertoire in a variety of familiar and topical situations of familiar and topical situations.

In accordance with the Aprendizajes Clave (2017), students of secondary education should have a B1 level based on the Common European Framework of Reference for Languages (CEFR). This means that the students would be able to understand texts that consist mainly of high frequency of everyday or job-related language as well as to understand the description of events, feelings, and wishes in personal information at the end of the secondary education.

For this reason, this pedagogical essay was focused on the improvement of the reading comprehension through reading strategies in order to at least get students of the third grade closer to that desired level of English. Besides. This proposal was also accompanied by some objectives which are the following:

- Design reading scenarios to provide the students with opportunities to improve their comprehension
- Recognising the importance of reading strategies in the learning of a language.

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- Analysing the impact, the reading strategies had on the students English comprehension

To conclude, this document is organized in 3 main parts. The first part involves all the theoretical knowledge that needs to be known with regard to the school, the students and the topic of study from which three questions were derived. These questions were the basis of the investigation.

In the second part, these questions were answered through 4 classes in which the reading strategies were implemented the first time and last time to see the effect they had during all this learning process. Besides providing answers to the questions, these classes also served to make a reflection on the teaching practice. Finally, the last part includes the references that were used to support the theoretical knowledge of the study and the appendixes which go from the diagnostic exam to the students' outcomes.

II. CHAPTER I

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II. TOPIC OF STUDY

In the following pages, the object of study will be known accompanied with the theoretical knowledge of the investigation supported by authors who have made a career out of the study of reading skill. In addition to that, it provides further information in regards to the school context, group of study and the new challenges that were faced in this new educational reality.

2.1 Nucleus and Topic Line.

In this last year, I wanted to implement a proposal that could have a positive impact on students' reading comprehension in the English language since most of the students with whom I have had contact in public schools throughout my practices from the first year of my degree until now are apparently not frequently exposed to the English language and to exercises that require them to make sense of the language in complex situations, causing their performance in these language exercises to be commonly low and deficient.

Although this unfortunate situation is a reality in the Mexico education, the situation is not entirely lost as the activities they have been doing since they started learning English in and out of school have familiarised them with the English language and thus given them a starting point for further work. In the diagnostic exam conducted in the observation week, it was found that students had some problems in understanding what they read in English. They performed well in the tasks where they had to read at sentence level, but they had some problems with the activities that involved reading short and long texts. Taking this information into consideration, I wanted to focus on improving reading comprehension through teaching strategies that would become learning strategies as soon as students used them in future situations on their own.

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The main objective of this implementation was to equip students with tools and strategies that could facilitate comprehension of what they read, not only at sentence level, but also at whole-text level. This proposal would focus on the thematic nucleus: The didactic competence of teaching the specialty because of the implication of the improvements on teaching and learning.

The thematic line was "Experimentation of a didactic proposal" because of the methodology used in this research which was based on the teaching of reading strategies. Learning strategies are often worked on in the English class, but they need to be worked on in greater depth in order to produce significant results. The learning strategies that were implemented and worked on in this didactic proposal were related to reading skills.

Once these reading strategies were learned and used by the students, their reading comprehension would improve since one of the positive sides of reading strategies is that they are a lifelong scheme, so their use will be abundant and beneficial in future situations. From this intervention, I hoped to learn more about teaching reading; the needs that arose at certain levels; how to get students to begin to understand what they read through pedagogical strategies, as well as to improve my reflection on what happened in the classroom and to find better solutions to problems that arose during the didactic intervention.

2.2 School Context.

Dionisio Zavala Almendarez is a general secondary school located in Fernando de Magallanes #239, Industrial Aviacion 2da Secc, 78173, San Luis, S.L.P., Mexico. Currently, the principal of the school is Prof. Enrique Arevalo who works together with the vice-principal “Prof. Navidad Francisca Hernández” to make the school succeed. The zone where

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the school is located in an urban area, so there is a lot of automobile and pedestrian activity in the morning. According to the English Teacher “Carlos Alberto Vazquez Flores” the school had students from the Saucito, Maravillas and Mezquitic. This data revealed that the school was constantly in high demand from these areas of the city.

The school was surrounded by houses, buildings, stationery stores, grocery stores and is near the Colegio “Presidente Kennedy”. Besides, the Pedro Moreno street is 3 blocks from the school where there are different bus routes such as Saucito, Constitution, Piera’s and Forvisstee.



Figure 1 Entrance to the School Picture taken from Google Maps (2021)

2.2.1 School History.

According to Téllez (2005). On September, 12th, 1973, the middle school “Escuela Secundaria General Dionisio Zavala Almendarez” was inaugurated. The school had as first principal to Profr. J. Jesús Mayorga Campos and as first president of parent society to Guillermo Narvaez Leyva. The school had ten teachers, two administrators, two prefects and 2 janitors.

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2.2.2 Current Physical Conditions of the School.

Currently, the school is equipped with eighteen classrooms, one auditorium, one computer room, two science labs, one thematic room, one headmaster's room, five technology rooms, one social work room, one USAER office, three prefecture offices, one physical education warehouse, one plaza, four cement basketball courts, one soccer field, one escolar store, one library room, one Art/Music room, three bathrooms for girls and three bathrooms for boys. According to the English teacher Carlos Alberto Vázquez Flores, the classrooms were in good conditions, but some of them lacked adequate technological devices. Although the school had spaces for learning, the didactic intervention was not executed in the same way as previous years owing to the Covid-19 pandemic. In spite of that fact, the principal and the teachers adapted the teaching-learning process to a virtual scenario.

According to the English teacher, the teachers of the institution used platforms like Zoom, Meet and Google Classroom to give classes and upload activities. Unfortunately, the teachers were not allowed to use these platforms many times because there were cases where external people have joined the classes and displayed content for adults

2.2.3 School Personnel.

The English teacher Carlos Alberto Vázquez Flores, who was the only person to provide us with information, commented that the institution had a staff of more than 100 workers who worked together to make the school succeed. Within this number, you found the next staff with some of their responsibilities inside the school:

Table 1

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Responsibilities workers of the institution have inside the school.

School personnel	Responsibility
Principal	Plan, organize, direct and evaluate academic activities, educational assistance, administrative and campus intendancies, in accordance with the objectives
Consejo Tecnico Escolar.	Assist the school management in the periodic evaluation of school work, with the aim of reinforcing or reorienting the educational process.
Sub-Principal.	Organize, direct and evaluate the activities related to the school control of the students on the campus.
Teaching Services	Plan teaching technically in accordance with educational developments..
Educational Assistance Services	Assist in the teaching work in order to achieve the objectives of secondary education in an optimal way
General and Administrative Services	Perform the administrative registration of school staff and the tasks related to the school control of the student body

Note. Source: Escuela de Educación Secundaria, Diagrama de Organización. (SEP, 1981)

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Each staff has to perform and obey the responsibilities they have inside the institution so that the school functions correctly and thus proving the students of the institution with a space of working and opportunities for learning.

2.2.4 English Academy.

The subjects that were delivered in the school were Spanish, Mathematics, English, History, Geography, Civic and Ethical Education, Natural Science and Technology. Every subject had a modality called “academy” which intended to help the students to develop other learning skills.

According to the English teacher Alberto Carlos Vazquez, the English academy was headed by the 4 English teachers of the institution who were Carolina Calderón, Alexandra Delgado, Nohemi Flores and Alberto Carlos Vázquez. This space was mainly used by teachers to dialogue about how they could improve the students’ performance in the English language, as well as to conduct projects related to the English culture like Halloween, Christmas Carols, Valentine's day etc.



Figure 2 Day of the Dead Picture taken from the Facebook English Group Feed

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The English teacher commented the English academy was increasing students’ interest in learning more about another culture and language. According to an inform conducted by the English teachers of the institution, the strengths that were observed after the implementation of these recreational activities were the following.

- The students’ pronunciation improved.
- There was an improvement in grammar.
- The pleasure for reading and acting dramas increased.

Based on the English teachers’ conclusions, these recreational activities were waking the students’ curiosity about the English language enabling them to see languages beyond a couple of letters. The students were steadily noticing that learning a language was not just about learning to speak it, but to learn about the culture of the English-speaking countries, as well.

2.2.5 Number of students and groups.

As every secondary school, Dionisio Zavala Secondary School had two shifts: morning and afternoon. In the morning shift, the school had around 523 students with 6 groups per grade. As for the afternoon shift, the school had 347 students with 6 groups per grade. Therefore, the total number of students in the school was 870 students in the 2 shifts with the number of groups of 18 per shift.

2.3 Relevant Social and Academic Characteristics.

2.3.1 Group description.

In order to perform the didactic proposal, it was necessary to select one of the groups I was in charge of. Therefore, after analyzing the English teacher’ comments on each group

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and after taking a look at the answers and results students shared in the questionnaires and in the diagnostic exam, I selected the 3 F group. In this group, there were 27 students, 20 girls and 7 boys, in total. However, there were only 16 students working online because according to the English teacher and the principal, the rest of students reported not having the necessary resources such as a computer and internet connection to work remotely from home. In accordance to the English teacher, this group was characterized by being very orderly, hardworking and participative, as well as being the most advanced group he currently had.

The English teacher commented that most of the students in this group were given English classes in elementary school. Therefore, their performance of this group is a little higher than the other groups.

2.3.2 Group Grade Average, Needs and Likes

As stated by the English teacher, the group grade average was 7.5 in the English subject. From this mean grade, I concluded that there were students who were having some problems with the English subject despite being the most advanced group. In accordance with the English teacher, a decent amount of students expressed that the English subject was not important as, based on their opinions, they were never going to use it outside the school.

In order to understand the situation and look for ways to rise the students' performance and their attitude towards the language, two questionnaires (academic and personal) were administered in the observation weeks with the intention of collecting information on the students' needs and personal interest. Doing so, I would find practical ways to make the students become more interested in the English. (APPENDIX.A)

A summary of the results of the academic survey is presented below.

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- 9 out of 16 students had internet at home while the rest got connected to the classes through data mobile.
- The internet of those who had internet at home was stable while the quality of internet of those who got connected through data mobile depended on the area where they were.
- 12 out of 16 students used the phone to do and upload the activity. The rest had the possibility of using either a phone or a computer.
- Half of the group reported that they did not like the English subject whereas the rest did. Those who reported a dislike to the English subject said that they did not like it because it was too difficult for them to understand, remember and hold the information. Those who reported a like to the English subject said that they liked it because the teacher used games and made them work in team and pair all the time. Additionally, they said that they liked the material that the teacher used in his/her classes.
- 12 out of 16 students said that they would like to do interactive activities that required the use of technology and collaborative work in the classroom.
- 16 out of 16 students liked working in teams or in pairs.
- The group reported that the head teacher included interactive activities which kept them interested in the class.
- The half of the group reported demotivation due to the reasons presented in fourth point above.
- The students informed that they liked to learn through videos, worksheets and homework.

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- 14 out of 16 students reported to feel confident to ask questions in the classroom

The previous information revealed that there were two external problems in the group which needed to be taken into consideration since they would affect the communication and the work with the learners. The first was the internet connection. Pitiably, some of them informed not having internet connection at their home which caused communication problems and opened up the possibility of giving the students unlimited time to do the activities.

The second problem that was observed and indispensable to be worked on in class was their attitude towards the English subject. Through the questionnaire, information about students' attitude towards English was obtained which reconfirmed what the English teacher commented about the attitudes of some students towards the English language.

Half of the group reported a dissatisfaction with the subject due to multiple reasons such as the complexity of understanding a new language and remembering the information seen in the classes. This situation caused concerns since a large number of students felt unmotivated in the classes on account of that. However, they were asked what they wanted to see in the class so that they would be more interested in the class, and they answered that they wanted to see playful and interactive activities that involved the use of technology and cooperative work.

All the information, which could be gathered thanks to the questionnaires, raised awareness about the current situation the students were going through in these uneasy times and served as a base to personalize the future lessons. Therefore, the lessons employed throughout the research were based upon the information obtained with the intention of involving as many

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learners as possible by addressing the problems of connectivity and poor attitudes towards language learning.

2.3.3 Linguistic Needs (Diagnostic exam).

Given the Coronavirus situation in the world, the application of the diagnostic exam was not executed in person but on a website called “Socrative” (APPENDIX B). The exam was targeted at A1 and A2 plus levels in listening and reading, and was constructed with 23 multiple-choice questions in total, which were distributed into 5 sections. Each section assessed either reading or listening skills.

The first section of the exam, which involved reading-related exercises and ranged from question 1 to 3, tested understanding of the routine transactions of daily life. In this part, students had to choose one of three options to complete three 2-line conversational exchanges in order to complete a longer dialogue.

The second section, which involved reading-related exercises and ranged from question 4 to 7, tested vocabulary related to parts of a house. In this part, students had to read a short description of the object and then look at the picture to confirm their assumption, and finally, write their answer. The section three, which involved listening subskills and ranged from question 8 to 13, required students to listen for specific information. In this part, there were five short audios, each one with a question and three images. The students had to listen to the audios and choose the image which best answered the question in the context of what they heard.

Moving on to the next section. This section, which had related-reading exercises and ranged from question 14 to 18, tested understanding of vocabulary. In this part, students had

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read six sentences about the same topic and complete the exercise by picking the correct answer and filling in the gaps each sentences had with the correct word. Last but not least, the last section, which ranged from question 19 to 23, involved reading a text and answer questions based upon it.

In order to place students at an English level based on the results they yielded in the diagnostic exam as a group, the Common European Framework of Reference for Languages (CEFR) was used to obtain clear and detailed information about students’ current level of receptive English language skills.

After analyzing the students’ outcomes (APPENDIX C), it was concluded that the students were at an A2 level in listening and an A1 level in reading. According to the CEFR, the learners, who are at an A2 level in listening, are able to understand phrases and the highest frequency vocabulary related to areas of most immediate personal relevance as well as being able to catch the main point in short, clear, simple messages.

In respect to the reading skill, the students, who are at an A1 level, can understand familiar names, words and very simple sentences, for example on notices and posters or in catalogues.

		A1	A2
U N D E R S T A N D I N G	Listening	I can recognise familiar words and very basic phrases concerning myself, my family and immediate concrete surroundings when people speak slowly and clearly.	I can understand phrases and the highest frequency vocabulary related to areas of most immediate personal relevance (e.g. very basic personal and family information, shopping, local area, employment). I can catch the main point in short, clear, simple messages and announcements.
	Reading	I can understand familiar names, words and very simple sentences, for example on notices and posters or in catalogues.	I can read very short, simple texts. I can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus and timetables and I can understand short simple personal letters.

Figure 3 CEFR. Self-Assessment Grid. Retrieved from <https://acortar.link/nPNDq>

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To collect this information, each question was weighted with an equivalent of one point. Therefore, the highest score a student could get was 23 in the whole exam. The number of students who presented the exam was 13 out of 16.

The results for group in each section is presented below.

- The students succeeded in the section 1 and 3
- The students failed in section 2, 4, 5.

Table 2

Results obtained in each section of the diagnostic exam

Sections	Results
Section One (Reading)	23/39
Section Two (Reading)	22/52
Section Three (Listening)	51/78
Section Four (Reading)	29/65
Section Five (Reading)	28/65

In the analysis, it was observed in the reading skill that the students had some problems to understand the language in complex situations like a text. However, they comprehended what they read at a sentence level. A clear example was the first section where the students had to choose the best answer to complete a longer dialogue.

Even though the students did not succeed in the section number 5, which consisted of picking the correct answer of a multiple-choice questions activity based on a text, one thing that protruded from that section was the fact that most of the students answered the first

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question correctly. Based upon the students’ outcomes in the previous sections, an explanation to this was that as the first paragraph, in which the answer to the first question lay, had fewer sequential sentences than the rest, the students could find the information easier and clearer enabling them to apply a lower-level processing of the language to answer the question correctly.

At the end of the analysis, it was concluded that the students were not successful in some of the sections of the exam because of the lack of exposure of these types of exercises in the classroom and the poor reading habits of the students. The need of teaching the students reading strategies was reconfirmed as, for example, they did not succeed in the section five in which the use of the scanning strategy was vital to find the answers. Therefore, the emphasis would be placed on teaching reading strategies so as their habit of reading in English and their understanding increased throughout the lessons.

2.4 Description of the case being studied.

2.4.1 Identification of topic study. (Need)

Thanks to the diagnostic exam and the surveys conducted in the observation weeks, it was observed that students were in need of getting more linguistic input by reading and doing activities based on texts to improve comprehension and to start grasping the meaning of written symbols using the coherence, the information and cohesion of the text. However, in order to make students succeed in this new process, they first needed to get to know some reading strategies that could help them to understand the language steadily. The strategies that were used in this research were strategies that both directly and indirectly affected learning. Therefore, they dealt with the language itself by demanding mental processes such

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as thinking, analyzing, remembering etc.; as well as being strategies that supported the cognitive process of learning a language without using the target language directly or profoundly.

Table 3

Strategies per category

Directly strategies	Indirectly strategy
Summarizing strategy.	Scanning strategy
Applying image strategy.	Making prediction strategy
Guessing meaning from context strategy.	

Note. Source: Language Learning Strategies: A General View

2.4.2 Purpose (Personal, Academic)

In this research, it was intended to carry out two main purposes. The first one, which was academic, was to equip the students with 5 reading strategies:

- Scanning
- Guessing Meaning from Context
- Making Predictions
- Applying Image Strategy
- Summarizing.

These strategies intended to improve, facilitate and polish students' reading comprehension over time. Through the constant use of these strategies, students would be

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able to insert themselves into real-life scenarios where they had to make sense of the target language. The second objective, which was personal, was to carry out an effective teaching so that every single student had the opportunity to succeed in their learning path.

This objective was the hardest since the circumstances of working online hindered the teaching-learning process as some of the students had no chance to work from home. In addition to that, the academic and administrative problems meant more obstacles on the way since I was not able to work with the learners directly. This last point blocked me from communicating and interacting with the learners. This personal purpose helped me to expand more into other educational scenarios such as the virtual one.

This meant learning about the methodologies, techniques and methods that worked best in this scenario which allowed me to acquire better competences as a language teacher as well as to learn and get to know better how the process of reading took place in the classroom through the constant exercise of this strategies.

2.4.3 Action Plan

Given we were living in a different educational scenario, it was crucial to create an action plan that could fit with the study group characteristics, the new limitations and the new areas for opportunity. For that reason, it was necessary to divide this process into main 4 parts. “Action research is a method used for improving practice. It involves action, evaluation, critical reflection and revised plan” (Koshy, 2010, pág. 2)

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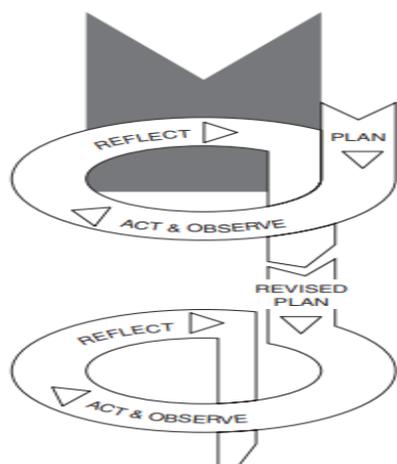


Figure 4 Kemmis and McTaggart's Action Research Spiral. Retrieved from <https://acortar.link/TytWH>

In the first part, it was indispensable to define the type of audience I was going to work with by identifying their needs, their current knowledge on English language, their likes and dislikes. This information helped me to get to know the context where I was going to work as well as to identify the students' current educational performance in the English subject. Through the questionnaires and the diagnostic exam, the information of this first part was collected.

Once all this information was obtained, the next part was to propose and create a proposal that could benefit students in a certain academic need. The need that was identified in the study group was the lack of reading strategies in the English language. Once the proposal or objective was already stipulated, the next step was to go deeper into the concepts of teaching-learning process and reading strategies. This step was the most crucial part as this part gave me all the information I needed to know in order to understand the theoretical knowledge of

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the study. The absence of this knowledge would have blocked me from landing the objective of this pedagogical essay.

After finding out and collecting as much information regarding to the topic as possible, the following step was to find activities and reading material on web platforms and then, to adapt them to the students’ English level, needs and interests in order to engage as many students in the class as possible through activities that appealed to them. These interactive activities made the teaching-learning process effective as possible in a virtual scenario. Finally, in the last stage, all the information that had been collected and obtained theoretically was applied in asynchronous and synchronous classes throughout the year.

This action plan was repetitive in nature since after each application, new or other areas of opportunity opened up which demanded to be always informed of the situations that arose in order to propose and seek solutions to these new problems. Being repetitive in nature served to distinguish the things that worked in the classroom from the things that did not work. Besides that, it positioned me in a place where trial and error were constant which was good since the more problematics, the more new solutions were implemented to fix those problems. According to Albert Einstein, “Anyone who has never made a mistake has never tried anything new.” This action plan demanded me to apply different things every time to ensure good teaching.

In summary, in order to carry out an action plan, it was necessary to identify and obtain all type of information about the study group, then to propose an objective that was widely related to a problematic the group was experimenting. After that, it was vital to theoretically deepen in the academic need to be worked on by investigating on all the things that could be

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useful to understand the situation better. The next step was to look for material and activities related to the academic need in order to incorporate them into the lessons plans. Finally, it was vital to put that knowledge and lesson plans into practice and start again until land or get close to the objective

2.5 What is known about the topic: Teaching-learning process.

The Teaching-Learning process has been defined in many different ways. According to Ausubel and Novak (1995), “the main source of knowledge in students takes place through the teaching-learning process, which demands teachers to schedule, organize and sequence the contents in order to create a meaningful learning”.

Combining my experience in teaching with this citation, it can be said that the teaching-learning process is a constructive process that is mainly guided by the teacher who has to play different roles such as resource, support, mentor, helping hand and monitor to facilitate learning and to bring a personal connection to the classes. However, it is also necessary that the teacher knows how to organize and sequence the contents in a strategic way to create meaningful learning scenarios. An effective way to organize the contents is through methods. The PPP method is a clear example. In accordance with British council (2008), “PPP is a paradigm or model used to describe typical stages of a presentation of new language.”

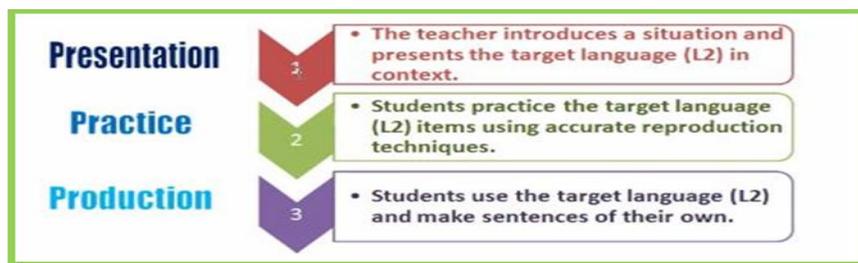


Figure 5 PPP Model. Retrieved from <https://acortar.link/s5QNu>

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This method is divided into 3 main stages. In the first stage, the teacher first presents the new item of language through a receptive skill, either listening or reading. In this stage, the teacher can do some comprehension activities related to the resource he uses to identify whether the learners understood or not.

In the second stage, the teacher allows the students to practice the new item of language in a controlled setting through exercises such as word formation, sentence formation, complete the gaps, choose the correct option etc. The second stage is commonly focused on improvement of language accuracy. Last but not least, in the third stage, the students are expected to use the new language item in communicative activities in which the use of productive skills such as speaking and writing is vital. (Spratt, Pulverness, & William, 2011)

The PPP method is just one of the multiple methods that an English teacher can use for effective content organization. Continuing with the definition of teaching-learning process, Holz-Clause, Guntuku and Koundinya (2015) mention that the teaching-learning process is a combined process where an educator assesses learning needs.

In accordance with Spratt et al. (2011) “Learning needs are different for each student” since they are determined by the motivation (feelings and thoughts that make a student want to get something), personality (characteristic patterns of thoughts, feelings, and behaviors that make a person unique), language level (How much a student knows about a language), learning style (the way in which a student would naturally take in, process and remember information and skill), learning strategies (the methods students choose and use to learn a language), previous learning experiences and age

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In this definition, Holz- Clause et al. (2015) go deeper into one of the crucial tasks that every teacher has to do during instruction, which is the monitoring of learning needs. An important task in the teaching-learning process since these needs must be constantly monitored and worked on for the learning to be meaningful. However, it is not as easy because as it is stipulated by Spratt et al. (2011) “Learning needs are different for each student” and so their needs.

The task becomes more complicated when the teacher has a large number of students since the number of needs to be addressed and worked on increase which distances the teacher from achieving meaningful learning and getting to know the learners. Although this can be demotivating, there are practical ways in which the teacher can work on the learning style, language level, learning strategies and motivation needs.

According to Spratt et at. (2011), “Learning styles are the ways in which a student would naturally take in, process and remember information”. There are 7 common learning style which are:

- Visual: learner learns best through seeing.
- Auditory: learner learns best through hearing.
- Kinesthetic: learner learns best through using the body.
- Group: Learner learns best through working with others.
- Individual: learner learns best through working alone.
- Reflective: learner learns best when given time to make choices.
- Impulsive: learner learns best when able to respond immediately.

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The possibility of students sharing one of these learning styles is very promising, making it easier for the teacher to develop and work on these styles during the lessons. Therefore, it is essential that teacher knows how to vary his or her classes so that these learning needs gets enhanced for all students. Obviously, these needs take time to be developed so it will be essential that as Ausubel y Novak (1995) mention the teacher knows how to organize the content to ensure that each student, with their respective learning style, has the opportunity to learn meaningfully.

Given the Coronavirus situation in the world, the chances of applying an approach that could cater to each learning style are possible. Fully online learning, which was the approach used in this research, involves using online tools for learning (Pop, Alexandru, 2021). Basically, it is an online course that implies a distance between students and teachers. Lectures, assignments, tests are all enabled by virtual platforms. This modality is so adaptable to all different learning styles that can benefit all of them in meaningful ways. Nevertheless, the role of teacher is so crucial since this modality demands to be a bit creative as while visual learners may find a course consisting mainly of text and occasional images thrilling, students with different learning styles may find this kind of course difficult to deal with.

There are practical ways that can be used to make this fully online learning valuable for all learners. For instance, the use of charts, images, announcements, and forums can be an alternative to only reading text for visual learners. For social learners (Group learning style), forums where students can gather and work together to develop an activity like “classroom story” can be ideal for this type of students and as for auditory learners, the use of videos, lectures and audios can be suitable (Helen Driver, 2020).

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As mentioned previously, there are also other prominent needs within this teaching-learning process that need to be worked on and developed in class. One of them is the learning styles, but in addition to this need, there is another important need to take into consideration for its importance and relevance which is learning language strategies.

2.5.1 Learning Language Strategies.

According to Oxford (1990), “learning strategies are steps taken by learners to enhance their own learning”. These strategies are a personal and academic need that must be worked on in class since they directly affect learning. Besides, it is an area where a teacher can work fully with promising results since once these strategies are taught and used by students, their use will be indispensable in future situations.

According to Rubi (1987), “Learning language strategies are of two main types”:

- Cognitive Learning Strategies.
- Metacognitive Learning Strategies.

According to Rubi (1987) quoted in Hardan (2013) “Cognitive Learning strategies refer to the steps or operations used in learning or problem-solving that direct analysis, transformation, or synthesis of learning materials. There are 6 main cognitive learning strategies contributing directly to language learning.

Table 4

Learning strategies contributing directly to language learning.

Strategy

Function

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Clarification / Verification	Asking for an example of how to use a word or expression and then repeat it to confirm understanding.
Guessing/ Inductive inferencing	Guessing meaning from key words, structures, pictures, context, etc.
Deductive Reasoning	Comparing the native to the target language.
Practice	Experimenting with the new language for example, repeating sentences
Memorization	Taking note of new items, pronouncing out loud, finding mnemonic, and writing items repeatedly.
Monitoring	Learner corrects errors in their own learning.

Note. Source: Memory learning strategies in English as a foreign language in vocational studies

According to Rubi (1987) quoted in Hardan (2013), “Metacognitive learning strategies are used to oversee, regulate or self-direct language learning. They involve various processes as planning, prioritizing, setting goals and self-management” (pg. 8)

Table 5

Metacognitive learning strategies.

Strategies	Functions
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“READING STRATEGIES TO FACILITATE READING COMPREHENSION”

Communication Strategies

Strategies used by speaker when faced with some difficulty due to the fact that their communication ends outrun their communication means or when confronted with misunderstanding by a second speaker.

Social Strategies

Activities learners engage in which afford them opportunities to be exposed and practice their knowledge.

Note. Source: Memory learning strategies in English as a foreign language in vocational studies

In another perspective, Oxford (1990) mention that learning strategies involve six major groups of foreign or second language (L2) learning strategies which are memory, cognitive, compensatory strategies, metacognitive strategies, affective strategies, and social strategies”

- **DIRECT STRATEGIES**
 - I. Memory
 - A. Creating mental linkages
 - B. Applying images and sounds
 - C. Reviewing well
 - D. Employing action
 - II. Cognitive
 - A. Practicing
 - B. Receiving and sending messages strategies
 - C. Analyzing and reasoning
 - D. Creating structure for input and output
 - III. Compensation strategies
 - A. Guessing intelligently
 - B. Overcoming limitations in speaking and writing
- **INDIRECT STRATEGIES**
 - I. Metacognitive Strategies
 - A. Centering your learning
 - B. Arranging and planning your learning
 - C. Evaluating your learning
 - II. Affective Strategies
 - A. Lowering your anxiety
 - B. Encouraging yourself
 - C. Taking your emotional temperature
 - III. Social Strategies
 - A. Asking questions
 - B. Cooperating with others
 - C. Empathizing with others

Figure 6 Direct and Indirect Strategies (Oxford). Retrieved from <https://acortar.link/M1HTB>

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First, memory-related strategies involve the mental processes for storing new information in the memory and for retrieving them when needed. These strategies entail four sets: creating mental linkages, applying images and sounds, reviewing well and employing action.

Strategies related to creating mental linkages are grouping, associating and placing a new word in a context. Grouping can be made on type of word (nouns, verbs), topic (words related to weather, sports etc.), synonyms (hot, warm etc.), and antonyms (tall, short). This strategy is so effective because learners classify the language material into meaningful units so that they can remember them easier. Associating is to relate one piece of information to another. For example, when the learner relates school to books, teachers, students, knowledge, parents etc. As for placing a new word in context, this strategy allows the students to remember vocabulary or sentences by giving them a meaningful context. i.e., isolated words will turn into significant chunks. This strategy is similar to grouping because the words and sentences are classified into contexts.

Respecting strategies related to applying images and sounds, some of them are using imaginary, using keywords and representing sounds in memory. Using imaginary is a good way to remember what has been heard or read in the target language through visual images. This strategy is really helpful because learners can picture the situation while listening or reading, which in turn makes students remember more significantly.

Using keywords differs from the previous strategy because this combines auditory and visual links so that students can more easily remember what they hear and read in the new language. For example, the word “soup”, the learner may associate it with a pot, a spoon, vegetables etc., and then picture a man sitting at the table with a spot full of vegetables.

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Representing sound in memory involves remembering new information or a word according to its sound. For example, the learner can link a target language word with a first language word that sounds alike or the learner can relate the sound of a motor to a car or a motorcycle.

Reviewing well is a technique for reengaging with information that you have already learned, so that it stays fresh in your mind. There are different ways to refresh the information, for example, when you have just finished reading a text, you can take some time to go through the text again by scanning key concepts. This helps the learner a lot because it fixes possible unclear doubts the learner could have in mind. Last but not least, another strategy that can help the learner is to test himself, this means that after you have learned something, you can write or speak about it.

Finally, employing action is to relate the new information to a physical action. Using physical response or sensation and using mechanical techniques are some of the strategies employed in this category. An example of using physical response or sensation is group singing. “Head, Shoulders, Knees, and Toes is a funny song that incorporates movements so that students can interact with the language and their body. Lastly, an example of using mechanical techniques is when learners use flashcards with the new word written on one side and the definition on the other side to learn new vocabulary.

Second, cognitive strategies are mental strategies the learner uses to make sense of learning. They enable the learner to manipulate the language material in direct ways. When manipulating cognitive strategies, the learner is involved in practicing, receiving and sending messages, reasoning, analyzing, note-taking, summarizing, synthesizing, outlining,

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reorganizing information to develop stronger schemas (knowledge structures), practicing in naturalistic settings, and practicing structures and sounds formally.

Some strategies related to this category are repetition, which is commonly used to improve vocabulary; summarizing, which is the action of stopping a moment and summarize the meaning of either a text or audio to help your comprehension; guessing meaning from context that refers to the ability to infer the meaning of an expression or word using contextual clues for example, the meaning of vocabulary items that surround the unknown work, the way the word is formed and through the background knowledge of the subject and the situation; using imaginary for memorization, which involves associating new information with a mental or printed image to help you learn it.

Third, compensatory strategies are another major group of learning strategies. In accordance with Oxford (1990) “compensation learning strategies are direct strategies used by learners to overcome knowledge limitations in all four skills” (Sabri & Rushita, 2013, pág. 2). This category consists of two main parts: guessing intelligently and overcoming limitations in speaking and writing.

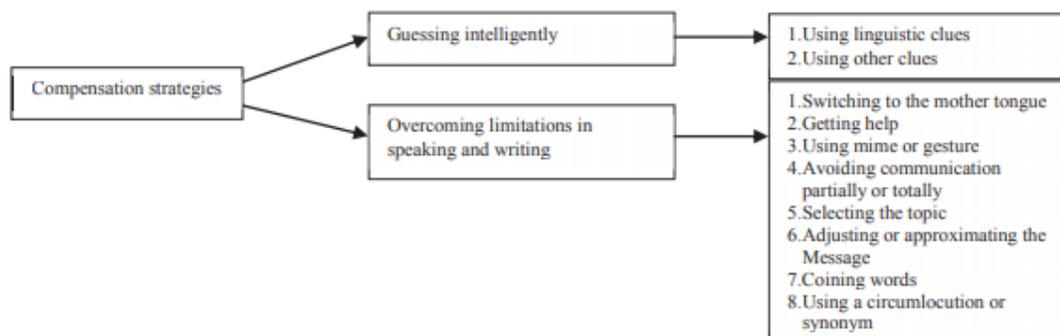


Figure 7 Compensation Strategies (Oxford). Retrieved from <https://acortar.link/FRZtM>

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According to Oxford (1990), “guessing intelligently involves using linguistic clues and using other clues. In using the linguistic clues strategy, learners use linguistic knowledge of suffixes, prefixes, and word order to guess meaning” (Shakarami, 2011, pág. 6). Guessing the meanings of unknown words can be done by dividing them into their components, using a knowledge of the comprising parts, and adding them up again to comprehend meaning. For example, the word “Inseparable” contains a negative suffix which is added to the word “separable”. The meaning of separable word is “capable of being separated”, but as the suffix “in” is added to the word the meaning changes into something opposite, so the meaning of inseparable is incapable of being separated (Oxford, 1990).

Using non-linguistic clues is a strategy defined by Oxford (1900) as “seeking and using clues that are not language based in order to guess the meaning of what is heard or read in the target language and includes knowledge of context, situation, text structure, personal relationships, topic or general world knowledge”. For example, a person is listening to a mentor in the church in a memorial ceremony and has problems understanding the word “melancholy”; he relates this word to sorrow as related to the situation. In short, this strategy is used when the person uses the knowledge of the situation and context and then relates it to guess the meaning of a word.

Strategies for overcoming difficulties in speaking and writing are divided into six types which are switching back to mother tongue (using the mother tongue for an expression without translating it in speaking), getting help (asking someone for help in conversation by hesitating or explicitly asking for the missing expression), using mime and body movement (physical motion, such as mime or gesture, in a place of an expression during a conversation

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to indicate the meaning), adjusting or approximating the message (altering the message by omitting some items of information, making the ideas simpler or less precise, or saying something slightly different with similar meaning), avoiding communication partially or totally (avoiding communication when difficulties are anticipated or encountered), coining words(making up new words to communicate the desired idea.

The next category is metacognitive strategies. According to Oxford (1990) “Metacognitive strategies enable learners to control their own cognition by using different strategies such as focusing, arranging, evaluating, seeking opportunities, and lowering anxiety” (Arrellano, 2017, pág. 4). These strategies involve overviewing and linking with material already known, paying attention, delaying speech productions, organizing, setting goals and objectives, planning for a language task, seeking for practice opportunities, arranging, planning and evaluating your learning.

These metacognitive strategies follow the sequential order of the process a learner generally goes through in accomplishing any task. What do I do before I start? (Organize/Plan) What do I do while I am working on the task? (Manage) How do I make sure I am doing the task correctly? (Monitor) What do I do after I have finished the task? (Evaluate). (Assessment, 2021)

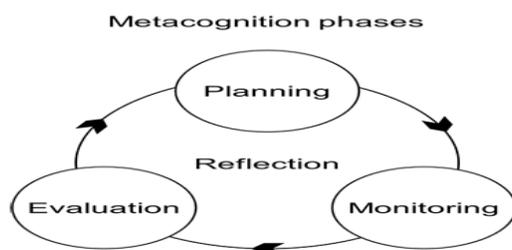


Figure 8 Metacognition Phases. Retrieved from <https://acortar.link/CvI2G>

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The next category is affective strategies. Oxford (1990) points out that “affective strategies are concerned with the learner’s emotional requirements assisting them to cope with their emotions, motivation, and attitudes related to learning. These strategies entail lowering one’s anxiety, encouraging oneself and taking one’s emotional temperature” (Arrellano, 2017, pág. 4)

The first strategy is “lowering one’s anxiety. Learners often experience anxiety in using the new language. Progressive relaxation, deep breathing or meditation are the most common strategies used by learners to reduce their anxiety. Using progressive relaxation is the technique to reduce the tension by doing the relaxation of the muscle groups in the body (Oxford, 1990). Deep breathing means to take a deep breath not just from the lungs but also from the diaphragm. By doing deep breathing, it brings calmness. Finally, meditation means focusing on a mental image or sound to center one’s thought, and it helps reduce the anxiety.

The second strategy is “encouraging one’s self” which means how the learners encourage themselves to be motivated. Learners can use three strategies which are making positive statements, taking risk wisely and rewarding one’s self. The first is making positive statements, which is employed to increase learner’s confidence in learning a new language. Learners can do this technique like saying or writing a positive statement like “I really did a good job”. The second is “taking risks wisely” which means learners take a reasonable risk in learning a new language even though they make mistakes or have difficulties. Lastly, the third is “rewarding one’s self”, which means the rewards come from themselves. They can reward themselves for a good performance in language learning.

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The third strategy is “taking your emotional temperature”. This strategy means learner’s self-assessment toward their feelings, motivations, and attitudes in learning a new language. There are four strategies, such as “listening to your body”, using a checklist, writing a language learning diary and discussing your feelings with someone else. The first is “listening to your body that means paying attention to what the body says or the signals of the body. Positive feelings and negative feelings bring different effects for the body. The positive feelings are happiness, interest, calmness, and pleasure whereas the negative ones are tension, worry, fear, and anger. Learners need to know the signal of their body to make self-understanding in order to control their feelings.

The second is “using a checklist”. The purpose is to help the learner to discover their feelings, attitudes, and motivations in learning a new language. Learners can make a checklist every day or every few days to assess their feelings and attitudes in learning a new language. The third is “writing a language learning diary”. It helps the learner to describe their feelings, attitudes, and perceptions about learning a new language process. The fourth is “discussing your feeling with someone else”. It stands to reason that learning a new language is not easy, so this strategy is very important for the learners to talk with other people such as friends, parents, relatives, or teachers to express their feelings in learning a new language.

Finally, the last category is social strategies. In accordance with Oxford (1990) “Social strategies lead to increased interaction with the target language. These promote language learning through interactions with others. Every language conveys a form of social behavior. So learning a foreign or second language requires a correct interaction.” (Arrellano, 2017, pág. 4)

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Social strategies comprise asking questions, cooperation with others and emphasizing with others.

- Asking questions: It involves asking someone, possibly a teacher or a proficient classmate, for clarification, verification or correction.
- Cooperating with others: It involves interacting with one or more people to improve language skills.
- Empathizing with others: It means taking into consideration other’s beliefs and thoughts.

According to Chamot (2004), “students of any level can use these learning strategies for learning a second/foreign language”. The difference lies only in the way these strategies are used.

After checking the most important learning language strategies with their respective categories employed by students, it can be observed that the importance of teaching them is vital in this teaching-learning process. These learning strategies are the result of instructional strategies that, in short, are the techniques used by teachers to help students become independent and strategic. The instructional strategies become learning strategies when students independently select the appropriate ones and use them effectively to accomplish tasks and meet goals.

In order to make our students use learning strategies, it is important that the instructional strategies include scaffolding from the teachers and opportunities for the students to practice them. While the teacher serves as the instructional leader initially, students must be actively

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engaged in the process and should be gradually given the opportunity to take over responsibility for recognizing when and how to use these strategies.

The strategy instruction involves the teacher clearly naming the strategy, demonstrating its use, explaining its usefulness, and students practice the strategy. Moreover, learners learn to transfer the new strategies to new situations (Redford, Kyle, 2020). As it can be seen in the paragraph above, teaching strategies is a work that needs to be taught step by step and, of course, it should provide students with opportunities to practice it. For this reason, the object of this research was to teach learning strategies that facilitate reading comprehension.

2.5.2 Reading Comprehension.

Reading comprehension has been defined in many ways. Hedgcock (2009) mentions that “reading is a complex interaction of cognitive processes and strategies used by the reader to understand various types of information”.

This means that the learner has to perform cognitive processes such as thinking, knowing, remembering, imagination, perception, and planning to comprehend what is being read. However, the learner has also to employ learning strategies to facilitate and reinforce understanding.

Reading strategies are conscious and flexible plans that readers apply and adapt to a variety of texts. They indicate how readers understand a task, what textual clues they attend to, how they make sense of what they have read, and what they do when they do not understand the reading texts (Karbalaeei, 2011). In order to help students to comprehend reading texts, it is necessary for the teachers to teach reading strategies.

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Gough and Tunmer (1986) mention that in order to have a strong reading comprehension, it is vital to develop 2 critical skills in two areas of the language which are word recognition and language comprehension.

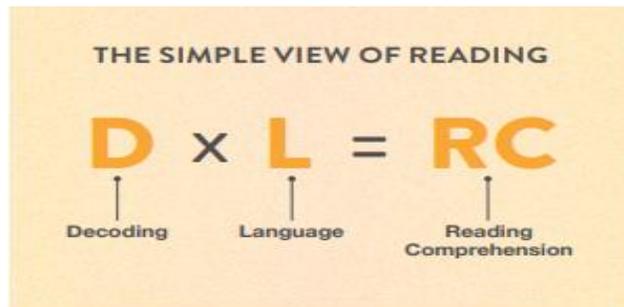


Figure 9 Equation for Strong Comprehension. Retrieved from <https://acortar.link/TvQDD>

According to Snowling and Hulme (2011) quoted in Stewart (2020) “Word recognition is the foundation of reading; all the other processes are dependent on it”. In order to be able to recognize words during fluent reading, a learner has to go through the next stages first:

Table 6

Phases of learning to read and write

Phases	Description.
Prealphabetic reading	Seeing each letter but not knowing what sounds their letters represent
Partial alphabetic reading and writing	Producing the sounds the letters make, but it takes a lot of effort.

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Full alphabetic reading and writing	The child has phoneme awareness, knows basic sound/ symbol correspondences, and can sound out words and spell phonetically
Consolidated alphabetic reading:	The child has some sight vocabulary, uses strategies to figure out unknown words, and may segment words into morphological units. Because the recognition of words is mostly automatic, attention can be devoted primarily to comprehension.

Note. Source: The science of reading (2001)

Each phase of the understanding process has to be supported by specific instruction so that the learner reach the last phase which will allow them to recognize words by sight during fluent reading. As to the second skill, according to Catts, Adlof, and Weismer (2006), “Language comprehension is defined as the ability to derive meaning from spoken words when they are part of a sentence or other discourse.

Language comprehension abilities, at a minimum, encompass “receptive vocabulary, grammatical understanding, and discourse comprehension” (The center for development and learning, 2010) . This means that language comprehension refers to everything related to background knowledge, vocabulary knowledge, language structures, verbal reasoning and literacy knowledge (Scarborough, 2001).

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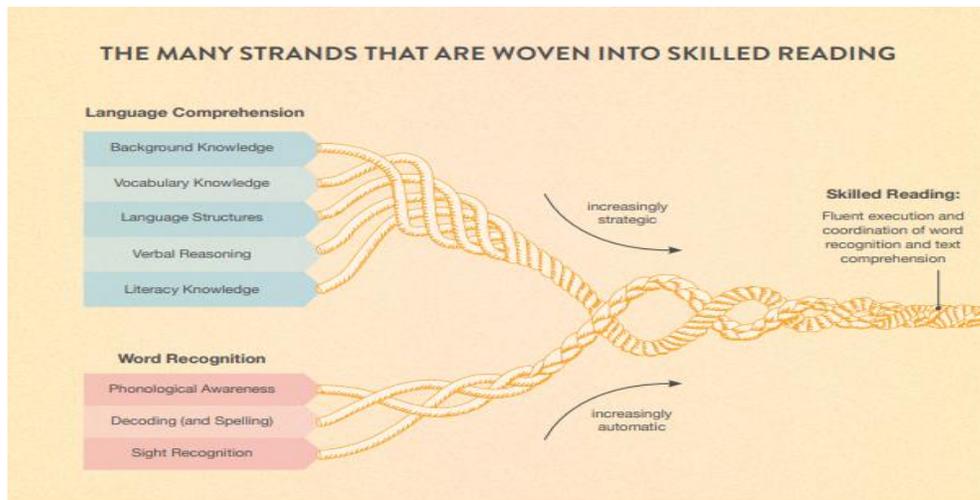


Figure 10 Skilled Reading. Retrieved from <https://acortar.link/TvQDD>

Language comprehension and word recognition are important factors for a strong skilled reading as they support each other to facilitate comprehension both in reading and listening skills. However, it is crucial that the teacher guides the learners through the next phases.

Table 7

Phases to have a solid and skilled reading.

Phases	Description
Phonemic awareness	Awareness of the smallest units of sound in spoken words (phonemes) and the ability to manipulate those sounds.
Phonics	Phonics is a way of teaching that stresses the acquisition of letter-sound correspondences and their use in reading and spelling.

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Fluent text reading	Fluency is reading with accuracy, appropriate rate, prosody
Vocabulary	Vocabulary is the understanding of words and word meanings
Comprehension	The understanding of connected text

Note. Source: The science of reading (2001)

Once the teacher has guide the learner through these phases, the learners will start to have a better understanding of what they are reading opening up the chance that their cognitive development increase and get straightened.

In another perspective, Allen (2003) mention that reading comprehension is constructed upon three categories which are bottom-up processing, top-down processing and the interactive model. In the Bottom-up model, the reader reads all of the words in a phrase, or a sentence before being able to understand. This process begins with decoding the smallest linguistic units, especially phonemes, graphemes, and words, and ultimately constructs meaning from the smallest to the largest units. Anderson (1999) mention that in the reading process, the readers understand that what they have read is the results of their own constructions, not the results of the transmission of graphic symbols to their understanding, and that without their background knowledge, they cannot comprehend the text” (Solak, 2014, pág. 3).

In the Top-down model, the readers do not need to read every word of a text, but rather, they concentrate on predicting the next group of words. Readers might start predicting from

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the title of the reading text, something that allows them to limit the scope of their reading. While reading, they may hypothesize the message the writer wants to convey and modify their hypotheses according to what they read in the text.

Finally, the interactive model is built on the interaction of the bottom-up and top-down model. Hunan, Rumelhart and Grade (1991) mention that efficient and effective reading requires both top-down and bottom-up decoding. While reading, decoding processes can support one another in a compensatory way. If, when reading word by word, readers with good bottom-up skills do not comprehend the texts, they need to use their prior knowledge to assist them.

As it can be seen in both definitions for a strong comprehension, knowing the meaning of words and having background knowledge of the language are important factors that determinate the quality of reading comprehension. The more the students are exposed to the language, the stronger the reading comprehension is.

Addition to that, the authors put emphasis on the importance of performing both low-level processing and high-level processing of the language during the reading process since these processes will help the learner to getting the most out of a text at a word, sentence and whole text level. Therefore, the reading strategies proposed in the research will be related to these two crucial skills, which are word recognition and language comprehension, which have to be stimulated and worked on in order to strengthen reading comprehension.

2.5.3 Pre-While-Post Reading Strategies.

Within the reading process, there are 3 stages in which the learners employ different strategies to make sense of what they are reading.

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In pre-reading, the readers need to apply specific strategies, including scanning (reading a text to find specific facts), skimming (reading a text quickly to find out the general meaning of the text) and guessing to survey the type of text they are going to read and to recognize its difficulties. They then read the title, link it to their schemata, and predict the content.

“Pre-reading strategies help the reader effectively understand the content of the books to better comprehend the material. These pre-reading approaches include metacognition strategies and specifically, previewing vocabulary and analyzing text structure” (Marinaccio, 2012, pág. 14).

In the while-reading stage, the learners also need metacognitive strategies such as self-questioning, self-monitoring, and problem-solving to clarify understanding (Allen, 2003). The metacognitive strategies play an important role in this stage since it makes the reader reorder the information that he/she has read from the text enabling him/her to get a wide view of the text.

Finally, in the post-reading stage, readers need to evaluate the strategies they used and the quality of their comprehension, and they need to respond to this self-evaluation by asking themselves what they try to do, how they plan to do it, and how well they can do it. All of these questions help them evaluate whether their course of action was effective or not.

Self-questioning (sometimes simply referred to as ‘questioning’) is a comprehension strategy through which the readers ask questions ‘in the head’ to check that they are understanding what they read. Readers instinctively and purposefully ask questions before, during and after they read and they attempt to answer the questions as they interact with the text (Acer.org, 2020).

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2.5.4 Reading skill and subskills.

The reading skill has 5 main sub-skills, which are reading for specific information, reading for gist, reading for detail, extensive reading and intensive reading. The purpose we have for reading determines if we read something quickly or carefully and how much detail we need. (O’Sullivan, Barry. , 2020). For that reason, there are 5 reading sub-skills.

Reading for specific information (scanning) is when the learner does not read the entire text because he rushes over the most part of it until he finds what he is looking for, instead. Reading for gist (skimming) is when the learner reads something quickly to obtain an idea of what the text is about. Reading for detail means reading every detail carefully and extracting the meaning out of every single word (Spratt, et al., 2011). Last but not least, extensive reading is another way of reading which involves reading long segments of text. The attention and interest changes as the learner reads. The learner may skim through what might seem boring or read in detail what may seem interesting and catches our attention. As to the last one, intensive reading is to search for particular words in a text related to a certain topic or ask them to study the grammar of a specific sentence (Spratt, et al., 2011)

Reading skill is complicated because it requires a good understanding of letters, words and sentences. Readers must also be able to understand the coherence (the way which ideas in a text are linked logically) and cohesion (the way in which different parts of a text refer to each other) of the text in order to grasp what they are reading. By performing these sub-skills in our daily live, our reading comprehension improves since we are constantly performing low-level processing (to build up meaning at a sentence level) as well as high-level

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processing (to build up meaning at a whole text level) which stimulate the cognitive processes that are vital for learning such as decoding, thinking, knowing and remembering.

2.5.5 Assessment

In order to assess reading is important to stipulate which sub-skill will be assessed; to select the most suitable reading texts and to include a variety of tasks such as gap filling, matching, WH questions, multiple choice questions, true or false questions, and yes-no questions to assess the students’ performance. (O’Sullivan, Barry. , 2020).

In addition to that, it is also important to choose the correct rating scale to assess. As reading is a receptive skill, the most appropriate rating scale is the holistic/global one which gives one overall score. The reading tasks has to be weighted in order to obtain information about the students’ performance (O’Sullivan, Barry. , 2020). According to Weir (2005) “the main goal of reading comprehension tests is to measure reading mastery without stressing grammar or spelling”. Therefore, reading comprehension assessment should target not only students’ comprehension of a text but also the factors that facilitate or impede this comprehension.

In accordance with Carr and Harris (2001) quoted in Habib (2016) “Assessment is an integral part of instruction...effective classroom assessment is relevant to immediate learning.” Through the assessment, teacher can confirm whether the students have learnt what they have been taught.

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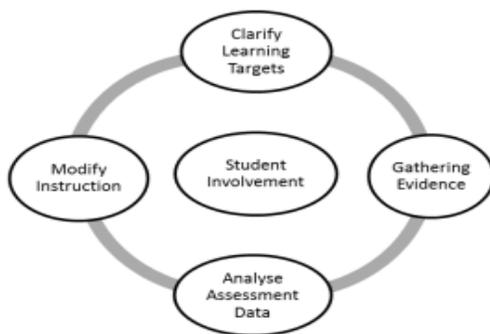


Figure 11 Classroom Assessment Cycle. Retrieved from <https://acortar.link/mxJsd>

The assessment has to be performed in three main stages. The first stage is the diagnostic assessment. The diagnostic exam is the process of diagnosing learners’ strengths and weaknesses in the very beginning of a foreign language course. It greatly facilitates teachers’ task to tailor instructions, meet the learners’ needs, and helps them plan classroom activities appropriate for their level (Habib, 2016, pág. 5)

The second stage is formative assessment. According to Black (1995) “this type of assessment can be referred to as continuous, interactive, and dynamic. This means that it aims at knowing about how learners are progressing and where they are having troubles” (Habib, 2016, pág. 6). It also helps teachers to make the necessary changes so as to offer more opportunities to practice and correct their own errors

The third stage is summative assessment. This type of assessment provides evidence about whether the students met the expected learnings of the course or not.

Furthermore, it marks the important stages of learners’ development and should be formally recorded in the form of scores and marks. More importantly, it should be planned in advance so that learners can have enough

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time to prepare themselves and gain confidence in whatever area they are assessed in or about (Habib, 2016, pág. 7).

Performing these stages throughout the course is very important since it will help the teacher to be informed about the students' English knowledge from the beginning to the end. The results to be obtained in the diagnostic exam will give information about the students' linguistic needs and thus proving a starting point to start working. Through the formative assessment, it will be possible to gather information about the process the students are having throughout the course as well as to identify the things that work in the classroom. This stage will also serve to identify the areas where changes have to be done and to make some instructional adjustments in order to improve the teaching-learning process.

The summative assessment will serve to obtain information about whether the students accomplished the course objectives or not and thus elaborating an action plan to fill the gaps that appeared in the last course.

2.5.6 Additional Factors.

In addition to the factors that have been already checked, there are also other factors that have influence on the teaching-learning process. The students' level of English is another important factor during the instruction as it serves as a starting point to continue working

It is stipulated that only 3% of students have the knowledge and skills required for secondary school accreditation. This means that only 3 percent of students have a B1 level according to the Common European Framework of Reference for Language whereas 79% of students graduating from secondary education are placed in lower levels than the one

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established by Secretaria de Educacion Publica (SEP) to accredit secondary education (Mexicanos Primero, 2015, pág. 86).

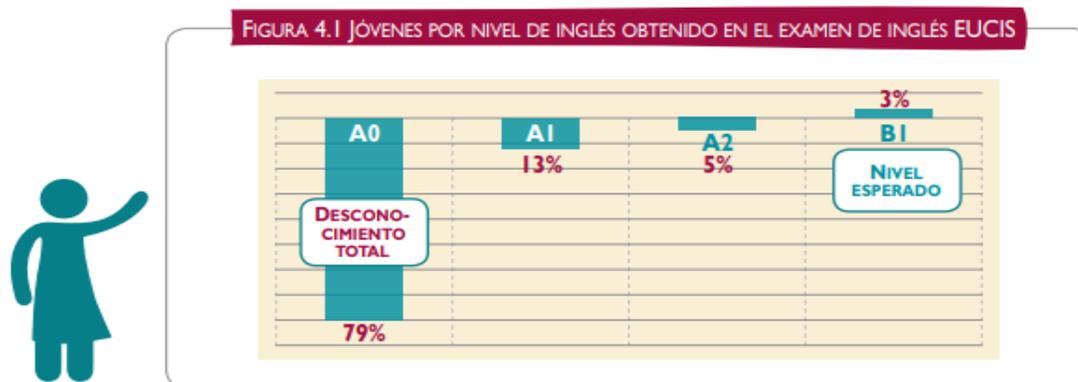


Figure 12 Results of the EUCIS English exam. Retrieved from shorturl.at/gmEH0

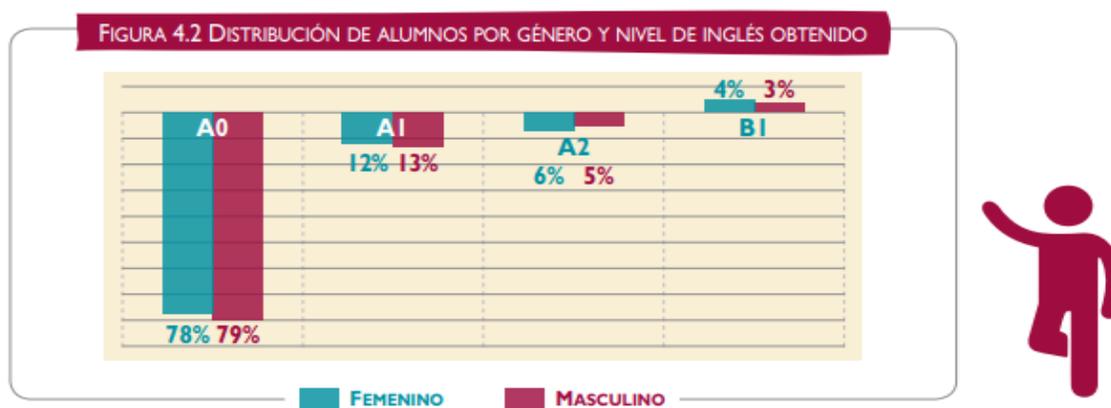


Figure 13 Results for Gender. Retrieved from shorturl.at/gmEH0

This reality is present in both high and low socioeconomic students since in both cases the pattern of the results is the same with the majority of students with level A0 - no knowledge of the language (Mexicanos Primero, 2015, pág. 87).

This data surely frightens and disappoints, but it also opens up a wide variety of opportunities and analyses to strengthen the teaching-learning process at this educational

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level since the number of students who graduate with a satisfactory command of the language is low. This certainly sounds negative, but can also allow the learning process go hand in hand for all the students, closing the possibilities that some students are disadvantaged or prejudiced. However, the possibility of having students with an adequate level of English is not discarded. If this situation presents, the students, who have a good level of English, would be a fundamental part of the progress of their classmates since they will be auxiliaries during this process.

There is a saying that says: To teach is to learn twice. Well, peer learning consists of acquiring knowledge and developing skills through the active help and support of peers of the same or higher level (Gogus, 2018). It is about helping others to learn and, in this process, also learning oneself.

When students are actively and positively involved in a process of helping each other, social cohesion is promoted and learning is much richer and emotionally sustained. Helper and the student helped become more aware and strategic when it comes to learning. However, the success of this methodology requires careful preparation from the teacher. It's just not about asking students to gather and sit around and finish. Things are not so spontaneous, but require proper monitoring and accompaniment.

An advantage to carry out this type of learning is that the difference in knowledge between the student helped and the helper can be reduced. Therefore, this practice will be more attractive and more stimulating for both sides, which in turn will make them more aware that they are walking together a path to a higher level of knowledge and will feel more motivated.

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To conclude with these relevant need and based on the information provided by the authors so far, new information can be added to the previous definition of the teaching-learning process. The definition reads as follows: The teaching-learning process is a constructive process that involves the constant interaction between the teacher and the students who can support each other to reach the expected learning outcomes. Such individuals are loaded with both internal and external characteristics, for example the learning style, level of English and learning strategies; which nurture and contribute to meaningful learning. Addition to that, the teaching-learning process has the purpose of creating an optimal work environment where students feel free, confident and motivated.

Reinforcing the definition above, Huitt (2003) mentions that the teaching-learning process is a complex system that can be influenced by not only school, classroom, teacher and students but external and internal factors, as well. This process is mainly divided by 4 categories which are context, input, output and classroom processes.

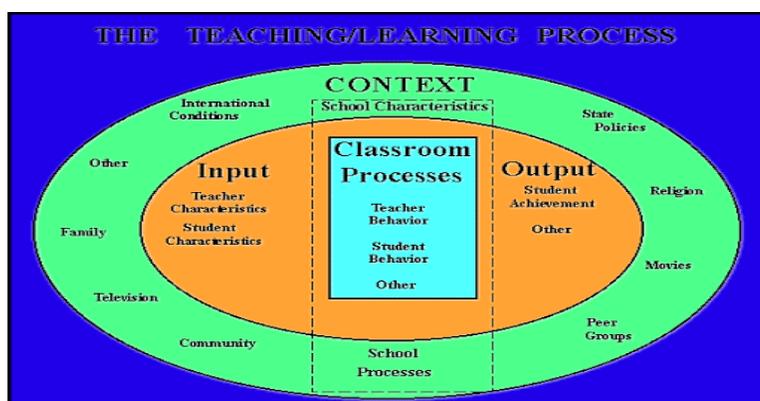


Figure 14. Huitt’s framework. Retrieved from <https://acortar.link/HU3GC>

Context involves all the factors that come from outside and might influence teaching and learning. Some factors can be: Family, peer group, religion, culture, social media,

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international conditions and others. As to input, these are the characteristics of the teacher and students that they bring with them to the classroom. This category includes beliefs, knowledge, thinking and communication skills, personality, teaching or learning style, intellectual abilities, prior knowledge and attitudes for both of them (Huitt & McIlrath, 2009).

Classroom processes refer to all variables or roles that might occur in the classroom. Planning (activities a teacher might do to get ready to interact with students in the classroom), managing (monitoring students' behaviors) and instruction (guiding students to learn) are some of the roles that the teacher can play inside the classroom.

Respecting with the students, Huitt (1983) mention that there is an important variable the students make in the classroom. This variable is known as ALT which stands for Academic Learning Time. ALT is defined as the amount of time students are successfully covering the content that will be tested.

This variable is a composition of 3 extra variables:

- Content overlap: the percentage of the content covered on the test actually covered by students in the classroom
- Involvement: the "amount of time students are actively involved in the learning process
- Success: the extent to which students accurately complete the assignments they have been given.

The last one is Output category. This is the measure of students learning through an instructional process. This category projects how much the students have learned or how well the students have done on a standardized measure of student achievement in a basic skill.

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These 4 categories work together and determine the effectiveness of the teaching-learning process inside the classroom.

After all the definitions of teaching-learning process, I conclude that the teaching-learning process is a collaborative work among the teacher, school, students, society, family which have their own beliefs, attitudes, knowledge and skills acquired through in-school or out-school experiences, family, religion, and culture. This union of agents has the purpose of achieving improvements on the academic and personal side of each individual that form a vital part of the teaching-learning process.

Additionally, it is a process that not only seeks to evaluate the knowledge of students but also that of the teachers as both sides are part of this process and need to be monitored constantly to identify the areas of improvement and opportunities.

2.6 Key Questions This Case Will Attend.

During this research, questions were used to help make a reflection and self-evaluation about the improvements achieved through the implementation of reading strategies as a tool to enhance reading comprehension.

The questions read like this:

- How were the Reading-subskills affected through the use of reading strategies?
- How was confidence influenced by the reading strategies?
- What impact did the reading strategies have on the students’ English comprehension?

CHAPTER II

“READING STRATEGIES TO FACILITATE READING COMPREHENSION”

III. Topic Development.

The following chapter has the intention of attending the key questions in order to analyze the lessons promoted. This chapter will be constructed based on the three questions previously mentioned. These questions will be answered at the end of each class analysis. I will be focusing my analysis on 4 classes which cater to the key questions of the research and are widely centered on the improvement of reading comprehension process.

The reason why the number of analyzed classes is four is that throughout the first 4 periods of practice, which began on August 17, 2020 until January 22, 2021, it was impossible to have direct contact with the learners owing to institutional and administrative situations which ended up affecting the way of working with the students. In these 4 periods of practice, the students were just provided with worksheet and videos and had no opportunity to receive synchronic classes.

Despite this situation, it was possible to gather information about the learning process that the students were having throughout the periods of practice. This information was obtained mostly through asynchronous classes. Five reading strategies were implemented and worked on. These are the following.

*Scanning strategy

*Applying image strategy

*Guessing meaning from context strategy.

*Making prediction strategy

*Summarizing strategy.

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The applying image and guessing meaning from context strategies were worked on in hand. Therefore, the analysis of one class answered the key questions for both strategies

3.1 Class one: Scanning.

This class took place with 3F, which was the study group, on October 27, 2020. The students were given 4 days to complete the activity because of the head teacher’s recommendations. The topic to be worked on was to talk about cultural habits of different countries accompanied with the introduction of the scanning strategy. The objective of the lesson was that at the end of the lesson students should be able to incorporate reading strategies in a text (Past simple) using specifically the scanning skill (APPENDIX D).

“Scanning is a form of quick reading, which we use when we want to look for something specific within a text” (O’Sullivan, Barry. , 2020). We can also refer to it as ‘reading for specific information’. In order for the learner to be able to use this strategy, he/she has to recognize the basic units of the text such as letter and words to build up meaning at sentence level (O’Sullivan, Barry. , 2020)

Due to the school current policy, it was prohibited to deliver online class as a measure to prevent students from getting exposed to situations where their integrity could be harmed. For that reason, it was impossible for me to deliver a synchronous class, so the material (worksheet and a teacher-made video) was sent to the Messenger group.

According to Krombab and Harms (2008):

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As an assessment tool, worksheets can be used by teachers to understand students' previous knowledge, outcome of learning, and the process of learning; at the same time, they can be used to enable students to monitor the progress of their own learning (Lee, 2014)

The worksheet would play an important role in this first class because it would give information about students' performance in this first cognitive strategy. However, it would not be just the worksheet, but a teacher-made video, as well. The video would facilitate learning.

According to Vierstra (2020), “teacher-made videos can be a great way to support all students, especially the 1 in 5 students who learn and think differently”. Through teacher-made videos, you can tailor the instruction to their needs and bring a personal connection to the online learning environment (Vierstra, 2020).

In order to make the video, I took into consideration everything students needed to know about the strategy. As I knew the strategy was new to them, I tried to be as clear and articulate as possible, so I used a power point presentation to set an example of how they had to do it. This presentation consisted of 3 main parts. In the first part, I explained the steps that we had to follow in order to find specific information using the scanning strategy. Then, I moved on to the second part which was an activity practice. This activity was an example of how students had to implement the steps to scan a text. Therefore, I was very careful when explaining because it would depend on this whether the student would understand the strategy or not.

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Finally, the last part consisted of answering some questions. I answered the first question so as to model how they had to do it and left the remaining questions open for the students to answer, so that they could practice the new strategy (APPENDIX E)

- Link of the video: <https://youtu.be/ksC9voZpX3s>

Students were expected to watch the video so that they could get familiar with the way the scanning sub-skill is implemented while reading. As it was mentioned before, this video and the worksheet were the only ways to communicate with learners since the interaction with them was extremely limited. Despite the fact that we were not having synchronous classes, students’ commitment was present in the delivery of the tasks. The number of students who handed in the activity was 10 out of 16 students. The performance for group is presented below.

The work construct only contained a task related to the reading for specific information sub-skill (APPENDIX F).

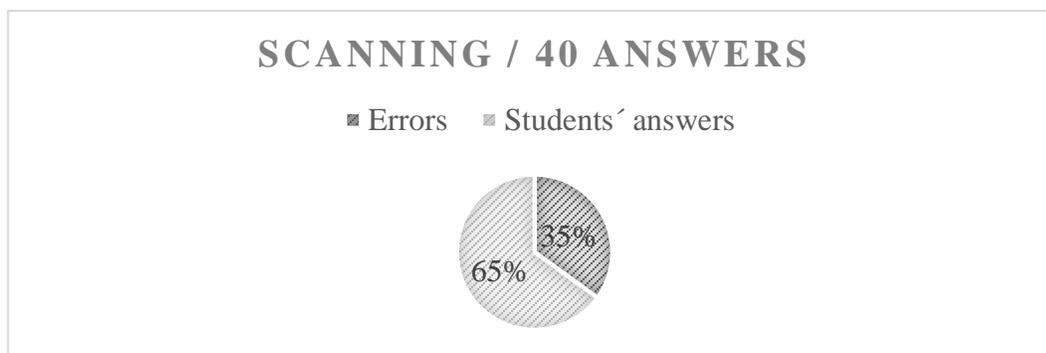


Figure 15. Number of Students who applied the Scanning Strategy correctly.

In this activity, students had to apply the scanning strategy to look for specific information in the text so as to answer questions. However, students first had to review a short briefing

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about the strategy and the steps they had to follow to scan the text so as to refresh what they had understood from the video. As it can be observed in the graph above, students obtained 65 percent of correct answer in total whereas the errors got 35 percent, an equivalent of 14 incorrect answers. Although the results were not as expected, I observed that the students achieved 65 per cent or the equivalent of 26 correct answers for their first time using the strategy.

This may have been achieved by the video, which was undoubtedly a decisive factor to help students understand the strategy, but may have not been good enough for all students since there were learners who apparently did not know how to apply the strategy. It was useful for some of students, but it was insufficient for the rest of learners, as well. As the strategy and the new modality of working were new to the students, a bunch of questions about how to use the strategy may have risen in their minds and besides, the lack of the teacher’ support to clarify doubts or answer questions about the activity led some of the students not to be able to use it correctly.

Despite this unfortunate scenario, I came to various conclusions in regards to students’ performance in the activity after analyzing their outcomes (APPENDIX G). The first conclusion was that they video may have not been bad at explaining the strategy, but it would be necessary to make some instructional adjustments in the way I presented the content. Instead of just setting one example, I would set more so students could grasp it faster and easier. Addition to that, I would pay more attention to my pace speech because this may have been a factor that prevented the students from understanding what I was explaining. “If

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speech is too fast, then listeners will not have time to assimilate what is being said” (Effective Speaking., 2013)

Another conclusion I reached was that there was the possibility that students may have employed this strategy before as their performance in the activity was regular which opened up the possibility that the teacher had already taught and instructed learners in reading strategies. However, the head teacher dismissed this point when asked. Last but not least, the last conclusion was that there was an urgency of teaching learners these reading strategies as soon as possible since they were in their last year of secondary and were still not able to read and understand short texts. In accordance with the Aprendizajes Clave (2017), students of secondary education should have a B1 level based on the Common European Framework of Reference for Languages. This means that students would be able to understand texts that consist mainly of high frequency of everyday or job-related language at the end of the secondary education. (Council of Europe, 2016)

Having chosen the scanning strategy as the first strategy to be introduced was the most appropriate thing to do since the students needed to start from lower-level processing exercises to higher level processing exercises to begin understanding the language. According to an article (2020) called “How do we know how people read” by British council, reading involves different skills: lower-level processing and higher-level processing.

Lower-level processing refers to recognizing the basic units of the text such as letters, words, and building up meaning at sentence level whereas higher level processing is when we form an overall understanding of paragraphs or the whole text (British Council., 2020).

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For that reason, I decided to introduce the scanning strategy as the first one since its use did not demand a great understanding of the language.

This would enable students to be able to use it. Addition to that, the students would start learning English at least at a sentence level which in turn would benefit their habit of reading in English.

3.1.1 How were Reading-subskills affected through the use of reading strategies?

The implementation of the scanning strategy was a step towards positively impacting students’ overall reading comprehension. The reading sub-skill affected in this class was “reading for specific information”, but the impact this strategy had in this first class was regular due to the students’ lack of familiarity and knowledge of the strategy.

Although the impact was regular as just 50% of students showed understanding of the strategy, it is expected that the students will understand the strategy more deeply as they work on it over time.

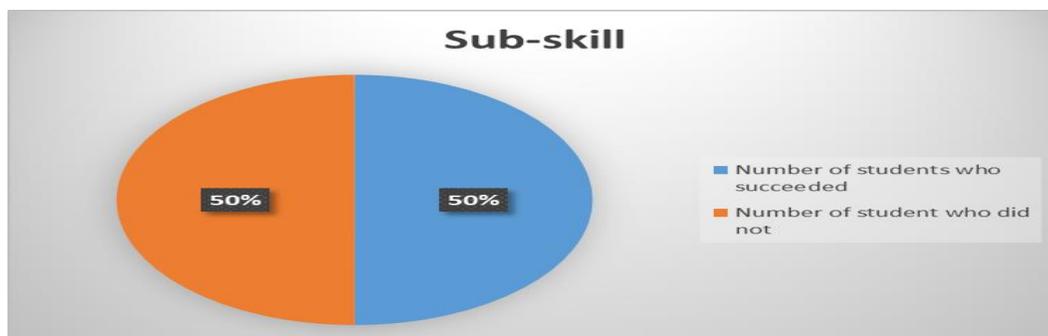


Figure 16 Percentage of the Students Who Used the Strategy Correctly in the Activity

Having a look at the graph, I noticed that the situation was at a mid-point as the group was divided by students who succeeded and students who needed some help. For that reason, it

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would be necessary to pay close attention to the process of students who experienced difficulties using the strategy to correct and clarify what they had understood, as well as students who obtained good outcomes in order to polish and reinforce what they had understood. However, a little more attention would be given to students who needed more help in order to bring them up to the level of the students who performed well in this first activity, of course, without neglecting the other students.

The scanning strategy would be worked on in future activities, so students would have opportunities to practice it. It would be very important to monitor the learning process of the students in order to help them in case they have difficulties or doubts. The monitoring and practice that the students would receive in relation to this strategy would help them to repair their comprehension at a sentence level since the students would have to identify the basic units of the text to build up meaning.

The scanning strategy is of utmost importance for reading since its use covers one of the purposes for which we read. The purpose we have for reading determines if we read something quickly or carefully and how much detail we need. Therefore, through this strategy, the students would be learning how to read quickly and find specific information within a text.

3.1.2 How was confidence influenced by the reading strategies?

As for students' confidence in employing the scanning strategy, I observed through a personalized analysis I did on each student work that there were cases in which the students copied answers since the students tended to get the same questions wrong (APPENDIX H).

This was a hint students were not feeling confident with what they had understood about the new strategy which led them to copy answers. Therefore, it would be very important in

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future lessons to ensure that the students understand the strategy through the videos and worksheets in order to increase their confidence. “The more confident you feel, the better you perform” (Briggs Sagga, 2014) Besides the analysis, a survey was carried out to find out how students felt before, during and after the activity. The results are presented below:

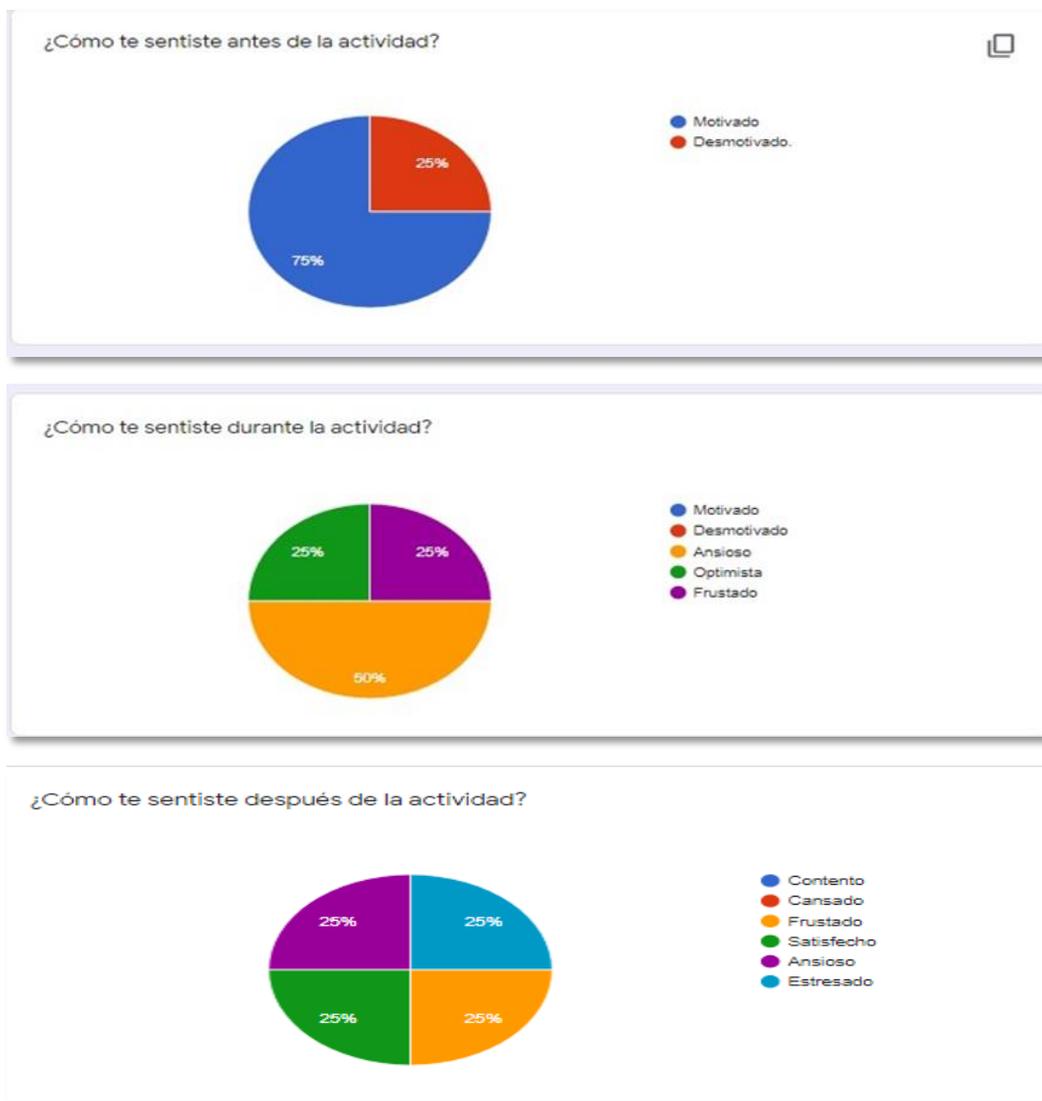


Figure 17 Results of the Survey (Socio-emotional)

Taking a deep look at the question number 2, which answered how students felt during the activity, I observed that the majority of the group reported feeling either anxious or

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frustrated while doing the activity. In my point of view, this anxiety or frustration may have been caused by the situation students were at in which the contact with the teacher was very limited that the only ways of communication were teacher-made videos and worksheet. Besides that, students may have also felt anxious and frustrated while the activity because they did not understand what they had to do in the activity.

Even though the video tried to be as articulate as possible, there were learners who did not fully understand how to apply the strategy which led them to a state of frustration and anxiety. In regards to this situation, there was a dialogue with the teacher about the possibility of proving the learners with another means of communication.

This new means of communication would be the WhatsApp group which would serve to clarify and answer the students' questions about the activity. The teacher accepted and added that he would change the settings of the group so that all members of the group could write messages in the following classes.

By this more direct way of communication, the students would have the opportunity to ask questions and receive clarifications about the activity and the strategy, as well as to have a closer contact with me, which would help us to get to know each other better. “The student-teacher bond is the main support on which academic knowledge is based and, as such, it will help the integral development of students, both in the social, personal and professional spheres” (Sparks, 2019)

3.1.3 What impact did the reading strategies have on the students' English comprehension?

Since the only instrument to view the impact the scanning strategy had on students' English comprehension was their outcomes, I concluded the strategy on its first day of use

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achieved that the half of the students landed or approached to the objective of the class. Although the other half of the group did not complete the activity correctly, it is hoped that the practice and monitoring they would receive in future lessons would help their understanding to increase.

Through the constant practice of this strategy, the students would get to process visually the individual words, identify and access their phonological, orthographic, and semantic representation to form an understanding of the underlying meaning of the sentence which would permit them to fully comprehend what they are reading at a sentence level. When the learners are exposed to comprehension language activities like reading, they start to construct a coherent mental representation of the language (Kendeou & Trevors, 2017). Therefore, the scanning strategy is vital for a strong English comprehension as it exposes the learners to scenarios where they have to perform low-level processing of the language to make sense of that they are reading in the Second language.

3.2 Class two: Making predictions.

The following class took place with the 3 F on December 14, 2020. The topic to develop was to read news related to Christmas day alongside with the introduction of the making prediction strategy. The main aim of the lesson was that at the end of the lesson students should be able to incorporate the making prediction strategy before and while the reading process so as to prepare and engage the students in the text (APPENDIX I).

Making prediction is a linguistic and non-linguist strategy that students employ to seek clues that are either language-based or not language-based in order to guess the gist of what

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will be read in the target language and includes knowledge of context, situation, text structure, personal relationships, topic or general world knowledge (Oxford University Press, 2020)

In comparison to previous classes, this time was allowable to conduct our very first synchronic class with the learners. The number of students who attended the class was 11 students out of 16. Unexpected but marvelous situation as the regular number of students who were working had gone down to 6 owing to personal situations.

This synchronic class went into 3 stages. The first stage consisted of presenting the new strategy in a personalized way with the help of a power point presentation. (APPENDIX J) Basically, the students were introduced with a brief explanation of the strategy accompanied with follow-up exercises so that the students got familiar with the “prediction” concept and the strategy. The second stage consisted of putting all that practice and theory into test. The work construct was compounded by a brief explanation of the strategy and a reading activity that involved making predictions before and while reading (APPENDIX K) This reading activity was divided into 3 short fragments of stories in which the students had to make predictions of what they thought the fragment was going to be about using the title and the picture provided to facilitate the process.

In this part I asked my students to share their predictions based on the picture and the title, but as expected, I did not receive participations, except for 3 students who shared their predictions but in L1. Using L1 is not detrimental since it is a strategy that learners occasionally utilize to help with learning English. Therefore, the use of L1 is not negative as long as they students don't use it in the entire English class (British Council., 2020).

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The participations I got from these 3 students were important but I wanted to make the effort to get students use L2, so I wrote 3 chunks of how to make a prediction in English on the chat box. Then, I asked my students to check them and try to use them to make a prediction. However, the learners kept struggling and showing shyness to speak.

In response to this, I asked them to write their answers on the chat box, instead. According to Warwick and Swabey (2020) “Asking the students to write their answers on the chat box can be an effective way to elicit and obtain participations from shy students”.

Almost immediately after applying this split-made decision, the students started participating. I was delighted with the participation the students had made that I congratulated them on making the effort. “Giving praise and encouragement to learners create and build rapport among the learners and the teacher” (Warwick & Swabey, 2020)

After this short before-reading task, the next step to follow was to conduct a group reading. In this task the students had to read the 3 stories fragments one at a time and try to figure out what it happened next based upon language-based and non language-based clues the short fragments offered. In order to conduct the group reading, the first thing I did was to select one student randomly to read a short part of the fragment and then I asked the same learner to select one of his or her classmate to continue reading.

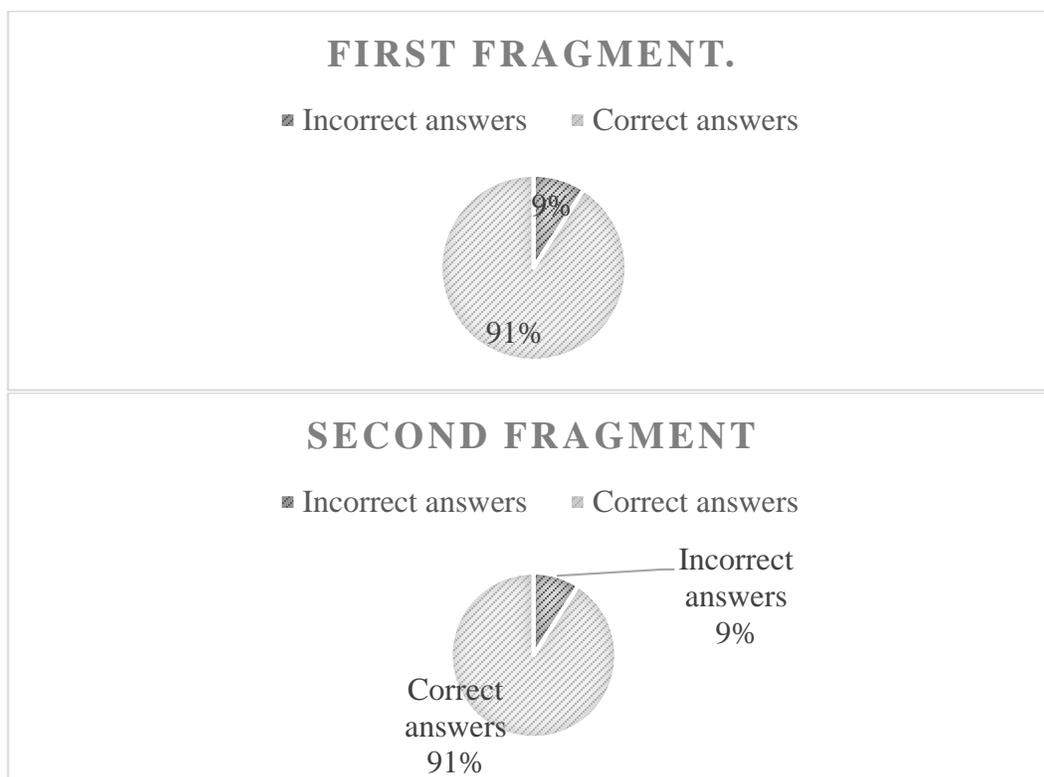
The aim of the reading group was to provide the learner with opportunities to enhance and develop literacy. Thus, I did not provide immediate feedback on their pronunciation. However, I re-read the sentences as to model the way the words should be pronounced. According to Warwick and Swabey (2020) “Online teachers can help learners to develop

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their pronunciation in much the same way as face-to-face teachers do: by modelling pronunciation and giving learners the opportunity to practice that same pronunciation”

After reading one fragment at a time, the next task was to make a prediction of what it happened next. As I knew it would take me too much time to collect participations from my students, I did add three possible predictions so as to make it easier for the learner and myself. I asked my students to re-read the fragments and the 3 possible predictions and then, I asked them to select the one they thought was the correct one.

This part of the class was so important as depending on the answer the student would select, I would notice whether the students were understanding or not the reading activity since there was just a reasonable answer per story fragment. The results of the activity are presented below (APPENDIX L)



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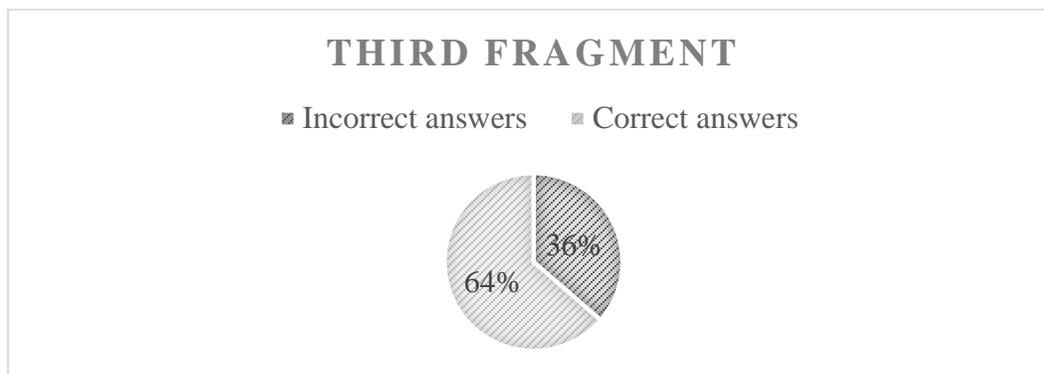


Figure 18 Results of the Reading Activity (Making Predictions).

As it can be observed in the graphs, students got most of the predictions right. In the first and second fragment, the students score 91% of correct answers whereas in the third fragment the students score 64% of correct answers. When I saw this, I realized the students did not have complications to find the correct predictions in the first two fragments and even though they struggled a little bit with the third fragment, the students still scored 7 points out of 11.

In each fragment, I added 2 distractors so student got confused and had to read again to confirm whether the answer they had picked was correct or not, but always ensuring that there was just one correct answer per fragment. Based on the results of the activity, I concluded that students had understood the short story fragments that enabled them to answer correctly.

Having used the chat box, it allowed me to monitor and collect the answers of each students since they had to send them to me in private. Finally, in the last stage, I provided feedback on my students answers and revised again the way we made prediction in English. Additionally, I collected some information about how they felt during the activity by asking them. The majority of the students expressed feeling interested in the reading activity and in

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the making prediction strategy. According to Bailey. E (2015) “Predicting helps students become actively involved in reading and helps to keep their interest level high”.

Certainly, students’ involvement and participation in the class was active. I noticed they felt comfortable and engaged in the class since they were participating a lot. In the beginning of the class, it was hard to get participations, but as the class progressed and with the facility of participating through the chat box, the students’ passive role turned into an active role. However, it would necessary in future lessons to work more on the confidence of the students because they were too embarrassed to speak and participate through the microphone. Speaking through the microphone would help the students to develop speaking skills as well, which in turn would nurture their understanding of the language. In addition to that, it would be also necessary to be a little more aware of the students who were not working as there was 1 student who did not take part in the class even once.

Based on what happened in the class, I could see that it was necessary for me to learn techniques to make the students practice their speaking skills and be more engaged with the class. Therefore, in the next classes, the emphasis will be placed on these areas of opportunity to provide the students with a better teaching process.

3.2.1 How were Reading-subskill affected through the use of reading strategies?

The making prediction strategy is a simple and meaningful strategy that engages the learners into what they are reading (Bailey, 2019).

Through the implementation of the making prediction strategy, I sought to benefit and enrich the reading subskill “reading for gist”. In accordance with Pappa (2015) “Gist is the overall meaning, the core idea, of a spoken and written discourse”. Reading for gist is an

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important sub-skill since it prepares the learners for deeper understanding by activating their schematic knowledge, which is all the background knowledge the students know about the topic, and using visual aids to set the topic.

In addition to the fact that the reading for gist plays a crucial role in the learning process, it is also considered to be one of the most difficult reading sub-skill to develop. According to Bradshaw (2020), “learners tend to find difficult to find the gist of what it is being heard or read which leads to poor understanding of the language”.

In the class implementing the strategy, it was observable through the students’ outcomes that they had understood better what they read and got engaged more easily with the text thanks to the making prediction strategy. Having let the learner to write their answers on the chat box and asked them to send their answers privately to me helped me confirm that the students were understanding what the text was about. Before implementing the making prediction strategy, the understanding the student got from what they had read was poor as when I asked them about what the text was about they became quite and did not participate which meant they had not identified the gist of the text.

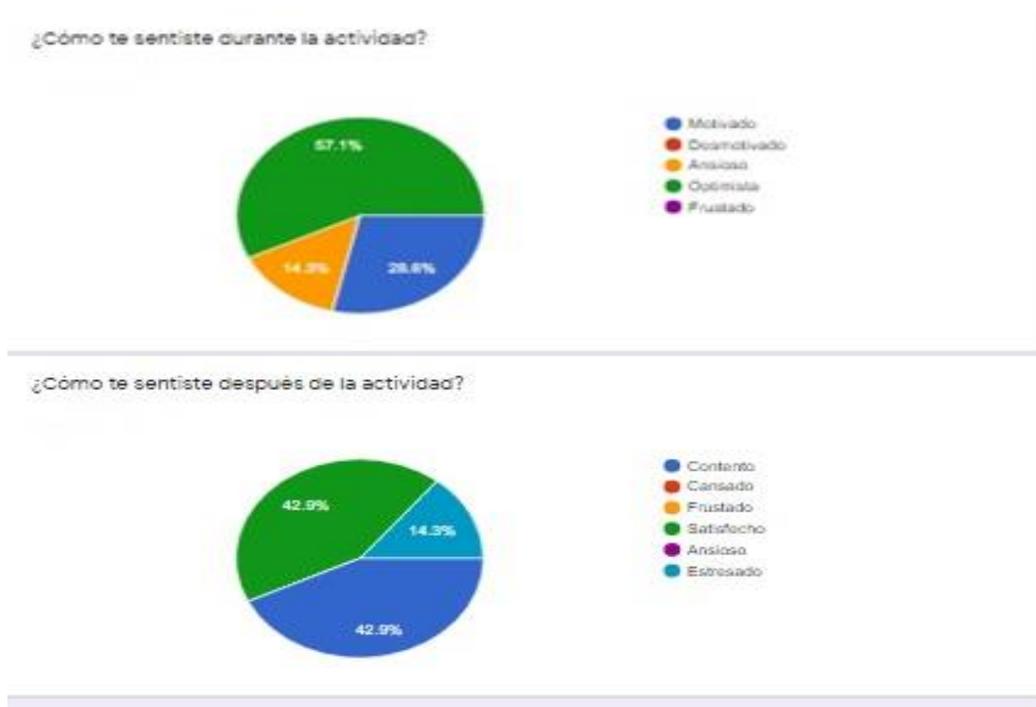
Nevertheless, in this class I got amazed as the involvement and understanding of students had increased which made the class go smoothly. The fact that the strategy of making predictions helped the students to understand the strategy meant a step forward in their learning process because thanks to this strategy, the students were able to find the gist of the three fragments more clearly enabling them to answer the reading comprehension exercises correctly.

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By the constant use of this strategy in future learning situations, the Reading for gist sub-skill will undoubtedly increase and become stronger, which will lead students to have a better understanding of the context in which the text is set as well as to straighten their cognitive learning processes.

3.2.2 How was confidence influenced by the reading strategies?

As to students’ confidence in employing the making prediction strategy, the students showed great interest in the class as their participation was consistent and effective. In order to ensure the students really experienced interest and enjoyment and not speculate anything, I conducted a survey so as to make sure that what it was reflected in the class was veridical. The results of the survey are presented below.



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Figure 19 Results of the Survey (Socio-emotional)

As it can be observed in the results of the first question, the students expressed optimism and motivation during the class. In point of view, this motivation and optimism may have been produced by the fact that the learners were not working as usual, but this time they had the chance to have their first digital class.

In synchronous classes, the interaction is regular and frequent which provides opportunities for discussion, individual guidance and mentorship (TBS staff, 2021). The students had more interaction with the object of study and with the teacher. This helped them to be more immersed in the activity. The differences between asynchronous and synchronous classes is that in the first category the students do not have the opportunity to interact with the teacher, their classmates and the topic of study whereas in the second category they can do this and also ask questions or participate in class, which encourage them to be more interested in the class (Bennett, 2020).

According to Steele, A. (2019) “One of the biggest benefits of active learning is the it keeps student engaged. They interact with a topic by working on activities that help reinforce knowledge, concept and skill”. Based on the information provided by Steele (2019), I concluded that the one of reasons why the students were more engaged in the class and felt

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optimistic and motivated was due to the fact that they were playing an active role in class, something different from what they had not done before since we had not had the opportunity to have virtual classes.

In addition to that, the strategy of making predictions came to give the students a new perspective on language learning by making them use parts of the text to make a prediction about the content of the text. The use of prior knowledge and the interaction with the text triggered the students' interest as many wanted to know whether their predictions were correct or not.

3.2.3 What impact did the reading strategies have on the students English comprehension?

Based on students' outcomes, the results of the survey and the checklist to record the participations from the students, I came to the conclusion that the implementation of this new strategy did not just impact and benefit the students English comprehension, but their attitude towards the language, as well. In times where the teaching-learning process can just be conducted through a digital environment, the interaction between the teacher and the learners can be hindering which may result in a little effective communication and little attention to the learners.

This lack of interaction can cause students' motivation to decline, as in these times there may be no spaces where the students and the teacher can interact freely. This was the behaviour I had observed in previous classes in which the only way of communicating was through a worksheet. However, in this occasion, the students showed positive attitude toward English and the factors that certainly made the difference this time was the implementation of this new strategy and the synchronous class.

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As the students felt comfortable and enthusiastic with the way we played with the language through the making predictions strategy, their performance in the class was high resulting in a high number of participation and correct answers. According to a representative University of Iowa study (2007), “the more confident you feel, the better you perform”.

As previously pointed out, many learners find it difficult to find the gist of what they hear and what they read, so the implementation and use of this strategy helped the learner to find it more easily by employing their prior learning and knowledge of the world. The impact of this strategy was positive as the students were more involved in the text and achieved better results. In addition, seeing the students’ attitude changed positively thanks to this strategy was a clear evidence that the impact of the strategy was beneficial and enriching for the students’ English comprehension.

3.3 Class three: Applying image and Guessing meaning from Context Strategies.

On January 11, 2020, the third class was conducted. The topic to develop this week was Christmas traditions alongside with the introduction of the applying image strategy. In this class, it was intended that at the end of the lesson, the students should be able to incorporate the applying image strategy to their set of reading strategies so that their reading comprehension got strengthened and improved as well as their confidence in working out the language (APPENDIX M).

The week work construct included previous strategies tasks such as scanning, making predictions, guessing meaning from context to reinforce their use (APPENDIX N). However, the new strategy was primordial in the criteria of this week work. As most of the previous

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lessons, features of flipped learning were employed in this week work. “Flipped learning involves learners receiving input via a video from the teacher for homework and spending lesson time putting that knowledge into practice with teacher support” (Warwick, Lindsay; Swabey, Marie., 2020). This week, I was not permitted to conduct synchronous classes, but I could employ the feature of using a video accompanied with exercises to aim my students to digest the new information (APPENDIX O). The number of students who handed in the activity was 5 out of 16. Unexpected situation as the regular number of students who had delivered the previous activities were 7. Nevertheless, the performance for group in each task is presented below.

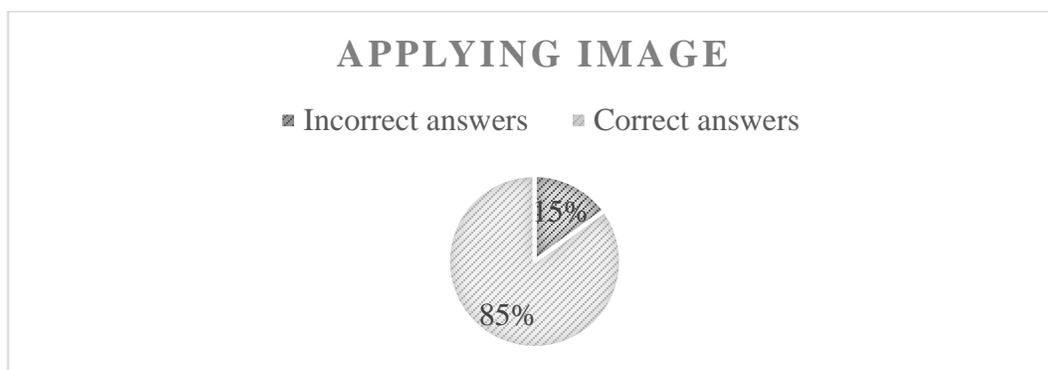
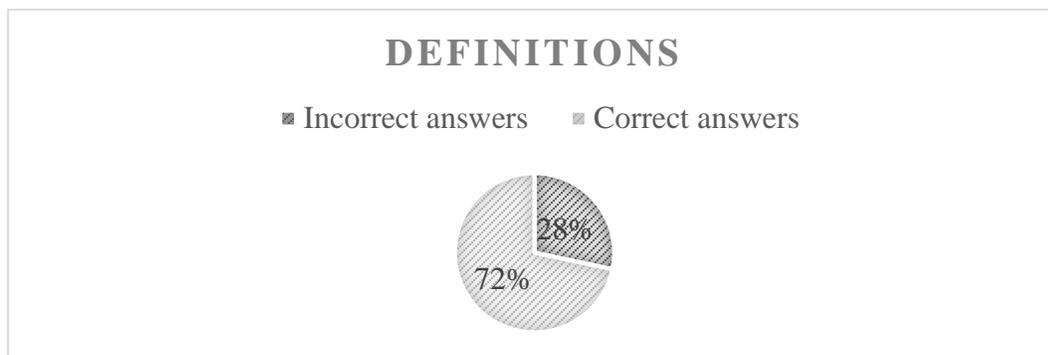


Figure 20. Results of the Applying Image activity

In accordance with Oxford (1990) “Applying image strategy involves the mental process for storing new information through an image” and a short description of the word. In this task, the students had to choose the correct word from the box and to place it under its picture. This strategy was well received by the students since the number of correct answers obtained was 51 out of 60

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To consolidate with the applying image strategy, the next step was to discover the written and spoken meaning of the vocabulary. In order to provide students with opportunities to discover and practice the target vocabulary and assess the students’ performance, I made use of the task type “cloze bank”. In the activity, the students had to make use of the vocabulary seen in the previous activity to complete sentences. The sentences were the definitions of each word.

The students apparently found the activity harder since their overall performance in the activity was 43 out of 60 compared to the previous activity in which the students obtained 51 out of 60. However, the gap between the results of this activity with the previous one is not large, which meant that the students received the task positively thanks to the practice activity they had had previously. According to Dr. Lynell Burmark (2017):

...unless our words, concepts, ideas are hooked onto an image, they will go in one ear, sail through the brain, and go out the other ear. Words are processed by our short-term memory where we can only retain about seven bits of information. Images, on the other hand, go directly into long-term memory where they are indelibly etched. (Parkinson, 2021)

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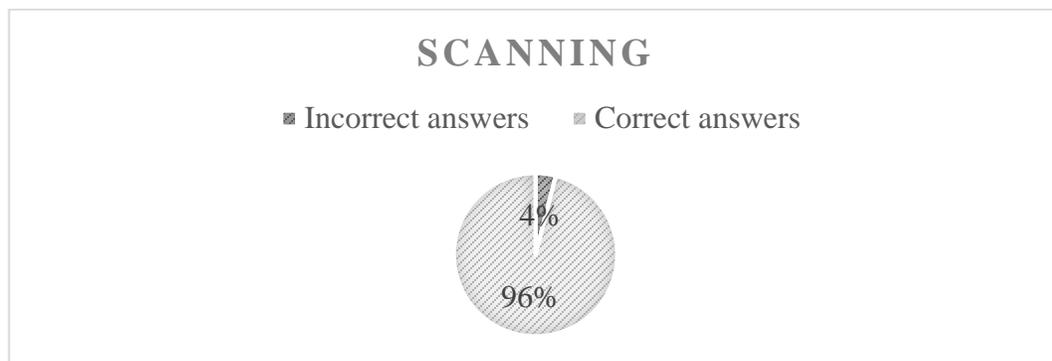


Figure 21 Results of the Scanning Task.

The third task was related to the scanning strategy, which has been used since the beginning and due to that fact, the results obtained were marvelous scoring 23 out of 25. All the students got all the answers right, except for one student who failed in 2 questions. However, it can be observed that on account of the constant emphasis and work on this strategy in previous activities, the students have reached a point where they have already understood the strategy almost entirely. By improving the ability to employ the scanning strategy, the reading sub-skill “reading for specific information gets benefited, as well.

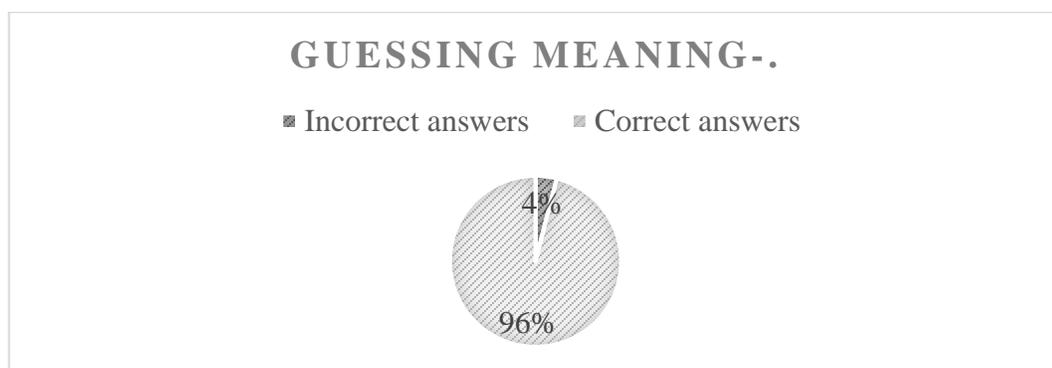


Figure 22 Results of the Guessing Meaning from Context Strategy

According to Oxford (1990), “guessing meaning from context is to deduce the meaning of a word by reading the words that surround the unknown work” or by looking a picture of

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the word. The applying image strategy and this one are so familiar owing to the mental processes for storing and deducing they demand that, when used, they enrich the word recognition skill which help the learner to develop a stronger reading comprehension (Gough, 1986).

In this last activity, the students had to find the meaning of 5 unfamiliar words in the text by reading carefully the sentence where these words were and by paying close attention to the pictures that accompanied the text. The student’s performed marvelously scoring 24 out of 25. As the same situation to the scanning strategy, this strategy had been relevant and worked on in previous activities and perhaps for that the reason, the students have reached the same point that in the scanning strategy.

3.3.1 How were Reading-subskills affected through the use of reading strategies?

After checking the results obtained in this work week (APPENDIX P), I could see that the students’ reading comprehension was improving as their performance in the different tasks was increasing positively. According to Carrell (1989) quoted in Wang (1986) “Readers’ strategy use while reading demonstrates their interaction with written texts, and effective use of strategies can improve their reading efficiency and text comprehension”

Additionally, the applying image and guessing meaning from context strategies served as booster to increase the effectiveness of the scanning strategy since the students obtained high percentage of correct answers in this scanning task. According to Wixson (1994)” The reading strategies are actions that support each other and are actively performed by the reader, before, during and after reading. These actions will allow him/her to construct meaning to the text, broaden his/her competences and be more efficient” (Wang, 2016). These new

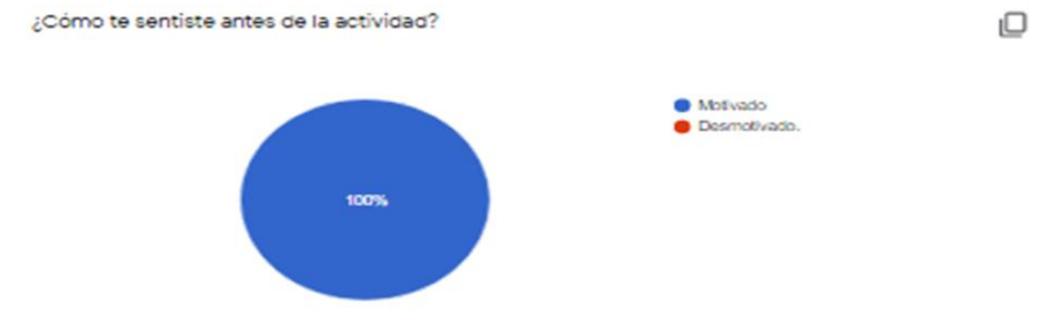
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strategies ensured the learner to get the most of the sentence enabling to comprehend better what he/she was reading at the sentence level. For that reason, the students obtained good results in the multiple strategies tasks

Addition to that, the applying image and guessing meaning from context strategies support and help the learner to work on and develop the word recognition skill which is vital for a strong reading comprehension. “Word recognition is the foundation of reading; all other processes are dependent on it” (Snowling & Hulme, 2011). In conclusion, the reading for specific information sub-skill got benefited by these new strategies which helped the learner to build up a meaningful meaning at a sentence level in the multiples activities.

3.3.2 How was confidence influenced by the reading strategies?

The confidence of the students employing these new strategies remained the same during the reading activity as in the previous classes. Although the strategy was new to them, they did not have complication to understand how to employ the strategies thanks to the videos that students were provided. The results of the survey are presented below.



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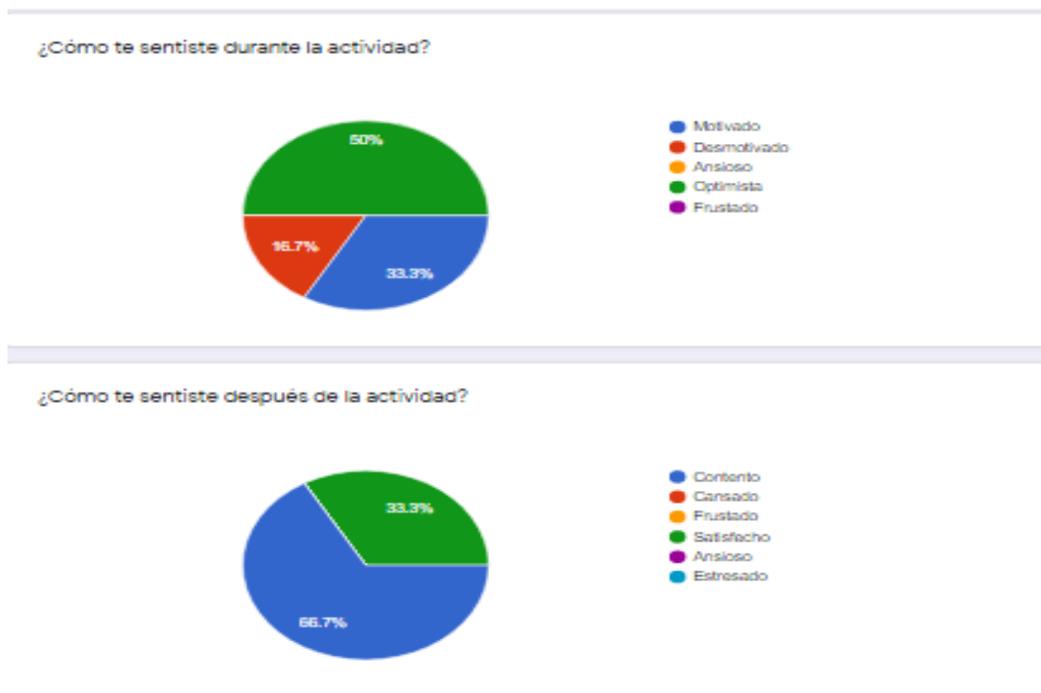


Figure 23 Results of the survey (Socio-emotional)

Taking a look at the questions number 2 and 3, I concluded that the students felt confident with what they had understood about the new strategy since, on the contrary of the other strategies, the students felt optimistic and motivated in their first time using the strategy. The results of the survey verified that the students were feeling comfortable with the process and performance in the activities they had been doing. According to a representative University of Iowa study (2007), “the more confident you feel, the better you perform”.

The truthfulness of quotation was confirmed by observing that the results of the survey always fit perfectly with the outcomes the students yielded in the activities

3.3.3 What impact did the reading strategies have on the students’ English comprehension?

The impact that the scanning, guessing meaning from context and the applying image strategies have had on the students English comprehension has been positive since it seems

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the students are starting to grasp the language in situation in which low-level processing of language is vital.

Based on the students’ outcomes and the results of the survey, I concluded that the implementation of these three strategies was impacting and benefiting the students English comprehension meaningfully. The students were showing ability for employing different strategies in their learning. According to Oxford (2009) “Successful and independent readers use a range of strategies to understand an authors’ message”. Therefore, the students are on their way to become successful readers as they progress in their learning path.

The students find themselves in a scenario where they are starting to grasp what they read at sentence level compared to the situation where they were at the beginning in which the students struggled to understand ideas from the text and to find the gist of the text.

Addition to that, through the strategies that they have been using, they are developing the two critical skills that are indispensable for a skilled reading comprehension which are language comprehension and word recognition. (Gough, 1986). Through the constant reading, the students are getting exposed to language which means that they are starting to learn how the language structures words as well as to acquire knowledge of the language. (vocabulary, literacy knowledge etc.) While through the applying image strategy and guessing meaning from context strategy, the learners are developing the word recognition skill which involves knowing how to pronounce the word correctly, how to spell it and knowing their meaning.

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3.4 Class four: Summarizing

The following class took place with 3F on March 8, 2021. As usual, the students were given 4 days to complete the activity because of the head teacher’s recommendation. The topic to develop was youth rights accompanied with the practice of the summarizing strategy. The objective of the class was that at the end of the lesson, students would be able to use the summarizing strategy to get deeper understanding of a text (APPENDIX Q).

According to Oxford (1999), “summarizing is a cognitive strategy that the learners use to make sense of learning”. Summarizing is concisely drawing together the salient points from a passage (Ferlazzo, 2018)

In comparison to the previous class, we were not allowed to conduct synchronous classes as I was just allowed to deliver digital classes every other week. Having said this, the students were provided with an activity and a teacher-made video this week (APPENDIX R). The number of students who handed in the activity was 7 out of the 16 who were supposedly working online. Although, the number of students who completed the activity appeared to be low, the reality was that there was an increase in the number of students, who completed the activity, compared to previous classes.

The work construct consisted of 5 sections that assessed the students’ ability in employing the summarizing strategy, as well as the scanning strategy (APPENDIX S). However, the emphasis was on the improvement in the use of the summarizing strategy for it had been only worked on 2 times.

In the first task, the students were asked to think of all the rights they knew they had as teenager and select four of them. Finally, they had to write them down inside the bubbles of

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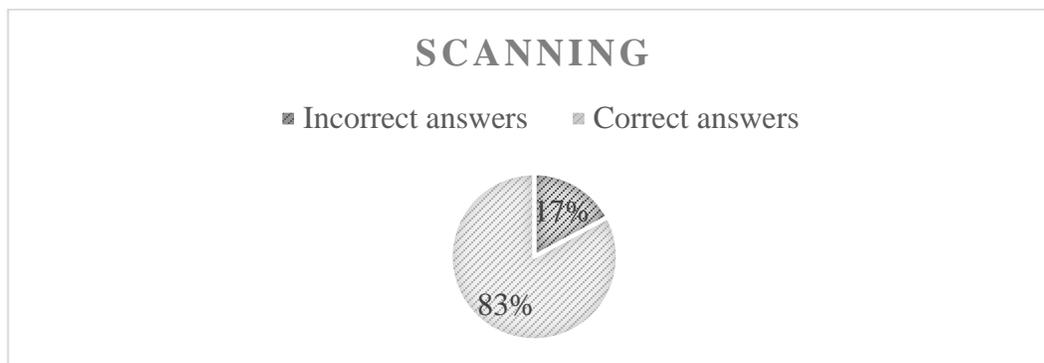
the task. This task was a content-based language task as it intended to get the students familiar with the topic and prepare them for the following task in which the students were going to look at the 43 rights they had based on the convention on the rights of children. After that, they were going to employ the scanning strategy to obtain specific information. All of the students who handed in the worksheet completed this first task

In the second task, the students were asked to look at the convention on the rights of children without deepening into them so that they could just glance over them to identify the aim of the class. After the students had a look at the article, the next sub-task was to select 5 of them randomly and then, they had to deepen into the rights chosen to find out what they were about. Once the students found out what these rights were about, the last sub-task was to write them down on their notebook. The use of skimming was indispensable to complete the activity.

All of the students completed the second task successfully. “Skimming is when we go through a text quickly to understand what it is about and to see if we need to read it more carefully. We can also refer to this as ‘reading for gist’” (British Council., 2020). The third task was a true-false activity. The students had to circle whether the answer was right or wrong based upon the article by employing the scanning strategy.

They had to read the statement, then to go to the article, locate the article the statement was referring to and finally, to find keywords to locate the answer. The students got 29 points out of 35.

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As it can be observed, the students showed great skill at using the scanning strategy. As it has been pointed out previously, this strategy has been worked on from the very beginning, so it is most likely the students get better score in activities in which the scanning strategy is vital. However, the score and percentage the students got in the previous class was higher than this one with a 94 percent of correct answers. A factor that may have affected the student’s performance was the attitude and emotions the students experienced during the activity. According to the survey conducted to investigate about the students ‘satisfaction with the activity, 30 percent of the students pointed out feeling either frustration and anxiety during the activity. This data explained the reason why some of the students showed less success in the realization of this third task. The results of the survey are presented below:

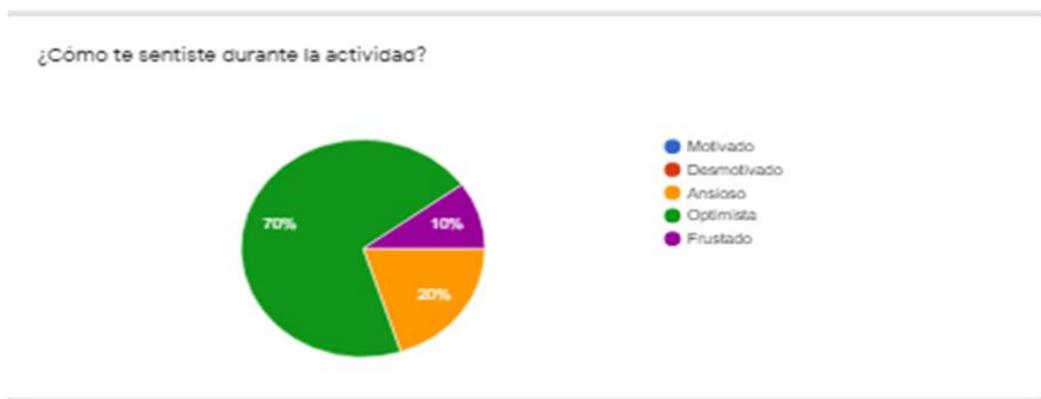


Figure 24 Results of the Question “How did you feel while the activity?”

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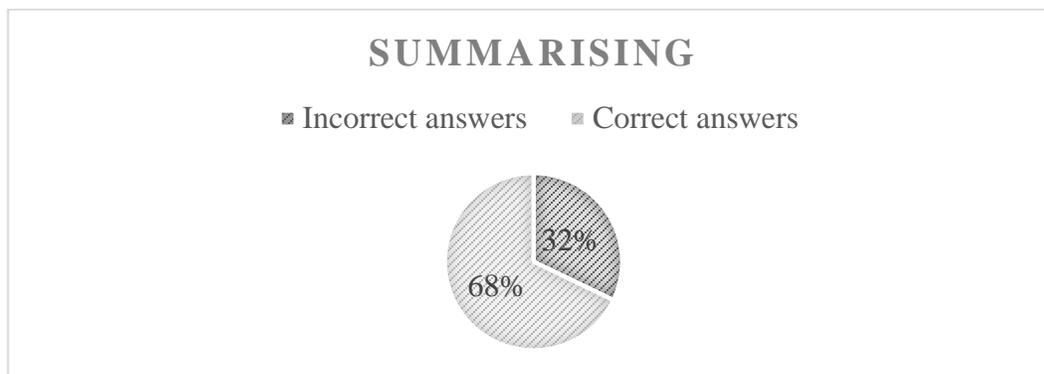


Figure 25 Results of the Summarizing Activity.

The fourth activity was a matching task. The students had to make use of the summarizing strategy to complete the activity. In order to succeed in this activity, students had to pay close attention to what the rights that were needed to the task were about as the brief summaries they had to match to the number of the rights were constructed with different words, but with the same meaning.

To my surprise, students got a score of 30/ 35. Of the 7 students, 5 of them got all the answers correct, one got 4 and the last one just got one correct answer. I deepened into the last case with the intention of finding solutions or an explanation to this situation by analyzing the entire work of the student which, after being analyzed, turned out to be done with no intention of learning and doing it correctly. This situation worried me a lot for this student had never done this, so I conversed with him about it and he explained that he had not remembered he had an activity to do until the last hour, so he just completed it to receive at least a minimal grade.

Despite this situation, the rest of the students showed great skill at employing the summarizing strategy and if the student previously mentioned had not done that, he would

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have certainly got all the answers right as his performance in previous class had been acceptable.

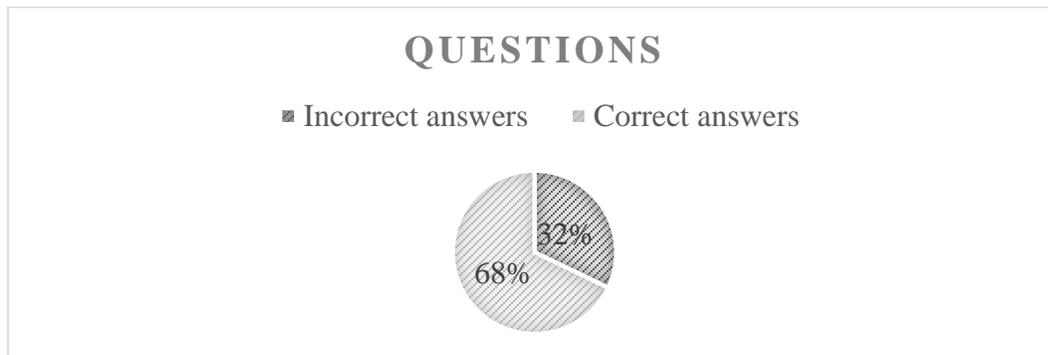


Figure 26 Results of Scanning Strategy

Finally, the last activity consisted of answering a multiple-choice question task. The students had to employ the scanning strategy to obtain the information they were looking for to complete the task.

The students scored 19 out of 28 points. The score, in this case, was way lower than the first task in which the students also had to use the scanning strategy to complete the exercise. The factor prevented the whole group from getting higher score was the performance of 2 students, the learner previously mentioned and a girl who, after being asked, mentioned that she got frustrated while doing the activity that she decided to complete the activity by picking an answer randomly. The 5 remaining students completed the activity with all their answers right.

After analyzing students' outcomes and the results of the survey (APPENDIX T), I came to the conclusion that the way some of the students felt during the activity affected their performance. As I mentioned previously, the boy completed the activity without the desire

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for learning or improving, so his result was low. As to the girl, she completed the last task by picking an answers randomly as a result of frustration, so her performance was low, as well.

Certainly, the attitude of some students toward the activity made them fail. However, the 2 students mentioned had previously shown commitment and improvement in previous classes, so it was a matter of not feeling comfortable and motivating in this class that they did not succeed. For that reason, it is vital to keep an eye on them so that this situation can't happen again.

3.4.1 How were Reading-subskill affected through the use of reading strategies?

Despite this situation, the results of the new strategy were primordial in this class as the students had to practice it so as to be able to implement it in future learning contexts. As it can be observed in the percentage of correct answers the students got in the third activity, the students used the strategy correctly scoring 29 points out of 35. This was good news as the reading subskill “reading for detail” was being benefited from the use and implementation of this strategy.

In the first class using this new strategy, the students found it somewhat complicated as they had to make the transition of using lower-level processing to using higher-level processing to make sense of an entire paragraph to get as much information as possible. Now students are starting to use a high-level processing to make sense of language in complete texts which is benefiting and straightening the reading sub-skill “reading for detail” This new level of processing is gradually leading the students to absorb as much information as possible about what they are reading as reading for detail is to pick up as many details as possible, usually in order to perform a task based on our reading (British council, 2020).

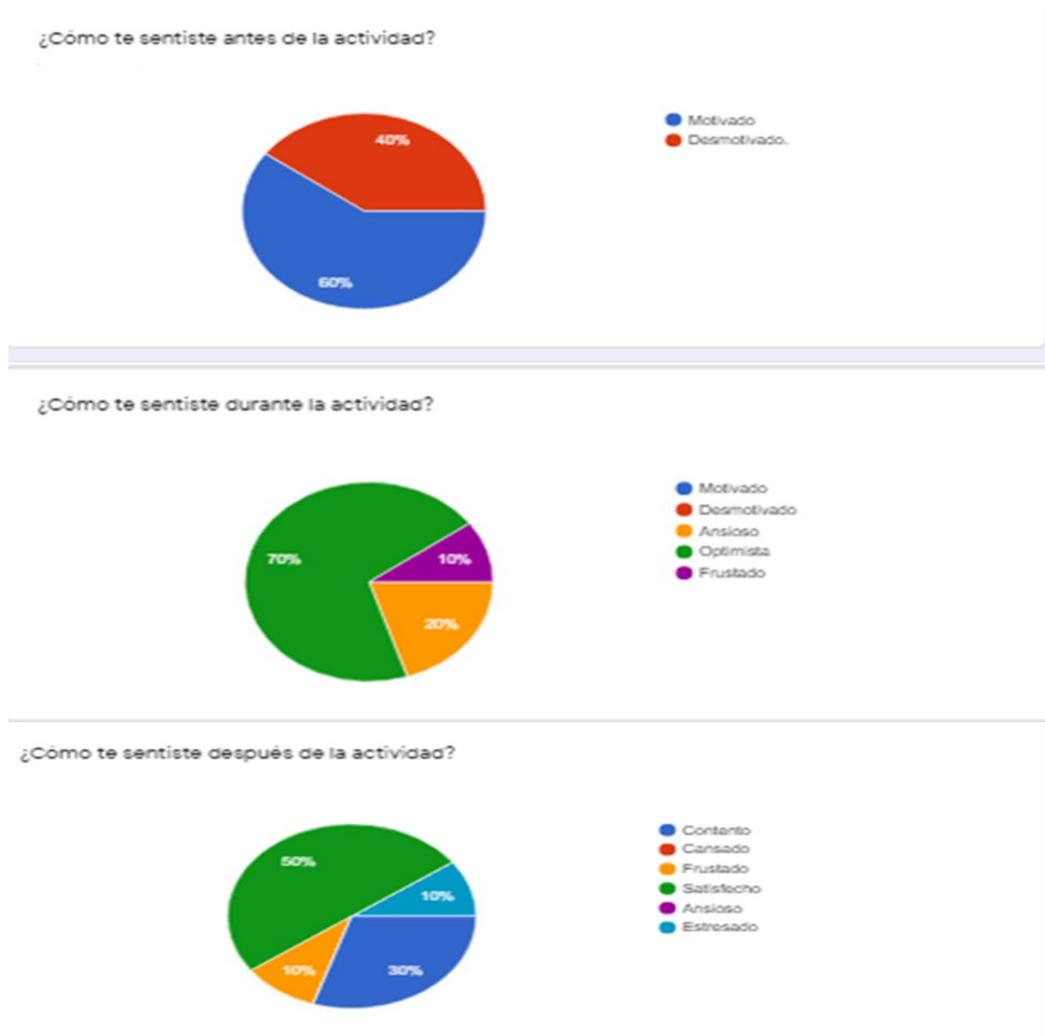
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When students reach a higher level of processing, they will be able to understand as much of a text as possible which will lead them to real-life scenarios.

3.4.2 How was confidence influenced by the reading strategies?

The confidence the students had in employing the summarizing strategy for the third time, it was mostly passive, for the 70% of the students expressed optimism while doing the activity and 80% of them expressed optimism and satisfaction again after the activity.

The results of the survey are presented below.



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Figure 27 Results of the Survey (Socio-emotional)

Taking a look at the questions number one and number two, I observed that the students were starting to experiment optimism again during the activity. This was due to the fact that as the students had already practiced the strategy for 3 times, they were beginning to feel more comfortable with what they had understood about the strategy. “The more confident the students are, the better their performance is” (University of Iowa, 2007). Therefore, as the students felt more optimistic during the activity, their performance in the summarising and scanning activities were high.

3.4.3 What impact did the reading strategies have on the students English comprehension?

The strategies have benefited and enriched the students understanding of the English language. The students are getting better scores in the tasks in which the use of strategies are indispensable, enabling them to grasp what they read easily and with a profound understanding.

Each strategy has contributed to the improvement of the students’ English comprehension. For instance, the scanning strategy has trained them to find information easier and comprehend what they read at a sentence level: Guessing meaning from context has prepared the students for contexts where they have to deduce the meaning of unfamiliar words to ensure good comprehension; Applying image strategy has represented a way of restoring and holding vocabulary for longer with the aid of a visual representation of the word and its definition; Making predictions has engaged and prepared the students before diving into the text, enabling them use prior knowledge to connect with the text and finally; the summarizing strategy has taken the students forward their learning process by having

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them to use a higher-level processing of the language to gather as much information as possible to grasp the language.

The strategies have also brought a positive impact on the reading sub-skills. For instance, the use of the scanning strategy has enhanced the reading for specific information sub-skill; the use of making predictions strategy has benefited the reading for gist sub-skill; the use of the summarizing strategy has enriched the reading for detail sub-skill.

The students' outcomes during the activities suggest this, as well as the results of the surveys and the involvement of the students in the synchronic classes. Despite the long time of using cognitive strategies, students still need to practice them more in order to improve their reading comprehension. Fortunately, the use they have made of them so far has helped their language comprehension by developing and stimulating the two skills vital for strong reading comprehension which are reading comprehension and word recognition.

Over time and with frequent use of these and many other cognitive strategies, students will become good readers.

IV. CONCLUSION

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IV. Conclusion.

The objective of this pedagogical essay was to elevate students English comprehension in the reading skill through meta-cognitive and cognitive strategies. During the application of the diagnostic exam, I was able to observe the need that the students had to improve their reading comprehension in the English subject. In addition, I was able to distinguish the weak and the strong students enabling me to track the process of both sides.

Therefore, after analysing the work done in each period of practice and the results the students yielded in this process, I concluded that the objective of the didactic proposal was accomplished in most of the strategies implemented. A huge amount of students showed improvement in their reading comprehension specially implementing strategies of low - level processing which were scanning, guessing meaning from context and applying image strategies.

The implementation of these meta-cognitive and cognitive strategies had a positive impact on two important areas of the understanding of a language which are language comprehension and word recognition. Gough and Tunmer claim that in order to have a strong reading comprehension, it is important to work on two important factors of the language which are language comprehension, which involves everything related to the language such as grammar, vocabulary and auditory comprehension, and word recognition, which goes from the ability to pronounce the word correctly to knowing their meaning. These strategies got the students closer to develop a skilled reading (fluent execution and coordination of word recognition and text comprehension).

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In order to check that the students’ English comprehension improved, it was vital to carry out the diagnostic exam again to see whether there was improvement in the students English comprehension or not (APPENDIX U). Ssummative assessment provides evidence about whether the students met the expected learnings of the course or not (Habib, 2016). The results of the diagnostic exam in both moments are presented below.

Table 8

Results the students yielded in the first and second application.

Section	Diagnostic exam 1	Diagnostic exam 2
	13/16 students	13/16 students
Section 1 (Reading)	23/39	34/39
Section 2 (Reading)	22/52	23/52
Section 3 (Listening)	51/78	61/78
Section 4 (Reading)	29/65	36/65
Section 5 (Reading)	28/65	46/65

According to Ferlazzo (2018) “reading strategies provides students with the tools needed to become aware of their thinking, provide confidence in their ability to think and analyze text and, most importantly, makes thinking visible and audible” As it can be observed, the students English comprehension has increased thanks to the reading strategies they have been instructed in since the beginning of the implementation as their performance in the different sections of the diagnostic exam was better on comparison to the first time they applied the exam. Besides straightening the reading skill, the listening skill was affected positively as

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well. The students in the second diagnostic exam yielded 61 correct answers of 78 which meant that the linguistic skills worked together and benefited each other throughout the year.

Through the results of the second diagnostic exam, I realised the importance of the role of learning strategies in improving reading comprehension as well as learner autonomy. According to Oxford (2007), “Learning strategies are steps taken by learners to enhance their own learning and autonomy.”

The results that the students obtained in the last practice period, in the diagnostic exam and the experience I had as a teacher opened the door for me to reflect on either the outcomes and the attitudes the students had throughout this year as well as on my teaching. To start with, I noticed that, despite the circumstances I had to go through, I was able to ensure that all the students could have the chance to be modelled and receive both practice and feedback throughout the year. It was arduous at first since in a huge part of my didactic intervention, I was not able to have this direct contact that is undoubtedly more enriching in the teaching-learning process. The made of personalized videos and worksheets could provide the students with opportunities to receive these important tasks of modeling and practice that need to be done to make this teaching-learning process effective as possible.

Through the instruction of these cognitive strategies, it was notorious to observe positive progresses in the students English learning. For instance, in the case of the scanning strategy, the students learned to find specific information within a text putting their skills in decoding and building up meaning at a sentence level into test. The use of making prediction prepared the students before diving into the text enabling them to get engaged and use prior knowledge of linguist and academic nature.

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Having tracked the students’ progress from the very beginning to now, it helped me to reconfirm the usefulness the leaning strategies have in learning a language since the students ‘performance in tasks such as multiple-choice questions, true-false, ordering, matching, gap-filling, which assessed the ability of the students employing the different reading sub-skills, went from low performance to high performance. These tasks types helped me to distinguish the students that were having problems and the students who were doing well in the learning process. British council (2020) points out that in order to assess reading skill is necessary to take into consideration 3 important things: The sub-skill that will be assessed, the type of text and the task types that will be used to obtain results.

At this moment, the students reading comprehension is better since the results and the grades are superior to the ones the students yielded in the diagnostic exam and in the first classes. The half of the students are now able to comprehend what they read both at a sentence level and at a whole text level and to implement strategies to extract the most relevant possible from a text. Unfortunately, the other half of the students are still in that process as they have not been working constantly throughout the year which has impeded them from reaching the objective of the didactic proposal.

Despite the fact that my didactic intervention was not as I would have liked owing to all the circumstances, I was able to work on myself as a teacher and to develop some competencies related to what a teacher trainee is expected to develop. Some of them are the following:

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- “Be capable of designing, applying and evaluating didactic strategies that favor more complex cognitive activities of students, necessary for the achievement of their learning.” (Aprendizajes Clave, 2017)
- “Knows, designs and applies different assessment strategies that allow him/her to reveal the children's thinking, in order to help them advance in their cognitive process; effectively assess their learning and the quality of his/her own teaching performance” (Aprendizajes Clave, 2017)
- “Designs learning activities taking into account the socio-cultural diversity of the students, their development possibilities, their interests and needs, the characteristics of the social context in which the school is located, as well as the nature of knowledge” (Aprendizaje Claves, 2017)

Thanks to the implementation of the didactic proposal, I was able to design and implement an action plan to fix or improve an academic problematic with the help of reading strategies which would go hand in hand with the students’ cognitive development. This allowed to develop the first pedagogical competency mentioned above. As to the second competency, conducting both academic and personal questionnaires helped to get a wide view of the teaching context where I was going to work. This information obtained helped me to personalize the lessons based upon the students needs and interest.

By implementing an academic proposal to affect positively the problematic that existed in the study group, it was also possible to track the students process through reading comprehension activities I made based upon their current knowledge, interest and possibilities. This helped me to develop the last and third competency mentioned above.

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In addition to have developed these competencies, I realized that there were also a lot of areas for improvement for me. For instance, my digital literacy core skill. Throughout my didactic intervention, I had many problems using digital resources such as platforms, interactive webpages, among other. This situation affected both the asynchronous and synchronous classes I had since, in the synchronic classes, I would spend a lot time trying to fix the tiny problems that emerged in the class.

Another area for improvement I noticed was the poor participation from my students in the synchronous classes. As expected, I faced a lot of situations in which the students did not take part in the class. This affected, at one point, negatively on the way the class progressed as it took me too much time to gather participation from the learners. Fortunately, in the last period of practice, I implemented a technique to try to remove this problematic which consisted that instead of participating through the microphone, they would do it on the chat. The participation grew faster, but it is also important to make the students participate in voice since this will help them to develop their speaking skills. Therefore, this is another important area I have to improve.

In conclusion, carrying out this didactic proposal helped me to identify what it really works in a digital environment in terms of teaching reading. Additionally, it made me realize the importance the classroom has in the teaching-learning process. Given to the pandemic, we were forced to change our workplace and to step out of our comfort zone which meant learning to be a teacher again but now in a digital environment. The implementation of new methodologies, techniques and methods was a constant part of the didactic intervention which brought new challenges and situations. Certainly, the present work was repetitive in

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nature as the need to provide the students with opportunities to learn in this hard year was constant.

Nevertheless, the experience I lived made me more conscious of the importance of working in a single place. The fact of working remotely from home, it caused us to never get to know each other more deeply and to interact in a single space. Besides, this pandemic situation had negative impact on the students learning since some of them did not have the necessary resources to work from home or they had problems of connectivity. Despite the fact this was something terrible, there was nothing to do about it since it was a problem that was out of our hands. Last but not least, all this situation that we went through this year and the results obtained from the implementation of the didactic proposal rose more questions about other ways to straighten the students reading comprehension. The questions are the following:

- What other cognitive strategies can the students use to elevate their reading comprehension?
- How can working on other linguistic skills nourish the reading skill?
- How important is the vocabulary in the reading process?
- How can grammar get benefited through the reading skill?

Hopefully, it is expected to find answers to this questions in the next phase of my teaching in which I am going to have more time to work with learners.

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VI. APPENDIX

“READING STRATEGIES TO FACILITATE READING COMPREHENSION”

APPENDIX A

Encuesta (Escolar)

**Required*

1. Escribe tu nombre completo

2. ¿Con que tipo de internet te conectas para hacer tus trabajos?

Tick all that apply.

- Internet de casa
- Internet de datos móviles
- Internet de un Ciber

3. ¿Qué tan fiable es el internet? *

Mark only one oval.

- Excelente
- Bueno
- Regular
- Malo

4. ¿Cuentas con un dispositivo personal para hacer tus trabajos?

Mark only one oval.

- Sí
- No

5. ¿Te gusta la clase de Inglés? *

Mark only one oval.

- Bastante
- Poco
- Nada

6. Si tu respuesta fue nada o poco, ¿Qué es lo que menos te gusta? ¿Por qué?

7. ¿Qué cosas, tanto materiales como actividades, te gustaria tener en la clase de Inglés para que fuera mas de tu agrado?

8. Si tu respuesta fue bastante, ¿Qué es lo que más te gusta? ¿Por que?

“READING STRATEGIES TO FACILITATE READING COMPREHENSION”

9. En tus clases, ¿Te gusta trabajar solo/a o con compañeros/as? ¿Por que? *

10. ¿Cómo es tu relación con tus compañeros? *

Mark only one oval.

- Buena
 Normal
 Mala

11. ¿Cómo definirías tu relación con los profesores? *

Mark only one oval.

- Muy buena
 Buena
 Regular
 Mala
 Muy mala

12. En un profesor, lo que más valoras es: *

Tick all that apply.

- Que explique claro
 Que sea ordenado y respetuoso
 Que sea justo al poner las notas
 Que se preocupe de mí, y no solo de lo que se estudia
 Que de facilidades para preguntarle en clase
 Que sea creativo

13. Antes de que tu profesores desarrollen las clases ¿Te preguntan que sabes del tema que van a explicar? *

Mark only one oval.

- Siempre
 Casi siempre
 Pocas veces
 Nunca

14. ¿Tus maestros te ayudan a que te des cuenta de que manera aprendes mejor?

Mark only one oval.

- Siempre
 Casi Siempre
 Pocas veces
 Nunca

15. ¿Tus maestro te animan a seguir aprendiendo? *

Mark only one oval.

- Siempre
 Casi siempre
 Pocas veces
 Nunca

Academic survey conducted to find the students' academic and personal preferences. Link to complete survey: <https://forms.gle/LRzKYCrd9yMy6zNf7>

APPENDIX B

Diagnostic Exam

Score _____

1. Complete the conversation.

How do you eat this?

- (A) In this restaurant
- (B) With a spoon
- (C) It's lovely

2. Complete the conversation.

Let's go the cinema this evening.

- (A) We do not have any film
- (B) You went to the theatre
- (C) I have seen the film already.

3. Complete the conversation

Do you know why they came here?

- (A) To meet Josie
- (B) For two weeks
- (C) On their way home

4. Things in a house. What is the word for each one?

For example:

You go to sleep on this

Answer

Bed

You turn this on when it starts to get dark.



“READING STRATEGIES TO FACILITATE READING COMPREHENSION”

5. You can watch different programmes like the news on this.



6. You look through this to see outside



7. You go up these to the next floor.



Diagnostic exam.

Link to complete exam: <https://drive.google.com/file/d/1og526waYWqH-xDWUmNQXnRtpsSgLsVWY/view?usp=sharing>

“READING STRATEGIES TO FACILITATE READING COMPREHENSION”

APPENDIX C

Student Name	Student ID	Score (%)	Score (#)
			23
/	-	69.57	16
/	-	43.48	10
E	-	34.78	8
E	-	13.04	3
(-	34.78	8
[-	52.17	12
[-	82.61	19
[-	47.83	11
E	-	26.09	6
F	-	56.52	13
I	-	82.61	19
f	-	43.48	10
L	-	52.17	12
E	-	39.13	9
Class Scoring		48.45	11.14

Results of the diagnostic exam with the number of correct answers in total per student.

“READING STRATEGIES TO FACILITATE READING COMPREHENSION”

APPENDIX D

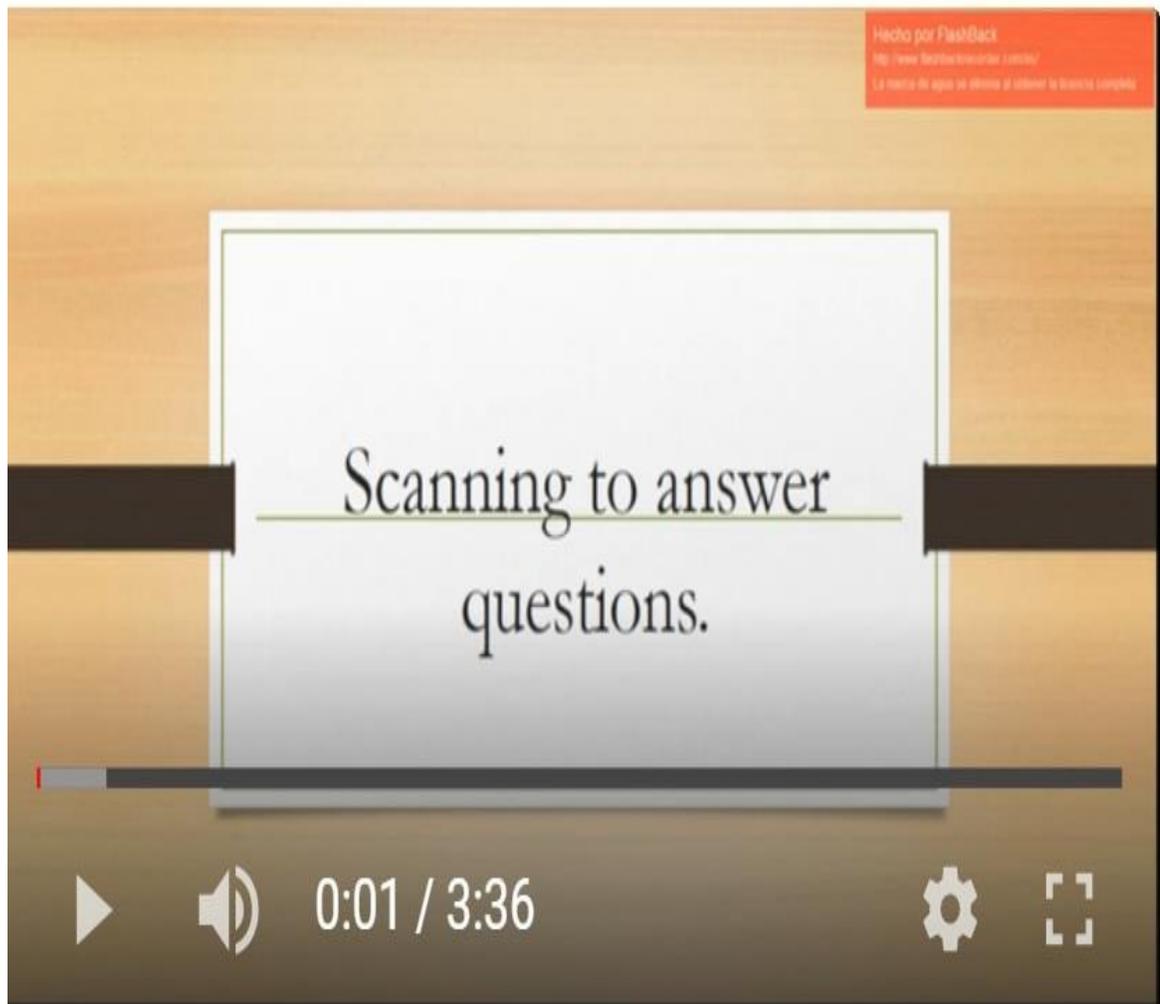
Topic:	Sharing personal experiences	Lesson number: 2	Date:						
Main Aim of the lesson:	By the end of the lesson students should be able to incorporate reading comprehension strategies in a short text (past simple) using specifically the scanning strategy.								
Assumptions:	<p>Students have already used the scanning strategy</p> <p>Students may know some of the steps to scan a text</p> <p>Students know the past simple tense.</p>								
STAGE/ AIM/ TIME	PROCEDURE	MATERIAL	INTERACTION AND SKILLS						
Presentation Aim: To present the strategy by pointing out its importance and usefulness. Time: minutes	This activity will be sent to the students through the Messenger groups. In the first part, students will read the information about the “Scanning to answer questions” strategy Video (Optional) T will introduce the class by explaining the strategy and setting some examples of it.	Appendix 1.2 Worksheet	Reading						
Practice Aim: To practice the strategy in controlled situations. Time: 15 minutes	In the second part, students will put the information into practice by reading a text and following the steps presented. Instructions 1. READ 2. FOLLOW THE STEPS 3. MARK THE STEPS IN THE READING AND THE QUESTIONS.	Appendix 1.2 Appendix 1.2 List of verbs	Reading						
			<p style="text-align: center;">Informal Assessment Selective reading.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 30%;">Question</th> <th style="width: 35%;">YES</th> <th style="width: 35%;">NO</th> </tr> </thead> <tbody> <tr> <td>Did the student follow and mark the steps?</td> <td style="text-align: center;"> </td> <td style="text-align: center;"> </td> </tr> </tbody> </table>	Question	YES	NO	Did the student follow and mark the steps?		
Question	YES	NO							
Did the student follow and mark the steps?									

Production Aim: To Read and make predictions	In the third part, students will answer questions about the text. Instructions: 1. READ THE QUESTION AGAIN 2. ANSWER	Appendix 1.2	Reading	<p style="text-align: center;">Informal Assessment Selective reading Questions</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 30%;">Questions</th> <th style="width: 35%;">YES</th> <th style="width: 35%;">NO</th> </tr> </thead> <tbody> <tr> <td>Did the student answer the questions correctly?</td> <td style="text-align: center;"> </td> <td style="text-align: center;"> </td> </tr> </tbody> </table>	Questions	YES	NO	Did the student answer the questions correctly?		
Questions	YES	NO								
Did the student answer the questions correctly?										
Warp-up Aim: To provide feedback on students' answers. Time:	The feedback stage will be executed after students hand the worksheet back. The type of assessment applied in this practice is ongoing assessment. Therefore, students will be informed about their performance through comments.		Reading							

Scanning lesson plan (Sample)

“READING STRATEGIES TO FACILITATE READING COMPREHENSION”

APPENDIX E



Scanning strategy video.

Link: <https://youtu.be/ksC9voZpX3s>

“READING STRATEGIES TO FACILITATE READING COMPREHENSION”

APPENDIX F

- **Read** the next information.

Scanning to answer questions.



Scanning is **reading a text quickly** in order to find out specific information.

Follow the next steps to scan:

- ✓ **Read** each question
- ✓ **Choose** keywords from the question
 - Example: **Where** did the **accident** of the **president** of the **United States** of America?
- ✓ **Locate** your keywords in the text.
- ✓ **Read** the sentence, where your keywords are, carefully to see if it is relevant to answer the question.
- ✓ **Read** the question again
- ✓ **Answer.**

“READING STRATEGIES TO FACILITATE READING COMPREHENSION”

LET 'S PRACTICE!!!!!!!!!!

--DO NOT FORGET TO FOLLOW AND MARK THE STEPS---

- You are going to **read** a text about a girl called Josefina who describes the differences that she has found between Mexican and American culture.

MY LIFE AS AN EXCHANGE STUDENTS

My name is Josefina and I am a Mexican student. This month I traveled abroad to the U.S to study a major at the University of Chicago. I can tell that American culture is so different from our culture; their cultural habits are nothing like ours. Did you know that the buses are here always on time? On the first day I went to school, I missed the bus because I was late.

The bus had just left when I arrived to the bus stop. I thought they would wait at least 5 minutes to leave. Yesterday, I was late again, and I went home by foot with Michael, who is in my literature class. I was ready to go for it and cross fast. Fortunately, Michael showed me the right way to cross the Street: you just have to push the bottom at the pedestrian crossing and cars stop to let you walk through. That's very convenient if you ask me!

Everything is so confusing sometimes, but I am in the process of getting used to it! Wish me luck!

“READING STRATEGIES TO FACILITATE READING COMPREHENSION”

Teacher trainee: Alan Contreras Carreon



1. **Answer** the next questions.

• Where does Josefina come from?

A) USA B) Mexico C) Spain

• Which university does she study at?

A) University of Yale B) University of California C) University of Chicago

• Why did Josefina go on foot yesterday?

A) She wanted to do light exercise B) She wanted to talk to Michael while walking home

C) She missed the bus

• What does Josefina think about the Mexican and American cultures?

A) They are similar B) They have a lot of thing in common

B) C) They are so different from each other.

Scanning worksheet (Sample)

“READING STRATEGIES TO FACILITATE READING COMPREHENSION”

APPENDIX G

Benemérita y Centenaria Escuela Normal del Estado de San Luis Potosí
Licenciatura en educación secundaria con especialidad en lengua extranjera (Inglés)
Teacher: Alberto Carlos Flores Vázquez
Teacher trainee: Alan Contreras Carreón

3



1. ~~Answer~~ the next questions.

• Where does Josefina come from?

A) USA **B) Mexico** C) Spain

• Which university does she study at?

A) University of Yale B) University of California **C) University of Chicago**

• Why did Josefina go on foot yesterday?

A) She wanted to do light exercise B) She wanted to talk to Michael while walking home

C) She missed the bus

• What does Josefina think about the Mexican and American cultures?

A) They are similar B) They have a lot of thing in common

C) They are so different from each other

Scanning worksheet done by a learner

“READING STRATEGIES TO FACILITATE READING COMPREHENSION”

Licenciatura en educación secundaria con especialidad en lengua extranjera (inglés)

Teacher: Alberto Carlos Flores Vázquez.

Teacher trainee: Alan Contreras Carreon



1. Answer the next questions.

• Where does Josefina come from?

A) USA B) **Mexico** C) Spain

• Which university does she study at?

University of Yale B) University of California C) **University of Chicago**

• Why did Josefina go on foot yesterday?

A) She wanted to do light exercise B) She wanted to talk to Michael while walking home
C) **She missed the bus**

• What does Josefina think about the Mexican and American cultures?

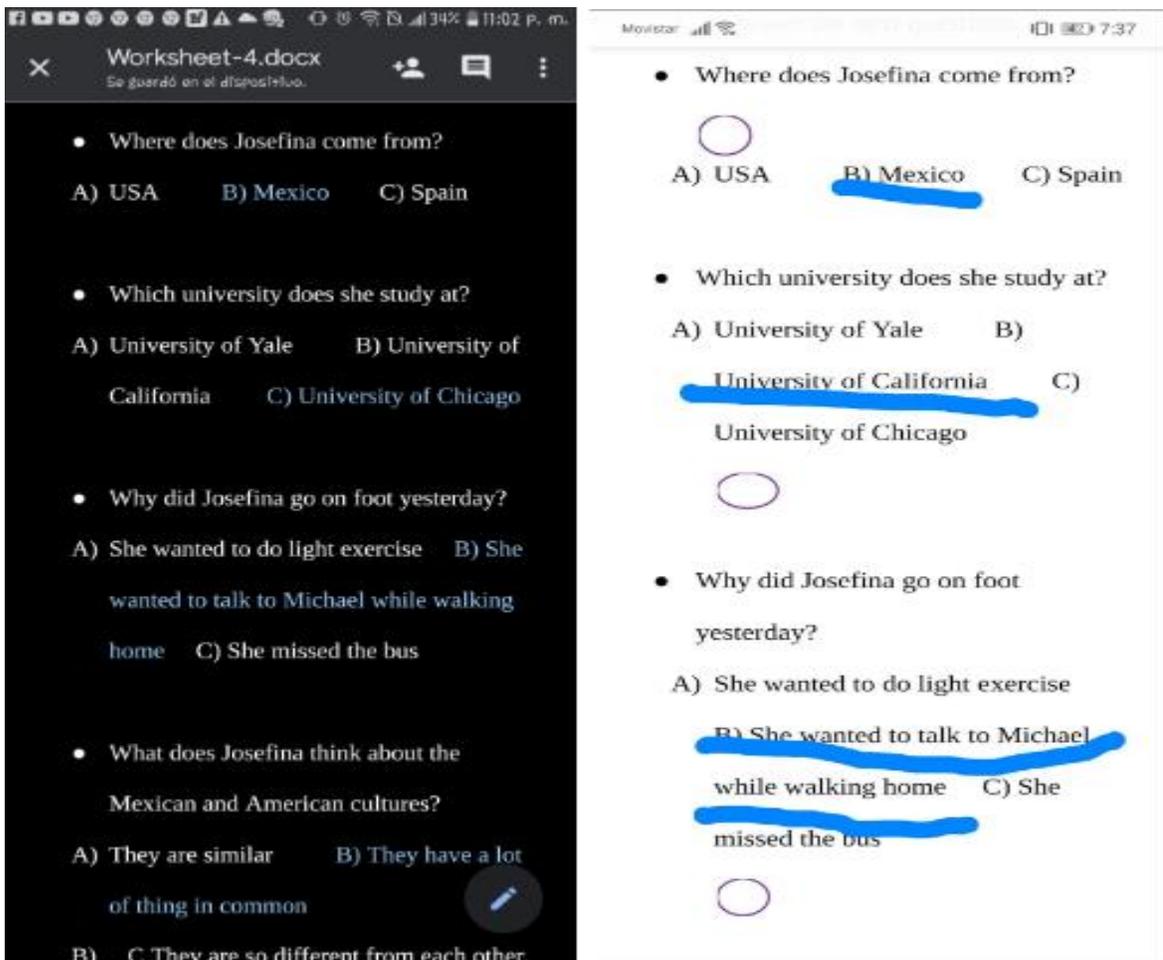
A) They are similar **B) They have a lot of thing in common**

B) C) They are so different from each other.

Scanning worksheet done by a learner.

“READING STRATEGIES TO FACILITATE READING COMPREHENSION”

APPENDIX H



- What does Josefina think about the Mexican and American cultures?
A) They are similar **B) They have a lot of thing in common**
-
- C) They are so different from each other.

Evidence of students cheating on the scanning activity.

“READING STRATEGIES TO FACILITATE READING COMPREHENSION”

APPENDIX I

Main Aim of the lesson:	By the end of the lesson students should be able to incorporate reading comprehension strategies in a short text (past simple) using specifically the making prediction strategy.									
Assumptions:	Students know vocabulary related to Christmas. Students have already made predictions about what they will read. Students know the past simple tense.									
STAGE/ AIM / TIME	PROCEDURE	MATERIAL	SKILL AND INTERACTION.	ASSESSMENT						
Presentation Aim: To present the strategy by pointing out its importance and usefulness. Time: minutes	This activity will be sent to the students through the Messenger groups. In the first part, students will read the information about the “Making predictions” strategy and some ways to start a prediction Video (Optional) T will introduce the class by explaining the strategy and setting some examples of it.	Appendix 1.1 Worksheet	Reading							
Practice Aim: To practice the strategy in controlled situations.	In the second part, students will choose one of the three predictions to guess what happened next based on the pictures Instructions 1. LOOK AT THE PICTURE 2. UNDERLINE THE MOST LOGICAL PREDICTION.	Appendix 1.1 Appendix 1.2 List of verbs	Reading S-S	Informal Assessment Selective reading <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 30%;">Question</td> <td style="width: 35%;">YES</td> <td style="width: 35%;">NO</td> </tr> <tr> <td>Did the student predict correctly?</td> <td></td> <td></td> </tr> </table>	Question	YES	NO	Did the student predict correctly?		
Question	YES	NO								
Did the student predict correctly?										

Production Aim: To Read and make predictions	In the third part, students will read three different situations and then choose one of the predictions that they think it was more likely to happen Instructions: 1. READ 2. MAKE PREDICTIONS	Appendix 1.1	Reading	Informal Assessment <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 30%;">Questions</td> <td style="width: 35%;">YES</td> <td style="width: 35%;">NO</td> </tr> <tr> <td>Did the student predict correctly by choosing the most logic predictions?</td> <td></td> <td></td> </tr> </table>	Questions	YES	NO	Did the student predict correctly by choosing the most logic predictions?		
Questions	YES	NO								
Did the student predict correctly by choosing the most logic predictions?										
Warp-up Aim: To provide feedback on students answers.	The feedback stage will be executed after students hand the worksheet back. The type of assessment applied in this practice is ongoing assessment. Therefore, students will be informed about their performance through comments.		Reading							

Lesson plan (Making predictions strategy)

“READING STRATEGIES TO FACILITATE READING COMPREHENSION”

APPENDIX J



Presentation (Making prediction)

“READING STRATEGIES TO FACILITATE READING COMPREHENSION”

APPENDIX K

Read the next information.

MAKING PREDICTIONS.

A prediction is a **guess** that you make to predict what will happen in a text. You can use **pictures, the title or design of the text** to help you make predictions. Making predictions allows you to **understand better a text**.

Here are some ways to start your prediction.

I predict that _____

Example: I predict that Manuel bought (past) or will buy some chocolates.

I think _____ because _____

Example: I think the woman went to the mall because she had shopping bags in the hands.

LET'S PRACTICE

Look at each picture. **Underline** the correct sentence that tells what happened next.



She sang a song

She cooked

She went to sleep

“READING STRATEGIES TO FACILITATE READING COMPREHENSION”



The airplane landed
safely.

The airplane went to
Mars

The airplane took off.



Dan planted trees

Dan drove his car

Dan mowed the lawn

You are going to **read** three small texts below and then you are going to **choose** what you think what happened next. The answers are at the bottom of the activity. ----**WATCH THE VIDEO**
FIRST THEN ANSWER-----

First fragment.

The magician arrived with his nephew called Fritz and a large box of surprises that contained a dancing soldier, a doll and a polar bear with her cub. Clara wanted to keep the doll, but her mother explained that it was impossible.

“READING STRATEGIES TO FACILITATE READING COMPREHENSION”



- A) Clara started crying, but then the magician gave her a nutcracker instead.
- B) Clara accepted and took another toy.
- C) Her mother decided that Clara would keep the doll.

Second fragment.

On Christmas Eve, Enrique the mouse was hungry and decided to go out and find food among the rubbish in the containers that people were filling around the market.



“READING STRATEGIES TO FACILITATE READING COMPREHENSION”

A) Enrique found a lot of food, but after various bites he got full that he could not walk back home.

B) Enrique did not find food and went back home in a sad manner.

C) A band of mice took Enrique's food away from him, so he could not eat anything.

Third fragment.

Once upon a time, there was an old woman who lived in a small old house on the top of a hills. The old woman loved to bake, and one Christmas day she decided to make a gingerbread man. She formed the head and the body, the arms and the legs and finally, he put it in the oven.



A) The old woman opened the oven and then started eating the gingerbread man.

B) The old woman opened the oven and then her son accidentally broke it.

C) The old woman opened the oven and then the gingerbread jumped out of the tray and started singing.

Making predictions worksheet (Sample)

“READING STRATEGIES TO FACILITATE READING COMPREHENSION”

APPENDIX L

Benemérita y Centenaria Escuela Normal del Estado de San Luis Potosí
Licenciatura en educación secundaria con especialidad en lengua extranjera (Inglés)
Teacher: Alberto Carlos Flores Vázquez.
Teacher trainee: Alan Contreras Carreon



A) Clara started crying, but then the magician gave her a nutcracker instead.

B) Clara accepted and took another toy.

C) Her mother decided that Clara would keep the doll.

Second fragment.

On Christmas Eve, Enrique the mouse was hungry and decided to go out and find food among the rubbish in the containers that people were filling around the market.



A) Enrique found a lot of food, but after various bites he got full that he could not walk back home.

B) Enrique did not find food and went back home in a sad manner.

C) A band of mice took Enrique's food away from him, so he could not eat anything.

Third fragment.

Once upon a time, there was an old woman who lived in a small old house on the top of a hill. The old woman loved to bake, and one Christmas day she decided to make a gingerbread man. She formed the head and the body, the arms and the legs and finally, he put it in the oven.



A) The old woman opened the oven and then started eating the gingerbread man.

B) The old woman opened the oven and then her son accidentally broke it.

C) The old woman opened the oven and then the gingerbread jumped out of the tray and started singing.

Making predictions worksheet done by a learner.

“READING STRATEGIES TO FACILITATE READING COMPREHENSION”

APPENDIX M

Topic:	Tv programme	Lesson number: 3	Date:						
Main Aim of the lesson:	By the end of the lesson students should be able to incorporate the “Applying image” strategy as well as the making prediction, scanning to answer questions and guessing meaning from context” strategies in a text (present simple and Will)								
Assumptions:	Students know vocabulary related to Christmas. Students already master other reading comprehension strategies. Students know the present tense and Will future form.								
STAGE/ AIM/ TIME	PROCEDURE	MATERIAL	INTERACTION AND SKILLS						
Presentation Aim: To present the strategy by pointing out its importance and usefulness.	This activity will be sent to the students through the Messenger groups. In the first part, students will read the information about the “Applying image” strategy. Video (Optional) T will introduce the class by explaining the strategy and setting some examples of it.	Appendix 1.6 Worksheet	Reading.						
	Practice Aim: To practice the strategy in controlled situations. Time: 15 minutes	In the second part, the students will practice the new strategy by writing the correct words in the boxes below the pictures. Instruction: <ul style="list-style-type: none"> • Read the words in the box. • Look at the pictures. • Write the correct words in each picture. 	Appendix 1.6	Reading					
			Informal Assessment <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 30%;">Question</th> <th style="width: 35%;">Yes</th> <th style="width: 35%;">No</th> </tr> </thead> <tbody> <tr> <td>Did the student use the correct word to complete the sentences?</td> <td style="width: 35px; height: 40px;"></td> <td style="width: 35px; height: 40px;"></td> </tr> </tbody> </table>	Question	Yes	No	Did the student use the correct word to complete the sentences?		
Question	Yes	No							
Did the student use the correct word to complete the sentences?									

	In the third part, the students will use the vocabulary seen in the previous activity to complete sentences. Instruction: <ul style="list-style-type: none"> • Read each sentence • Identify the vocabulary from the previous activity. • Use the words to complete the sentences 														
Production Aim: To Read and make predictions	In the fourth part, the students will read a text about a kid who describes what this Christmas will look like. This activity is divided into 3 sub-tasks. In the first sub-task, the students will have to make predictions about the text. In the second sub-task, the students will have to use the Scanning strategy to answer a true/false activity. In the third sub-task, the students will have to match the words to the picture that conveys their meaning.	Appendix 1.6													
				Informal Assessment Intensive reading Matching <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 30%;">Question</th> <th style="width: 35%;">Yes</th> <th style="width: 35%;">No</th> </tr> </thead> <tbody> <tr> <td>Did the student make predictions about the text?</td> <td style="width: 35px; height: 40px;"></td> <td style="width: 35px; height: 40px;"></td> </tr> <tr> <td>Did the student answer the sentences? correctly?</td> <td style="width: 35px; height: 40px;"></td> <td style="width: 35px; height: 40px;"></td> </tr> <tr> <td>Did the student match the words to the correct picture?</td> <td style="width: 35px; height: 40px;"></td> <td style="width: 35px; height: 40px;"></td> </tr> </tbody> </table>	Question	Yes	No	Did the student make predictions about the text?			Did the student answer the sentences? correctly?			Did the student match the words to the correct picture?	
Question	Yes	No													
Did the student make predictions about the text?															
Did the student answer the sentences? correctly?															
Did the student match the words to the correct picture?															
Wrap-up Aim: To provide feedback on	The feedback stage will be executed after students hand the worksheet back.		Reading												

Applying image and guessing meaning from context lesson plan. (Sample)

“READING STRATEGIES TO FACILITATE READING COMPREHENSION”

APPENDIX N

Benemérita y Centenaria Escuela Normal del Estado de San Luis Potosí
 Licenciatura en educación secundaria con especialidad en lengua extranjera (inglés)
 Teacher: Alberto Carlos Flores Vázquez.
 Teacher trainee: Alan Contreras Carreon

1. Read the next information.

Applying image strategy.

Remember vocabulary through images and a short description.



Let's practice.

2. Write the correct words in the boxes below the pictures.

present	Santa	snowman	sleigh	stocking	reindeer
cracker	Christmas tree	mince pie	tinsel	Christmas pudding	holly
					
					
					

3. Use the vocabulary from the previous activity to complete the sentences.

1. A _____ is made of snow and sometimes has a carrot for a nose.
2. The form of transport that Santa uses is called a _____.
3. _____ is a long and colourful decoration found on a Christmas tree.
4. Santa has eight _____ to help pull his sleigh.
5. When two people pull a _____, it makes a loud bang.
6. The large sock in which you can find your presents is called a _____.
7. People use green leaves called _____ as decorations at Christmas time.
8. _____ is the old man with a white beard who has lots of presents to give away.

4. You are going to read a letter that a boy called Sam wrote to describe all the things his parents will buy and what they will eat on Christmas day. USE THE STRATEGIES SEEN IN THE PREVIOUS CLASSES TO UNDERSTAND BETTER.

Christmas is coming, Hurry!!! **-Making predictions-**



Oh dear! I **am looking forward to** our next Christmas. Two weeks with no school, no more tests and homework. I will have a lot of fun with my family and friends. My name is Sam and I am 12 years old. I live in London with my brother, my **twin** sisters, my mother and my dad.

As the Christmas is coming, we will start our **Christmas shopping** about next Monday.

“READING STRATEGIES TO FACILITATE READING COMPREHENSION”

some nice new clothes. Ally will have a new watch, a mobile and some clothes, as well. As for my little brother, he will have the last Star Wars movies and videos games.

A) True B) False



- Ally will have a new watch, a mobile and some clothes.

A) True B) False

- On Christmas day, we usually eat tacos and drink Coke.

A) True B) False

On Christmas day, we usually eat **turkey**, roast vegetables, mince pies, a big cake and of course the pudding that my mother cooks. In the afternoon, we watch **Queen Elizabeth's wishes** on Tv.

6. Match the words with their picture. **-Guessing meaning from context-**



Be looking forward to verb/ noun Example: -I am looking forward to Christmas (object).	
Twin.	
Christmas shopping.	

5. Are the sentences true or false? **-Scanning-**

- The kid is happy because there are no classes on Christmas break.

A) True B) False

- The name of the kid is Sam and he is 15 years old.

A) True B) False

- The kid and his family will start the Christmas shopping in two days.

Applying image and guessing meaning from context strategies (Sample)

“READING STRATEGIES TO FACILITATE READING COMPREHENSION”

APPENDIX O

WHAT DOES THAT WORD MEAN?



- Alex looked **unkempt** but now he has a very neat appearance. What does “Unkempt” mean?
- A. Orderly
- B. Handsome
- C. Messy



REMEMBER THE STEPS

- READ
- LOOK AT THE PICTURE AND DESCRIBE
- READ AGAIN
- MAKE CONNECTIONS BETWEEN THE IMAGE AND THE SENTENCE
- ANSWER.

Guessing meaning from context video. Link: <https://youtu.be/pLW3tHJw-5k>

LET'S PRACTICE.

- What does “cooker” mean?

Definition:

A **large** box-shaped **device** that is used to **cook** and **heat food**,



Applying image strategy video. Link: <https://youtu.be/X5ro0Ln9ja>

“READING STRATEGIES TO FACILITATE READING COMPREHENSION”

APPENDIX P

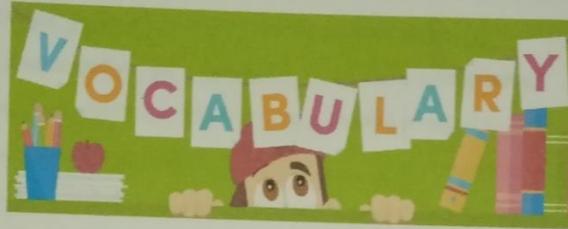
Benemérita y Centenaria Escuela Normal del Estado de San Luis Potosí
 Licenciatura en educación secundaria con especialidad en lengua extranjera (inglés)
 Teacher: Alberto Carlos Flores Vázquez.
 Teacher trainee: Alan Contreras Carreon

1

1. Read the next information.

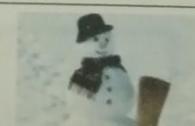
Applying image strategy.

Remember vocabulary through images and a short description.



Let's practice.

2. Write the correct words in the boxes below the pictures.

present ✓	Santa ✓	snowman ✓	sleigh ✓	stocking ✓	reindeer ✓
cracker ✓	Christmas tree ✓	mince pie ✓	tinsel ✓	Christmas pudding	holly ✓
					
Santa	sleigh	snowman	cracker		
					
reindeer	Tinsel	christmas puddig	stocking		
					
christmas tree	mince pie	present.	holly		

“READING STRATEGIES TO FACILITATE READING COMPREHENSION”

Benemérita y Centenaria Escuela Normal del Estado de San Luis Potosí
Licenciatura en educación secundaria con especialidad en lengua extranjera (inglés)
Teacher: Alberto Carlos Flores Vázquez.
Teacher trainee: Alan Contreras Carreon

2

3. Use the vocabulary from the previous activity to complete the sentences.

1. A snowman is made of snow and sometimes has a carrot for a nose.
2. The form of transport that Santa uses is called a sleigh.
3. Tinsel is a long and colourful decoration found on a Christmas tree.
4. Santa has eight reindeer to help pull his sleigh.
5. When two people pull a present, it makes a loud bang.
6. The large sock in which you can find your presents is called a stocking.
7. People use green leaves called holly as decorations at Christmas time.
8. Santa is the old man with a white beard who has lots of presents to give away.

4. You are going to read a letter that a boy called Sam wrote to describe all the things his parents will buy and what they will eat on Christmas day. USE THE STRATEGIES SEEN IN THE PREVIOUS CLASSES TO UNDERSTAND BETTER.

Christmas is coming, Hurry!!! -Making predictions-



Oh dear! I am looking forward to our next Christmas. Two weeks with no school, no more tests and homework. I will have a lot of fun with my family and friends. My name is Sam and I am 12 years old. I live in London with my brother, my twin sisters, my mother and my dad. As the Christmas is coming, we will start our Christmas shopping the next week. My parents will buy me a tablet and a small sofa that I will share with my brother in our bedroom and some nice

“READING STRATEGIES TO FACILITATE READING COMPREHENSION”

3

Benemérita y Centenaria Escuela Normal del Estado de San Luis Potosí
Licenciatura en educación secundaria con especialidad en lengua extranjera (inglés)

Teacher: Alberto Carlos Flores Vázquez.

Teacher trainee: Alan Contreras Carreon

new clothes. Ally will have a new watch, a mobile and some clothes, as well. As for my little

brother, he will have the last Star Wars movies and videos games.



On Christmas day, we usually eat **turkey**, roast vegetables, mince pies, a big cake and of course the pudding that my mother cooks. In the afternoon, we watch **Queen Elizabeth's wishes** on Tv.



5. Are the sentences true or false? **-Scanning-**

- The kid is happy because there are no classes on Christmas break.
A) True B) False
- The name of the kid is Sam and he is 15 years old.
A) True B) False
- The kid and his family will start the Christmas shopping in two days.
A) True B) False

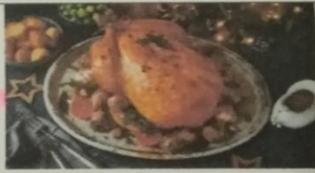
“READING STRATEGIES TO FACILITATE READING COMPREHENSION”

Benemérita y Centenaria Escuela Normal del Estado de San Luis Potosí
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Teacher: Alberto Carlos Flores Vázquez
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4

- Ally will have a new watch, a mobile and some clothes.
A) True B) False
- On Christmas day, we usually eat tacos and drink Coke.
A) True **B) False**

6. Match the words with their picture. -Guessing meaning from context-

Be looking forward to verb/ noun. Example: -I am looking forward to Christmas (object).	
Twin.	
Christmas shopping.	
Turkey.	
Queen's Elizabeth wishes.	

Handwritten notes on the page include "tina", "no a través", "aten", "Dinner", "ge", and "ación".

Applying image and guessing meaning from context worksheet done by a learner

“READING STRATEGIES TO FACILITATE READING COMPREHENSION”

APPENDIX Q

Topic:	Discusses concrete actions to address youth rights.	Lesson number: 1	Date: March 1,2021		
Main Aim of the lesson:	By the end of the lesson students should be able to incorporate reading strategies to understand the main idea of a text in simple present related to youth' rights to learn about their rights.				
Assumptions:	<p>Students know how to apply reading strategies in their reading process.</p> <p>Students know some of the youth rights</p> <p>Students know the simple present in all its forms (affirmative, negative and interrogative)</p>				
STAGE/ AIM / TIME	PROCEDURE	MATERIAL	SKILL AND INTERACTION.		
Presentation Aim: To present the strategy by pointing out its importance and usefulness. Time: minutes	This activity will be sent to the students through the WhatsApp's T will introduce the class by explaining the strategy and setting some examples of it.	Appendix 4 Worksheet	Reading		
Practice Aim: To practice the strategy in	In the first activity, the students will make a brainstorm about the rights they know they have. This is a content-based pre task activity.	Appendix 4	Reading S-S		
			Informal assessment Selective reading		
			<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="width: 50%;">Question?</td> <td style="width: 50%;">Yes / No</td> </tr> </table>	Question?	Yes / No
Question?	Yes / No				

<p>controlled situations.</p> <p>In the second activity, the students will read an article by the Convention on the rights of the child. In the text, the students will be asked to underline the definition of right, select 5 rights and</p> <p>Instructions:</p> <ul style="list-style-type: none"> Take a look at the article Select 5 articles randomly Underline the main idea of the 5 articles <p>In the third activity, the students will answer a true-false activity.</p> <p>Instruction:</p> <ul style="list-style-type: none"> Read the statements Circle the correct answer. <p>In the fourth activity, the students will complete a matching activity.</p> <p>Instruction:</p> <ul style="list-style-type: none"> Look at the article Identify the articles needed Read the descriptions Match the article to the description. <p>In the fifth activity, the students will answer a multiple-choice question</p> <p>Instruction.</p> <ul style="list-style-type: none"> Read the questions Scan Answer 	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 70%;">Did the student write the four rights?</td> <td style="width: 30%;"></td> </tr> <tr> <td>Did the student underline the definition of right and the main idea of the 5 rights selected?</td> <td></td> </tr> <tr> <td>Did the students choose the correct answer</td> <td></td> </tr> <tr> <td>Did the student match the articles to their correct descriptions?</td> <td></td> </tr> <tr> <td>Did the student answer the questions correctly?</td> <td></td> </tr> </table>	Did the student write the four rights?		Did the student underline the definition of right and the main idea of the 5 rights selected?		Did the students choose the correct answer		Did the student match the articles to their correct descriptions?		Did the student answer the questions correctly?	
Did the student write the four rights?											
Did the student underline the definition of right and the main idea of the 5 rights selected?											
Did the students choose the correct answer											
Did the student match the articles to their correct descriptions?											
Did the student answer the questions correctly?											

“READING STRATEGIES TO FACILITATE READING COMPREHENSION”

Production Aim: To Read and make predictions	In the sixth activity, the students will choose the rights that appeal to them the most and create a booklet with the favorite one.	Appendix 5 Rubric	Writing	Informal Assessment	
				Questions	Yes / No
				Did the students create his booklet?	
Warp-up Aim: To provide feedback on students answers.	The feedback stage will be executed after students hand the worksheet back. The type of assessment applied in this practice is ongoing assessment. Therefore, students will be informed about their performance through comments.		Reading		

Summarizing strategy lesson plan.

APPENDIX R

LET'S PRACTICE.

- We decorate our Christmas tree with baubles, tinsel and lights. Then we put a star or fairy on top. We put our presents under the tree.





Summarizing video. Link: <https://www.youtube.com/watch?v=OEJq1PsKfK0>

“READING STRATEGIES TO FACILITATE READING COMPREHENSION”

APPENDIX S

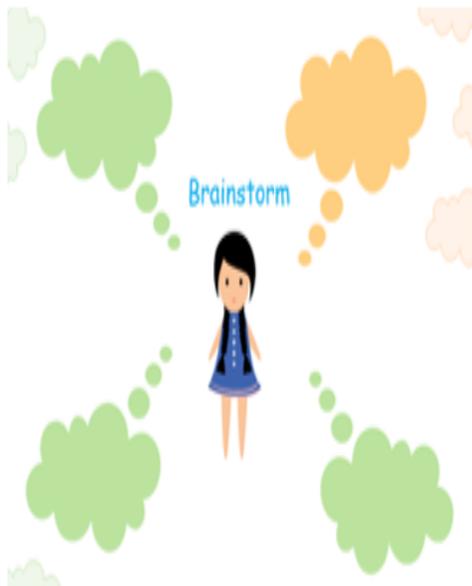
Teacher trainee: Alan Contreras Carreon

‘youth’ rights.



1. Write 4 rights that you have as a teenager. FOR EXAMPLE: THE RIGHT TO

EXPRESS.



2. Look at the next article by the Convention on the rights of the child. **DO NOT READ**

THE ARTICLE, JUST LOOK AT IT.

- Open the link: <https://sites.unicef.org/rightsite/files/unrcrchildfriendlylanguage.pdf>

Teacher trainee: Alan Contreras Carreon

Activities to do while reading.

- ✓ Identify the definition of right and underline it.
- ✓ Select 5 rights and read them.
- ✓ Underline the main idea of the 5 rights you selected (**IF YOU DO NOT HAVE THE ARTICLE PRINTED, WRITE THEM IN YOUR NOTEBOOK.**)

3. Answer the next activities. **USE THE ARTICLE TO ANSWER.**

4. Circle if it is true or false.

- The article 16 says: You have the right to privacy True / False
- The article 38 says: You have the right to protection from war True / False
- The article 10 says: You have the right to be alive True / False
- The article 26 says: You have the right to receive help from the government True / False
- The article 37 says: You have the right to play and rest True / False

5. Match the article to its description.

Article 28	() To belong to a country and have a name
Article 26	() To get information from radio, news etc.
Article 17	() Good quality education.
Article 1	() Help from the government
Article 7	() Everyone under 18 has these rights

6. Answer the next questions.

- What article says that you can choose your own religion and beliefs?

“READING STRATEGIES TO FACILITATE READING COMPREHENSION”

Teacher trainee: Alan Contreras Carreon

a) Article 14

b) Article 38

c) Article 17

d) Article 5

• What article says you can give your opinion?

a) Article 9

b) Article 20

c) Article 27

d) Article 12

• What article says you have the right to be raised by your parents?

a) Article 33

b) Article 1

c) Article 18

d) Article 39

• What article says you can choose your own friends?

a) Article 33

b) Article 15

c) Article 19

d) Article 5

BOOKLET ACTIVITY.

Teacher trainee: Alan Contreras Carreon

In this activity, you are going to create a booklet with the rights most important to you from the article. **Follow the next instructions and check the rubric.**

• Instructions

✓ Create a booklet

✓ Select the 5 most important rights from article (this is from your opinion)

✓ Write them in your booklet

✓ Take a picture of your booklet and send it.

Summarizing worksheet (sample)

“READING STRATEGIES TO FACILITATE READING COMPREHENSION”

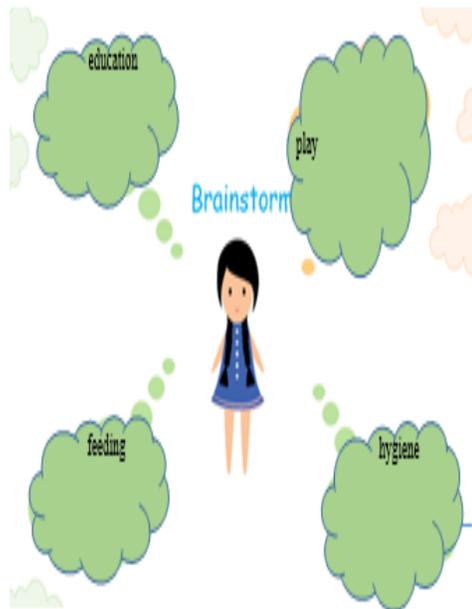
APPENDIX T

Youth' rights.



1. Write 4 rights that you have as a teenager. FOR EXAMPLE: THE RIGHT TO

EXPRESS.



2. Look at the next article by the Convention on the rights of the child. **DO NOT READ**

THE ARTICLE, JUST LOOK AT IT.

- Open the link: <https://sites.unicef.org/rightsite/files/unccrchildfriendlylanguage.pdf>

Activities to do while reading.

- ✓ Identify the definition of right and underline it.
- ✓ Select 5 rights and read them.
- ✓ Underline the main idea of the 5 rights you selected (**IF YOU DO NOT HAVE THE ARTICLE PRINTED, WRITE THEM IN YOUR NOTEBOOK.**)

3. Answer the next activities. **USE THE ARTICLE TO ANSWER.**

4. Circle if it is true or false.

- The article 16 says: You have the right to privacy **True** / False
- The article 38 says: You have the right to protection from war **True** / False
- The article 10 says: You have the right to be alive **True** / **False**
- The article 26 says: You have the right to receive help from the government **True** / False
- The article 37 says: You have the right to play and rest **True** / **False**

5. Match the article to its description.

Article 28	(?) To belong to a country and have a name
Article 26	(17) To get information from radio, news etc.
Article 17	(28) Good quality education.
Article 1	(26) Help from the government
Article 7	(1) Everyone under 18 has these rights

“READING STRATEGIES TO FACILITATE READING COMPREHENSION”

- What article says that you can choose your own religion and beliefs?

a) Article 14

b) Article 38

c) Article 17

d) Article 5

- What article says you can give your opinion?

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b) Article 20

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- What article says you have the right to be raised by your parents?

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c) Article 18

d) Article 39

- What article says you can choose your own friends?

a) Article 33

b) Article 15

c) Article 19

d) Article 5

7. BOOKLET ACTIVITY.

In this activity, you are going to create a booklet with the rights most important to you from the article. Follow the next instructions and check the rubric.

- Instructions

✓ Create a booklet

✓ Select the 5 most important rights from article (this is from your opinion)

✓ Write them in your booklet

✓ Take a picture of your booklet and send it.

Summarizing worksheet done by a learner.

“READING STRATEGIES TO FACILITATE READING COMPREHENSION”

APPENDIX U

		Score (%)	Score (#)
			23
		82.61	19
		0	0
		4.35	1
		0	0
		78.26	18
		82.61	19
		60.87	14
		0	0
		65.22	15
		30.43	7
		60.87	14
		73.91	17
		82.61	19
		47.83	11
		73.91	17
		4.35	1
		30.43	7
Class Scoring		40.58	9.33

Results of the diagnostic exam (Second application)