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Active and Cognitive Strategies in the Development of Reading Comprehension Skills.

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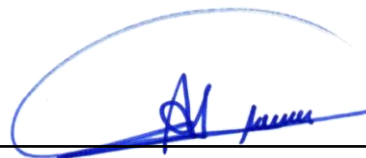
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DEDICATION

All endeavors and personal accomplishments are made possible only with the help of God and the unconditional support from those to whom we owe our lives and with whom we have shared them.

I wish to publicly thank my mothers Virginita (+) and Bachita (+), without whom nothing in my life would have been the same.

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RESUMEN

Este artículo informa el resultado de estrategias activas y cognitivas en el desarrollo de habilidades de comprensión lectora en estudiantes de inglés de nivel A2. Por lo tanto, se exploraron dos preguntas de investigación a. sobre los beneficios de aplicar estrategias activas y cognitivas para la comprensión lectora b. sobre el grado de mejora que aporta la aplicación de estrategias activas y cognitivas a la comprensión lectora. Los sujetos de estudio se dividieron en dos grupos, el control y el experimental. El grupo experimental tuvo que completar estrategias activas y estrategias cognitivas durante un mes para abordar estas preguntas. Se administró una prueba preliminar en la que el grupo de control obtuvo un promedio de 5.62 / 10, y el grupo experimental tuvo un promedio similar de 5.63 / 10.

Luego, el grupo experimental utilizó estrategias activas y cognitivas. A finales de mes se aplicó un post-test a los alumnos de ambos grupos. Los resultados de la prueba posterior del grupo de control fueron similares a los resultados de la prueba previa, ya que el grupo de control obtuvo un promedio de 6.77 / 10. Aún así, el grupo experimental obtuvo un promedio más alto de 7.95 / 10. Los resultados del grupo experimental revelaron que la aplicación de las estrategias mejoró la comprensión de los estudiantes con el beneficio adicional de una mayor confianza en sí mismos en la producción y uso de la lengua de destino, creando una actitud más positiva hacia la lectura.

Palabras clave: comprensión lectora, estrategias activas, estrategias cognitivas, predicción, conexión, organizador gráfico, cuestionamiento.

ABSTRACT

This article reports the result of active and cognitive strategies in the development of reading comprehension skills in A2-level English learners. Therefore, two research questions were explored a. on the benefits of applying active and cognitive strategies for reading comprehension b. on the degree of improvement that the application of active and cognitive strategies provides to reading comprehension. The study subjects were divided into two groups, the control and the experimental. The experimental group had to complete active strategies and cognitive strategies for one month to address these questions. A pretest was administered in which the control group scored an average of 5.62 / 10, and the experimental group had a similar average of 5.63 / 10.

Then, the experimental group used active and cognitive strategies. At the end of the month, a post-test was applied to the students of both groups. The post-test results of the control group were similar to the results of the pre-test, as the control group obtained an average of 6.77 / 10. Still, the experimental group obtained a higher average of 7.95 / 10. The experimental group results revealed that the application of the strategies improved students' comprehension with the added benefit of increased self-confidence in the production and use of the target language, creating a more positive attitude towards reading.

Keywords: reading comprehension, active strategies, cognitive strategies, prediction, connection, graphic organizer, questioning.

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INTRODUCTION

Reading has been one of the most challenging aspects of learning a target language and has been part of curriculums in both schools and universities. Now, as a teacher, its importance goes beyond being able to translate from L2 into L1; in this day and age questions are based on critical thinking and require the acquisition of many integrated skills that students need so as to succeed in reading.

Reading has an astonishing power to transport any reader into a new dimension and provoke a meaningful reaction in their souls. Regrettably, digital technology has eclipsed and diminished the importance of acquiring top-notch reading skills. For instance, skimming, inferencing, self-questioning and among others, thereby weakening students' critical thinking, creativity and orthography. Students tend to get poor information by utilizing texts and passages which lack varied synonyms, academic words, and scientific references. Sadly, such tendency is more palpable than ever before making it necessary to work on this topic that deals with active and cognitive strategies in the development of reading comprehension skills.

For (Duffy, 2009).three important categories of strategies are important in the reading: vocabulary and comprehension strategies, strategies for identifying, strategies to read fluently.

It is worth emphasizing that when talking about cognitive strategies, methods in which learners work with themselves toward completion are discussed. (Chamot, 1989) explain, these were major theories that influenced the choice of this topic and the search for the best alternatives to improve students' comprehension skills, to create better phonetic awareness and to increase vocabulary.

The research development will begin by highlighting the importance of reading and explaining how to approach reading questions and some techniques used during a test. Cognitive goals are tough to understand, so a vast number of methods previously used in other research projects will be utilized.

Every research project needs a method; it is known that a method is a procedure that is chosen to obtain a predetermined end, meeting the needs of the subject that we need to investigate. Of these methods, the quantitative method, which contains numerical strategies to obtain and process information, will be used because both a pre-test and a post-test will be applied and the statistics framed in

a cause and effect relationship in the analysis so as to have clear, defined and limited elements.

The purpose of this thesis is to demonstrate that the application of active and cognitive strategies is highly beneficial and will increase the understanding of A2 reading passages. Moreover, identifying and analyzing appropriate strategies for the second level is highly important as well. Once the first steps are carried out, adequate material will be designed to enhance students' reading skills.

A pretest and post-test will be administered to measure the students' different reading skills before and after working with the new active and cognitive strategies to enhance reading comprehension. Through a series of questions, specific characteristics on the subject will be verified, which will then be observed, assessed and evaluated in this project.

Simply put, as much reading input as possible will be provided to meet students' needs. The classes will proceed methodologically and systematically. By applying diverse tests and employing innovative methods which will boost students' reading performance significantly the objectives will be achieved. A wide range of suggestions and recommendations will be provided throughout this project.

RESEARCH JUSTIFICATION

This research was carried out due to the lack of interest shown by children, young people and adults in reading. This is because there is no awareness of its importance starting from home, nor effective teaching methods in schools, colleges and universities. Frequently students are afraid when they have to read in their classes because they do not understand what they have read and they are unable to answer the questions that their teacher asks. Another reason they don't like to read is because the texts or readings that teachers choose are not of interest to them.

It is necessary to work on this issue to ensure that English language students will experience and study this activity in an interesting and effective manner to improve their reading comprehension ability and their vocabulary while increasing their self-confidence in working with and producing the language. Reading is an essential part of education at all levels and needs to be reinforced so as to become a daily habit.

To accomplish this, different strategies have been chosen to help the students of the Technical University of Ambato to read without fear or boredom, thereby motivating them to read for enjoyment and out of curiosity look for texts that catch their attention to read. Not coercing the students, as is often done for a grade or for compliance, but giving the students the tools with which to approach reading willingly and thereby encouraging them to make reading a part of their daily lives will ultimately help them to grow as people and as professionals opening many doors for a better life.

CHAPTER I. STATUS OF ART AND PRACTICE

1.1. Origin and historical development of English

English in the contemporary world: One language sets you in a corridor for life. Two languages open every door along the way. (Pérez, 2004) writes that no one doubts the importance of being able to communicate in various foreign languages in today's world. Therefore, if we want to facilitate that our future generations can be integrated in this increasingly globalized world, we must provide them the basic tool for this: adequate knowledge of one or more foreign languages. Regarding the importance of English, (Blaz, 1998) claims that foreign languages are no longer regarded as a trivial option. Other authors agree that foreign language proficiency is essential to the general interest in politics, in the military, and in business, as well as in education.

It is generally accepted that English is now the principal language of international communication, the primary language that students must learn without detracting from the desirability of studying other foreign languages. (Peña, 2019) continues explaining that despite the large number of languages that exist, English occupies a significant place in today's world. The modern world has progressed at such a rapid pace, and has become so diversified, that today there are thousands of languages spoken by the inhabitants of the planet. Of those, English is positioned as the third most widely spoken language, with three hundred and sixty million native speakers.

There is little information on its exact point of appearance, however, the academic (Durkin, 2017) indicates that the current language was forged in different stages: it originated when three Germanic tribes arrived in the British Isles around 500 BC. The first Old English writings appear in the 7th century AD. and it was Anglo-Saxon king Alfred the Great who helped education on a large scale and made the language known as English.

At the beginning of modern times, English became relevant in the British Isles and later spread throughout the world. At the end of the 19th century and the beginning of the 20th it achieved great success, until finally reaching its current position, where it is recognized as a global language.

1.1.1. The Importance of English

According to scholar (Crystal, 2003) in his book *English as a Global Language*, English is considered a global language since it is used internationally, not only by a large number of native speakers, but also by a large number of people who learn this language as a second language or as a foreign language.

(Crystal, 2003) points out that a quarter of the world's population, approximately 1.5 billion people, are able to speak English fluently; that is, they have satisfactory linguistic competence. Additionally, powerful countries such as the U.S. and Great Britain have English as their official language, and in a globalized world where the powerful countries are the dominant countries in the commercial and cultural market, it has become vital to learn this language and be trained to use it in everyday circumstances. It also is positioned as a language of wide use in the world because it covers not only scientific and technological fields, but also those corresponding to education. Therein lies the importance of learning the English language as a second language or foreign language.

At present, according to the Universia Foundation, (Santander, 2017) more than 80% of the calls for jobs for mid-level positions and managers have as a fundamental requirement that the candidate speak a second language and, in most cases, it corresponds to English. It also indicates that a person who knows English is 44% more likely to get a better job than someone who does not have this skill.

Mastering a second language is therefore a more efficient way to gain a competitive advantage over others in this globalized world. People who want to optimize their job opportunities and include new and better horizons must indisputably study English to obtain new skills. In this sense, (Quezada, 2011) adds that English is considered the world language of telecommunications, 80% of which are Internet users.

People who access the Internet know that the vast majority of websites offer information in English or they have the option of translating it into this language. That is, the web pages are often designed in English, so it is of paramount importance to know at least the basic terms of the language that allow navigation on the site. On the other hand, (Quezada, 2011) points out that 75% of the academic bibliography is written in English. In other words, a student who requires access to up-to-date information must handle the language in order to carry out their research

satisfactorily. For the aforementioned reasons, English is present in the curricula of primary and secondary schools and in universities in Latin America.

This is mentioned by Carlos Duarte, an oceanographer from the King Abdullah University of Science and Technology in Saudi Arabia, (Mundo, 2015) who says: “English is the vehicular language of science [...] The command of English is essential to access the results of research, which are published mostly in this language, and share the results of our own research.” Due to the aforementioned, English is established as an essential tool, whose learning becomes an imperative need for anyone. An individual with knowledge of this language can be competitive in today's world and be at the forefront of scientific and technological advances.

1.1.2. Incorporation of English in Formal Education Systems

However, because learning content is rarely voluntary, governments in several countries have included the teaching of English as a foreign language within the scope of formal education in primary schools, secondary schools, and universities. The fact that this language is included in the formal contexts of the school allows it to enter the field of education with the figure of a Foreign Language, that is, it is learned in places where the native language is different from English.

According to philologists (Richards, 2001), English is the most widely studied language in the world in order to acquire a linguistic competence different from that of the mother tongue. This teaching of a second language in the formal context began to gain relevance when it was included in the European curriculum in the 18th century. They maintain that the students were induced in the study of grammar and rhetoric through the use of textbooks as a base, using basic methods that were applied in the teaching of Latin.

Currently, English is a fundamental requirement in many universities for admission or graduation. It is essential that students learn this language and develop satisfactory language skills in order to function well in their student career.

To achieve this, teaching must begin at an early age and the language must be included in the curriculum from elementary school. That is why the governments of the world have made it part of their policies, so that this individual need becomes a common goal, and Ecuador follows this example. According to linguists Jack

Richard and Theodore Rodgers, English, as a foreign language, is the most studied language in the world. The ratio of people who speak English as a second language is 3 to 1 compared to native speakers.

1.1.3. Incorporation of English in the Ecuadorian Education System

According to (OEI., Sistemas Educativos Nacionales – Ecuador. Capítulo 2: Breve Evolución Histórica del Sistema Educativo., 2014) Innovations in education generated from 1897 were deepened until 1949, a period in which the programming was organized according to the Baccalaureate in Classical Humanities and technical and teaching specializations, in accordance with the following subjects:

1. Spanish: Language
2. Language and Literary Analysis
3. Language and Literary History
4. Grammar and Logical Analysis.
5. Languages: Latin, Greek, French or English.

In the year 1979, the study plan for primary education consisted of 8 areas of knowledge:

1. National language;
2. Mathematics;
3. Social Studies;
4. Natural Sciences;
5. Art Education;
6. Physical Education;
7. Class Association;
8. Practical Activities.

In 1984, all legal provisions on the matter were repealed and a new curriculum was put into effect for the primary level, comprising three fields:

1. Basic Cultural Education:
 - Spanish
 - Mathematics
 - Social Studies
 - Natural Sciences
2. Technical - Practical Education:
 - physical education

sports and recreation

artistic education

practical activities

3. Complementary Activities:

class association

The New Curriculum in Ecuador by (Paredes R. H., 2018) discusses the history of the educational curriculum in Ecuador. It explains that a first historical initiative called CRADLE (Curriculum Reform Aimed at the Development of the Learning of English) (Agenda, 2017) in agreement with the (Intelligence, 2015) British Council was launched in 1992 when English and other foreign languages like French became mandatory for secondary education.

The main purpose of the CRADLE project was to build a strong foundation of English language to be developed in the future. In 2008 a new assembly to reform laws was elected. The 2008 Constitution guarantees everyone the right to learn first in the mother tongue and encourages to learn a second language. The effects of this new constitution on ELT were perceived in 2012.

Three official documents including one called “National Curriculum Guidelines” were uploaded in the Ministry of Education website. (Paredes R. H., 2018) explained that this last one mentioned the objectives per skill and per communicational competence component at the end of each year of Basic Education of Secondary Education (Junior High and High School) considering as unique approach the Communicative Language Teaching (Communicative Approach) following the Can Do statements of the Common European Framework of Reference for each level.

At the end of compulsory education, that is, at the end of Tercero de Bachillerato, students were expected to get the B1 level of the CEFR. As Araujo and Bramwell state, secondary education has been the level that has changed the most in its structure, but the one that has evolved the least. Its study plans were issued following the guidelines of the European educational establishments, particularly of the Golden Age.

Yet, primary education (English was not mandatory from second to seventh Basic Year yet) was not considered either in this document or in the other two. This situation occurred even when in the introduction of the “National Curriculum Guidelines” document English was recognized as the unquestionable world’s lingua

franca (Richards J. &, 2010), as cited in (Ecuador, Ecuadorian in-service English Teacher Standards The English Language Learning Standards., 2012) four years later, it is still considered as important as before, but now it has been given more relevance to the point of involving it as one of the main areas of the Ecuadorian Curriculum. Such relevance can be assumed once the reader compares the entire new proposal with the one in 2012.

(Paredes R. H., 2018) continue, the document “National Curriculum Guidelines” reveals that at this period of time L2 was seen just as a means of communication: ...in agreement with (Richards, 2001), the Ministry of Education recognizes that the main objective of the present English curriculum design is to help students develop their communicative language skills through the consideration of the following principles:

- Language is a system for the expression and conveyance of meaning.
- The primary function of language is interaction and communication.
- The structure of language reflects its functional and communicative uses. (Ecuador, 2012)

That second attempt enlightened somehow the path to be followed further. English is still considered as the *lingua franca* but this new curriculum also expects that it might be another vehicle to develop critical thinking skills as well as to consider content to do so. This new curriculum has clear exit profiles for each one of the twelve years starting at second grade with a PreA1.1 until seventh grades with an A2.2 level of the CEFR. For eighth graders, it is required to recycle knowledge previously acquired since they start with an A1.1 level until getting a B1.2 level at the end of Tercero de Bachillerato.

In the case of public education, no English has been taught in the last years, so there will definitely be a gap that will not make possible the reaching of such profiles in several years.

(House, 2011) explains that students should begin to learn the English language beginning the first years of school with good methods so that they can master its use in the university stage. In April 2016, the Higher Education Council,

in the Code of Higher Education Regulations, article 31, established that university students must reach a B2 level, high intermediate, according to the Common European Framework in order to graduate. Additionally, it was instituted that the proficiency in the language must be evaluated before the student enrolls in the last level of career.

As (Peña, 2019) made reference to in her thesis, regarding English in Ecuador, the national government has been attentive to improving the quality of education in all areas since the meeting was held in Dakar in the year 2000 (UNESCO, 2000). After this meeting, the country took steps to be part of the "Education for Everyone". In Ecuador, the objectives of this commitment are institutionalized in what is known as the "Ten-year Plan 2005-2015", which has eight educational policies and several objectives to meet.

Objective number four of the "Ten-year Plan 2005-2015", (Educación, 2005) establishes that the competencies of citizens must be strengthened for which they made curricular changes. One of the most relevant was the one carried out in 2011 through the updating of the Curriculum Reform, (Ecuador., Indicadores Educativos. , 2011) which carried out transformations in the educational program structure in all subjects and began with the project "It's time to teach English". It tried to improve the system of teaching English as a foreign language, and aspects of methodology and teaching skills were taken into account.

1.1.4. Teacher Skills

Additionally, in agreement 0041-14, it was possible for English to enter the formal curriculum with a workload of 5 hours beginning the eighth year of basic education. (Ecuador., 2014) This sought to improve the level of language skills of students through teacher training in this area. One of the first steps taken was to evaluate teachers using the international TOEFL test, which measures skills and competencies in the English language. The evaluation was carried out on a group of 5022 teachers, of which 74% were classified as "basic users", despite the fact that the Ministry of Education establishes that teachers must handle the language at a high intermediate level (B2). The results were evidenced in a study carried out in 2013.

(Peña V. &, 2013) establish that 73.33% of teachers have a low level of linguistic competence; which affects the teaching process. The teacher's lack of linguistic competencies is undoubtedly a factor that must be corrected, since the student learns the language with shortcomings: Students retain the grammatical or pronunciation errors learned from the first years.

It is necessary at this time to question the reason for such low scores. (Araujo, 2015) in their article Changes in education policy in Ecuador since the year 2000 state that Ecuador is a multilingual and multicultural country with indigenous, black and mestizo peoples. As a result of this diversity, groups with different languages and cultures have been formed.

So English education becomes a great challenge. Our government has led to the improvement of all education by focusing more on the public sector, thus eliminating the enrollment rate in public universities. In addition, it has worked with international partners with agreements that influence the learning of this language. Thus, the government wishes to develop its export market as English is the means to expand into new markets as an accepted *lingua franca*.

(Araujo, 2015) continue that the government encourages international academic exchange by offering scholarships, however, these have been poorly received due to high language requirements and low salaries. There are also many limitations to bring teachers from abroad, so the country no longer has specifically qualified English teachers, and going abroad to study has become more difficult. Ecuador is said to have a shortage of experienced and specifically trained English teachers, because they may have the knowledge, but they lack the language or pedagogical skills.

The country needs more qualified researchers so it has set high goals for the university. It is hoped that professors will be motivated with training and a well-paid job to fix the lack of high-quality teachers. But the few skills in this language are due to the late age of studying it at school, as research ensures that early age favors the acquisition of a new language.

As a reference, the CEFR (Common European Framework) skills for those with a B2 level. (see Table 1):

| CEFR | ACTFL | |
|--|------------------------------------|--|
| | RECEPTIVE | PRODUCTIVE |
| <p>C2</p> <p>Can understand with ease virtually everything heard or read. Can summarize information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.</p> | Distinguished | Superior |
| <p>C1</p> <p>Can understand a wide range of demanding, longer texts, and recognize implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organizational patterns, connectors and cohesive devices.</p> | Advanced High/ Superior | Advanced High |
| <p>B2</p> <p>Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialization. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.</p> | Advanced Mid | Advanced Low/ Advanced Mid |
| <p>B1</p> <p>Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.</p> | Intermediate High/ Advanced Low | Intermediate Mid/ Intermediate High |
| <p>A2</p> <p>Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.</p> | Intermediate Mid | Intermediate Low |
| <p>A1</p> <p>Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.</p> | Novice High/ Intermediate Low | Novice High |
| <p>0</p> | Novice Low/ Novice Mid | Novice Low/ Novice Mid |

TABLE 1: THE COMMON EUROPEAN FRAMEWORK OF REFERENCE FOR LANGUAGES

SOURCE: RETRIEVED FROM PASQUA: IN PLAIN ENGLISH

The efforts of the national government have been ongoing for several years and have tried to promote a new structure in the teaching of the English language; however, they have not had continuity or follow-up. The latest changes implemented are relatively new, so control evaluations have not been carried out to allow a vision of the results. Despite this, the path that has been taken to help teachers to train

and improve their linguistic competence is undoubtedly a great advance and can be useful in improving the process of teaching English.

As previously explained, English occupies an important place in today's society in various scientific and technological fields, and learning this language is an important tool; for this reason, Ecuador has implemented new changes in its educational policies to align with the needs of the globalized world. In order to carry out the language teaching process, the factors that affect language learning must be taken into account, and in addition, different methods and the cultural aspects that surround this language must be included.

Recognizing the importance of learning English, people must find the time and the means to study foreign languages. There are formal traditional classes in educational institutions as well as an abundance of self-teaching methodologies available. Traditional classes involve students and a teacher. (Morgan, 2001) defines the function of the teacher as the person who holds the information and the learner as the one who needs to be taught. The focus of the rest of this section relates to the traditional classroom situation where the teachers provide experiences from which the students may learn.

(Vyas, 2009) report that motivation is the driving force from the beginning right to the evaluation phase in the process of learning a foreign language. (Dornyei, 2001) also argues that motivation refers to the driving force in any situation. In the socio-educational model, motivation to learn the second language is viewed as having three elements. First, the motivated individual makes an effort to learn the language. Second, the motivated individual desires to achieve the goal. Third, the motivated individual will enjoy the task of learning the language.

The point is that the truly motivated individual demonstrates three elements: effort, desire, and positive affect. Motivation is therefore, an important concept. Every teacher should be mindful of the motivation in learning a foreign language. Students with the most positive attitudes towards learning English were not only highly motivated, but also learned more effectively.

(Grisham, 2005) today indicate that technology is pervasive, especially for young people. As (Reinking, 1998) noted, "we are heading into a post - typographic world; that is, one in which printed texts are no longer dominant." And media sources invariably employ both text and visuals that were unheard of even 10 years ago,

such that today's students are swimming in a sea of media. In general, technology is motivating to students, providing for three essential components long believed important to learning.

Choice, power, and belonging, according to (Glasser, 1986), are necessary for students to become engaged in learning. (Csikszentmihalyi, 1990) offered similar suggestions for social learning experiences that are critical to vital communities of practice and to total absorption in learning—what he termed “flow.” Technology magnifies the power of popular culture. (Guthrie, 2000) say that students either are already competent at some forms of technology (e.g., electronic gaming) or they want to be. In either case, harnessing it in service to motivation and academic engagement

As with (Ivey, 2001), it is believed that we can use reading to capitalize on students' motivation to learn. Reading has been one of the most challenging aspects of learning a target language. It has been part of the Ecuadorian curriculum since English was included. Now, its importance for students goes beyond being able to translate from L2 into L1; in this day and age questions are based on critical thinking and require the acquisition of many integrated skills that students need so as to succeed in reading.

1.2. Reading as a skill

“To learn to read is to light a fire; every syllable that is spelled out is a spark.”
Victor Hugo

(Duffy, 2009) states that “the main thing is to inspire students to be readers. If we teach skills and strategies, but our students do not become readers, we fail. So before discussing skills and strategies and how to explain them, I must first emphasize how to keep the main thing the main thing. The main thing in reading is to develop students who do read. That means motivating them to read. But how do we do that? We are helped to do it if we keep in mind an enduring teaching principle that says: “What they do is what they think it is.” That is, what students do during “reading” time is what they think is the main thing about reading.”

It becomes clear that inspiring and motivating students to learn to read will ultimately help in the development of students who do read. So, the challenge for

teachers becomes finding ways to motivate students. (Duffy, 2009) indicates that keeping in mind the teaching principle “What they do is what they think it is.” is helpful in understanding the perspective of the students and therefore, their motivation. In other words, the students’ actions during reading in class is what they perceive is the principle objective of reading.

This teaching principle refers to what students do during reading as representative of their experience with reading, and that they use that experience to construct an understanding of why we read. Motivation then, must be based on first, teachers themselves envisioning the purpose of reading. Then teachers must develop class activities and tasks which provide students experience reading as teachers envision it.

In classrooms we usually see what is known as “school reading”, not “real reading”. Completing worksheets and other artificial exercises fall under the category of “school reading”. Such practice is traditionally thought to be important and students have no say since they must follow their teacher’s instructions. Having students read stories in groups and then quizzing them on the content is also thought to be logical. Students are unmotivated because such activities do not permit them to experience what “real readers” do.

The saying “Reading is power” is a widely believed concept among teachers. If students are to believe that reading is indeed power, they must be given the opportunities to experience it. Therefore, teachers must create assignments and activities that show them what it is.

1.2.1. Providing “Real Reading” Experiences

The work situations for many teachers such as the large number of students, too many requirements such as testing to complete, too many demands from supervisors, etc. make finding time for providing “real reading” experiences difficult at best. Despite these challenges and the fact that classrooms are artificial places, some teachers find ways to incorporate “real reading” experiences in their class time. These teachers make it possible by having the following four conditions: 1.- a commitment to creating students who do read, 2.- being organized in their efforts, 3.- setting doable goals, 4.- establishing a classroom environment which supports the students in this endeavor.

(Duffy, 2009) states “In sum, skills and strategies must be explained within a larger context: a classroom environment designed to communicate to students the main thing about reading. Explaining occurs, but because it occurs inside real reading tasks, students build the understanding that reading is useful. Keeping the main thing the main thing is crucial for two reasons.

First, it helps you. In emphasizing the main thing, you state a personal value, saying, in effect, “I teach because I’m creating something important in my classroom. What you see my students doing here in my classroom is my vision for what I want them to value about reading.” Second, it helps students. Students decide what reading is and develop their own ideas about why it is worth learning on the basis of their experiences.”

Students are more likely to become readers if they are in an environment which provides the opportunity to experience reading as important and personally rewarding. Conversely, if their experience is boring, unfulfilling or pointless to them, no amount of explanations may make them readers. Successful reading instruction is more likely when it involves important activities teachers and students complete together. Inside those activities is where fundamental learning skills and strategies occur. Students will feel encouraged and uplifted by the inspiration of the teacher’s passion “reading as power.” They are more likely to persist when having difficulties bolstered by the belief that reading is important.

1.2.2. Reading Comprehension

Accomplished readers often combine “before,” “as you begin,” “during,” and “after”-comprehension strategies to use as they read. An example might be that such a reader will determine what the main idea is, evaluate the text as well as use other “after” strategies as they progress. The important thing to emphasize when presenting the concepts of before, as you begin, during, and after is that it is a continuous process that doesn’t stop at the last word of the text.

In ‘Essential Reading Comprehension’ by (Lapp, 2009), the authors explain that comprehension or meaning making is about the reader’s ability to interact with information; the purpose for reading and motivation based on both the information in the text as well as previous exposure to the topic and language used. The ability

to construct meaning from a reading using all of these areas is the essence of comprehension.

Skilled and motivated learners don't give up when challenged by a text. There are many readers unfortunately, who are unable to interact with assigned reading texts. The cause for the student's inability to connect to the material must be determined by the teacher to be able to find a workable solution to the problem. Students may begin to see how they can help themselves to better their own comprehension with any given text if the teachers show the students this two-step process – first figuring out what help is needed and second, how to best acquire it.

Readers need to be proficient in their ability to put multiple processes to use including the decoding and recognizing the meaning of words within their sentences and then the surrounding text passages.

The reader's background knowledge of the topic, recognition and ability to use any text features like its structure, illustrations, graphs, etc. to support and enhance the meaning, are needed to comprehend on a deeper and more critical level. The reader must also be able to situate the text as it relates to other texts of similar themes and challenge how it is positioned culturally, historically, or politically. Additional teaching assistance is required when a student is unable to assess and understand a text, no matter the reason.

1.2.3. Comprehension and Comprehension Instruction

The complexity of comprehension processes and instructional routines needed for the development of students' ability to understand and critically evaluate a variety of texts is well understood by effective teachers as well as the ability to identify solutions when students do not understand. It is known that a proficient reader will use a wide variety of processes or strategies when reading, often at the same time.

Being able to comprehend and critically respond to what is being read depends on the reader's ability to engage background knowledge about the text's topic and the language used and to apply skills and strategies to decode and assign meaning to words with a level of fluency that supports meaning making. The readings and recommendations in this resource focus on the interaction between text and reader, beginning with activating background knowledge.

1.2.4. The Importance of Background Knowledge

(Lapp, 2009) state “Although the work of (Anderson, 1984) helped us to realize that the more prior knowledge readers have about the topic of a text, the fuller will be their comprehension, (McKoon, 1992) note that readers do not always use their prior knowledge to support comprehension.

Subsequent studies by (Pressley, 1992) and (Stanovich, 1993) show that background knowledge, which is developed in part through wide reading, can be activated to support comprehension when readers interrogate themselves and the text, asking why things are happening. Through textual interrogation before, during, and after reading, readers draw on their prior knowledge to make sense or monitor their understanding of what they are reading.”

1.2.5. Meaning Making Comprehension

Until now it has been difficult to reveal the complex mental process of meaning making or understanding that occurs in a reader’s mind. Fortunately, there is much information about comprehension processes by teachers and researchers over the past several decades. There are also a number of instructional routines confirmed as useful in developing students’ comprehension reserve. It is known for example, that graphic organizers, teacher modeling, writing to learn, and reciprocal teaching have positive results on student comprehension.

Reading has an astonishing power to transport any reader into a new dimension and provoke a meaningful reaction in their souls. Regrettably, digital technology has eclipsed and diminished the importance of acquiring top-notch reading skills. Students tend to get poor information by utilizing texts and passages which lack varied synonyms, academic words, and scientific references. Sadly, such tendency is more palpable than ever before. So, it has been recognized as necessary to work on this topic that deals with active and cognitive strategies in the development of reading comprehension skills.

Reading opens up the possibility of creating associations and interpretations of criticisms of the different realities. However, the influence of technology and other sources has diminished the importance of reading as an essential part of studies, professional development, or self-development, and this situation has created a loss of interest in reading texts as a resource for information. Students prefer having

information through rapid sources with no depth, easy to search and to understand, which means that they avoid reading and all activities related to a more profound use of their skills to look for information and research, be it because they need it or for leisure.

1.3. Current levels of English in Ecuador

Ecuador according to SERCE (Segundo y Tercer Estudio Regional Comparativo y Explicativo, respectivamente) from the Latin American Laboratory for Assessment of the Quality of Education was placed in the group of countries with the lowest levels of achievement (along with El Salvador, Guatemala, Nicaragua, Panama, Paraguay, and the Dominican Republic). In the TERCE regional table, Ecuador was located at the regional average in Reading in 3rd grade, below the average in Reading and Writing in 6th grade (7th grade), and no area above the average. Other sources show that in Reading 49.4% of Ecuadorian students had reached the minimum level (level 2) of reading skills.

Women obtained better results than men, as in all of the countries. The four Latin American countries participating in (Programa para la Evaluación Internacional de las Competencias de los Adultos), from the OCDE (PIAAC), were at the bottom of the list of countries. Ecuador ranked last in reading comprehension and calculation skills. (Torres, 2018) in PIAAC defines reading comprehension as the ability to understand, evaluate, use, and relate written texts. 71.2% is at or below the level 1. The Regional Center for Book Promotion in Latin America and the Caribbean region (CERLALC), was informed that according to a study, Ecuador's reading population is 43% versus percentages that exceed 77% in the rest of the region.

According to (Telégrafo, 2018) the data on reading in Ecuador is low in comparison to the rest of the region in part because of the different parameters that were used to collect the data.

(INEC, 2012) conducted a report on reading habits of Ecuadorians aged 16 and over which found that 73.5% of people surveyed are in the habit of reading, of which 50.3% say they read one to two hours a week, compared to 26.5% that don't read, of which 56.8% is due to lack of interest. This data indicates that one of the difficulties that the students have is due to the lack of reading as part of their cultural

background. People in general do not like to read and, therefore, do not have the habit of reading, which of course, is reflected in their personal lack of interest in it or having a close encounter with aspects related to reading.

For Ecuadorian teachers reading is the most challenging function of the language to be taught, not only because of the fact that students just do not like reading, but because they do not understand some words which compromises their comprehension of the text. (León, 2004) says such as teachers, we need to consider that there are some internal processes and several factors that affect the reading comprehension process, for example, the cognitive processes that affect understanding itself, that is, the mental operations that are carried out, the knowledge that is available, the incoming information and the demands or context of the task.

As (Lapp, 2009) expressed: of course, we are still learning. As the world changes and we embrace the technological innovations of our time, new processes and new instructional routines will likely develop. As they do, teachers will adapt so that their students have access to the best information possible and to the best ways of making sense of it. Current knowledge is devoted to helping teachers teach all children in the world to read, to understand, and to think critically. Isn't this what it means to be free?

1.3.1. Problem Analysis

Nowadays it is difficult to maintain the attention of students during class reading assignments. In my experience it is due to the fact that very few of the students understand what the reading is about. This is most likely because they do not understand sentence structure and lack vocabulary and therefore, they do not understand the ideas within the texts. Another reason is that they find reading boring, and it doesn't appeal to them. Young students are also uncomfortable and disinterested with texts where they find only words. Colorful graphics hold their interest and allow them to visualize the important parts of the story.

In my experience teaching students in an elementary school, they did not like to read in Spanish, their native language, worse yet in English. They don't have an established habit of reading in addition to the fact that they do not have a good basis in grammar and spelling in Spanish. This situation causes the students to have

negative experiences when doing reading and writing activities in their native language causing the students to shy away from attempting to do such activities in English on the basis that they would be so much more difficult to do. With university students the situation is not very different as very few students like reading nor do they actually enjoy it.

This is why, from my early years as a teacher, I found it necessary to investigate new ways of reaching the student and getting him/her into reading in a second language. So now when the opportunity presented itself, I decided to do research in this area of teaching that the students badly need, and I came to the realization that establishing a habit of reading in class is very complicated, but not impossible.

In my opinion, what we need as teachers is to identify different and interesting strategies to achieve the best reading comprehension for the students, in ways where they themselves can take steps within the reading process to investigate and thus obtain the relevant information thereby encouraging them to continue reading. By doing research in reading comprehension, the need for strategies may be proved in order to make the changes necessary for students to receive the help they require to become accomplished readers of stories and texts in English and thus assist them in their chosen fields of study.

The problem encountered by ESL teachers then, is a lack of reading comprehension by students. If the students are instructed in active and cognitive strategies designed to provide necessary tools to improve reading comprehension, then the students should increase their ability to understand text read. Thus, two research questions were explored a. regarding the benefits of applying active and cognitive strategies for reading comprehension b. about the extent of improvement that the application of active and cognitive strategies provide to reading comprehension. The reading strategies to develop reading comprehension were identified and then analyzed by teachers to determine which active and cognitive strategies for reading comprehension could be applied for A2 level.

Once the strategies were identified, material was then created with active and cognitive strategies to apply as support material. To address these questions, the subjects of the study had to complete active strategies (Predicting and Connecting) and cognitive strategies (Graphic Organizer and Questioning) activities related to

A2 level readings for a period of one month. The study attempted to demonstrate the application and effectiveness of active and cognitive strategies in the development of reading comprehension skills.

Research questions

- What are the strategies used by teachers in class to develop reading comprehension?
- What active and cognitive strategies for reading comprehension can be applied for A2 level?
- How can we create material with active and cognitive strategies to then apply as support material?

Hypothesis

- Active and cognitive strategies do develop reading comprehension skills for A2 students.

General Objective

- To demonstrate the application of active and cognitive strategies in the development of reading comprehension skills.

Specific Objectives

- To identify the reading strategies used by teachers to develop reading comprehension
- To analyze which active and cognitive strategies for reading comprehension can be applied for A2 level
- To create material with active and cognitive strategies to apply as support material.

CHAPTER II. DESIGN METHODOLOGY

2.1. Reading in Class

A reading skill is a cognitive ability which a person is able to apply and use when interacting with the written text. According to (Goodman, 2012) reading is not only a procedure of meticulous identification of words, it means that sentences lead to comprehension built from letter to word to phrase to sentence. (Clarke, 2013) writes that the idea when reading is that students have a clear understanding of the message; when written messages are successfully understood, reading can be a wonderfully inspiring, enjoyable and transforming experience.

For (Moore, 2016) Reading Comprehension is a fundamental skill for each person because it allows them to understand what they are reading. This is the reason that we can observe a variety of cognitive processes, such as working memory and phonological, syntactic, and morphological awareness that also influence the way students read and how they develop their skills. All these factors have to be considered in class, and of course, teachers need to look for, apply and develop strategies for comprehensive reading.

2.1.1. Reading Comprehension and Cognitive Strategies

Teaching reading comprehension requires taking into consideration the cognitive processes of the brain. (Kendeou, 2014) mentions that this is a process to understand, use, reflect on, and engage written texts, in order to achieve one's goals, to develop one's knowledge and potential, and to participate in society. And (Smith, 1980) says that to understand the text, the reader needs to apply a comprehension strategy appropriate to the text they are reading.

Cognitive strategy involves mental manipulation or information of materials or tasks and it is intended to enhance comprehension, acquisition, or retention. It is divided into three types: rehearsal strategies which refer to underlining and writing down the important ideas; organizational strategies that refer to arranging materials into outline order; and elaboration strategies that explain extensively the facts presented.

According to (Gagne, 1979) Cognitive strategy is used for solving some intellectual tasks where the human being has to decide the indispensable problem.

It provides a structure for learning when a task cannot be done, and it provides a series of steps. These strategies include selecting, predicting, confirming, and validating the results of the understanding. Cognitive strategy deals with how to learn, how to remember, and how to convey ideas reflexively and analytically. If the learner controls this internal process in an effective way, they will be able to self-learn and can learn independently, as well as being able to solve problems and generate ideas well.

(Padron, 1988) mentioned the use of strategies to develop reading comprehension which have a positive relationship with student achievement such as: (1) making a written summary, (2) highlighting important parts, (3) raising questions to oneself, (4) checking understanding through text, (5) asking questions – the problems that exist in the text that the student does not know, (6) making notes, and (7) mentally describing the text's content.

(Montgomery, 2017) indicates that, it is understood that comprehension skills are fundamental to language fluency and are necessary for acquiring a complete process of language skills because it requires text comprehension, vocabulary knowledge, and reading fluency. If this process is not considered, the results will not be favourable for the learning process. Reading Comprehension involves thinking about the words that were just read and deriving a meaning for just those words and the text as a whole.

In the Languages Center of the Technical University of Ambato, teachers work to develop language skills according to the Common European Framework (CEFR) applying a wide variety of strategies and techniques. However, reading comprehension is not an important part in the process as the main focus is centered on developing speaking skills and working to have efficient, communicative competence. Reading consists of the students answering questions after reading assigned text without having been given strategies for developing comprehension skills.

This current situation in the Languages Center of the Technical University of Ambato demonstrates the need for the development of new strategies and techniques for the benefit of the students. (Akker, 1999) says “Various motives for initiating and conducting development research can be mentioned. A basic motive stems from the experience that 'traditional' research approaches (e.g. experiments,

surveys, correlational analyses), with their focus on descriptive knowledge, hardly provide prescriptions with useful solutions for a variety of design and development problems in education.”

2.2. Research Methodology

Research methodology is a collective term for the structured process of conducting research. There are many different methodologies used in various types of research and the term is usually considered to include research design, data gathering and data analysis. There are five types of research methods: survey, case study, field experiment, qualitative and quantitative. Research methodology seeks to inform why a research study has been undertaken, how the research problem has been defined, in what way and why the hypothesis has been formulated, what data have been collected and what particular method has been adopted, why particular technique of analyzing data has been used as well as a host of other similar questions.

2.2.1. Quantitative Research Methodology

Strength in numbers characterizes the many advantages of quantitative research. A numbers-based research discipline, quantitative research statistically measures attitudes, behavior, and performance and provides results in percentages that are easier to interpret. Utilizing a series of tests and techniques, quantitative research will often yield data that is adaptable for a larger population. Because it is so deeply rooted in numbers and statistics, quantitative research has the ability to effectively translate data into easily quantifiable charts and graphs.

(Goundar, 2012) explains that real-world examples have shown the effectiveness of quantitative research in measuring awareness, establishing profiles, and determining future needs. Quantitative research is based more directly on its original plans and its results are more readily analyzed and interpreted.

2.2.1.1. Quantitative Research Methods

According to (Cohen, 1980), “quantitative research is defined as social research that employs empirical methods and empirical statements. He explains that an empirical statement is defined as a descriptive statement about what “is” the case

in the “real world” rather than what “ought” to be the case”. Typically, empirical statements are expressed in numerical terms; empirical evaluations are applied in quantitative research.

Empirical evaluations are defined as a form that seeks to determine the degree to which a specific program or policy empirically fulfills or does not fulfill a particular standard or norm. Moreover, (Creswell, 1994) concisely defines quantitative research as a type of research that is explaining phenomena by collecting numerical data that are analyzed using mathematically based methods (in particular statistics).

Some of the different types of Quantitative Research Methods used in information systems are: descriptive, correlational, cause-comparative, experimental, descriptive and case study. Experimental research was used for this project. The experimental research establishes the cause-effect relationship and does the comparison, but the cause is manipulated. The cause, the independent variable, makes the difference. The effect, dependent variable is dependent on the independent variable.

(Goundar, 2012) states in Chapter 3 of Research Methodology and Research Method that research, according to Rajasekar, is a logical and systematic search for new and useful information on a particular topic. Different sources of information collection might be experience, human beings, books, journals, nature, etc. But the process must have certain characteristics to qualify as research: it must, as far as possible, be controlled, rigorous, systematic, valid and verifiable, empirical and critical. Of these sources of information, rigorous, systematic, valid and verifiable, empirical and critical were applied to the research project to acquire the data used to draw the conclusions made.

- Rigorous – Signifies that the procedures were followed meticulously to find answers to questions that were relevant, appropriate and justified.
- Systematic - Signifies that the procedure adopted to undertake the investigation followed a certain logical sequence as some procedures had to follow others, therefore, the different steps could not be taken in a haphazard way.
- Valid and verifiable - Signifies that whatever the conclusion made on the basis of the information collected is correct and can be verified.

- Empirical - Signifies that the hard evidence gathered from the data collected from the real-life experiences or observations were the basis upon which any conclusions were drawn.
- Critical - Signifies that exacting analysis of the procedures used and the methods employed was crucial to the research study. The investigative process was foolproof and free from drawbacks.

2.2.2. Applied Research

In an applied research well known and accepted theories and principles are employed to solve certain problems. According to (Goundar, 2012) applied research is essentially most experimental research, case studies and interdisciplinary research. It is helpful for basic research. A research, the outcome of which has immediate application, is also termed as applied research. Such research is of practical use to current activity. For example, researches on social problems, increasing efficiency of a machine, increasing gain factor of production of a material, pollution control, preparing vaccination for a disease, etc. obviously have immediate potential applications.

The research project at the Technical University of Ambato is based on applied research because it can be put into use immediately to improve the teaching strategies and techniques related to reading comprehension skill.

2.2.3. Data Collection Tools

In research, we work with different methods such as sampling and data collection. In research terms, a sample is a group of people, objects, or items that are taken from a larger population for measurement. Data collection is the process of gathering and measuring information on variables of interest in an established systematic fashion that enables one to answer stated research questions, test hypotheses, and evaluate outcomes. Sampling is a tool that is used to indicate how much data to collect and how often it should be collected. This tool defines the samples to take in order to quantify a system, process, issue, or problem.

At the project's beginning, for example, tests offer information on the initial situation within the target group. Tests often employ quantitative, qualitative or mixed methods. The quantitative method has been chosen for this project. The advantage

of tests is that standardized tests provide a high degree of comparability. The disadvantages include medium time expenditure, administration of the tests require extensive expertise, and standardized tests may not be applicable to the target group's specific situation.

For this project, tests and measurements were used to provide important information at various points in the project cycle. A pretest was created using a reading specific to the data required and then was administered to the students of both the control and the experimental groups. The data collected provided a baseline of knowledge for all of the students involved in the study. A posttest was created based on a different reading and applied to the students of both groups at the end of the research study. The data collected allowed for a comparison of knowledge and abilities acquired during that time.

2.2.4. Quantitative and Qualitative Research

Quantitative research is based on the measurement of quantity or amount. Here a process is expressed or described in terms of one or more quantities; data can be counted, measured, and expressed using numbers.

Qualitative research is concerned with qualitative phenomenon involving quality. It is non-numerical, descriptive, applies reasoning and uses words; the results are subjective in-depth analysis. Its aim is to get the meaning, feeling and description of the situation. In other words, structures involve quantities, whereas patterns involve qualities.

For this project, quantitative research was used as the data acquired was a measurement expressed using numbers.

2.2.4.1. Analyzing Qualitative and Quantitative Data (statistics):

The quantitative research for this project investigated students' reading comprehension using a pretest of 8 questions and a posttest of 8 questions that were answered by 36 respondents which were divided into two groups, a control group and an experimental group. Descriptive statistics will be used to analyze research variables through a t-test and Excel to produce the Percentages and Mean and Standard Deviation of the data.

The results acquired from the data suggested that the respondents from the control group needed to improve comprehension of the reading passages. To sum up, results will be used by the Languages Center of the Technical University of Ambato in the development of effective reading strategies for the improvement of student reading proficiency.

2.2.5. Data Collection:

Chapter 4 of a dissertation from the (University of Moratuwa, Sri Lanka, s.f.) that data collection, an important aspect of any type of research study, signifies the gathering of information to address critical evaluation questions. There are many methods of gathering information, and a wide variety of information sources. The following are a few methods for collecting research project information: questionnaires, interviews, direct observations, documents and other materials, focus group interviews, case-studies, diaries, critical incidents and portfolios.

The book *Foundations of Research* (SAGE Publications, s.f.) lists the six most common methods of data collection employed by educational researchers as:

- Tests
- Questionnaires
- Interviews
- Focus groups
- Observation
- Constructed, secondary and existing data

2.2.5.1. Tests

The book goes on to say that it is common to use tests in quantitative research to measure attitudes, personality, self-perceptions, aptitude, and performance of research participants. The most common type of test perhaps is the standardized test, that is developed by psychometricians and usually includes psychometric information on reliability, validity, and reference group norms.

The book *Foundations of Research* (SAGE Publications, s.f.) continues stating that although many tests (e.g., standardized tests of intelligence and personality, achievement, preschool, aptitude, and diagnostic tests) are available for use, experimental researchers occasionally need to create their own tests to

measure very specific constructs which are uniquely operational. A test procedure might be designed by an experimental researcher to measure a cognitive or memory process or to measure participants' response time to a mental activity. When looking at the manipulation of instructional content or context, a researcher usually needs tests to be tailored to the content or task.

Note that the researcher is obliged to do his or her best to find ways to affirm the reliability and validity of the assessments even though such "experimenter-constructed" tests are not normal for specific populations.

For this research project both the pretest and posttest were designed using appropriate reading materials specific to the A2 students' reading level and a total of 8 questions per test.

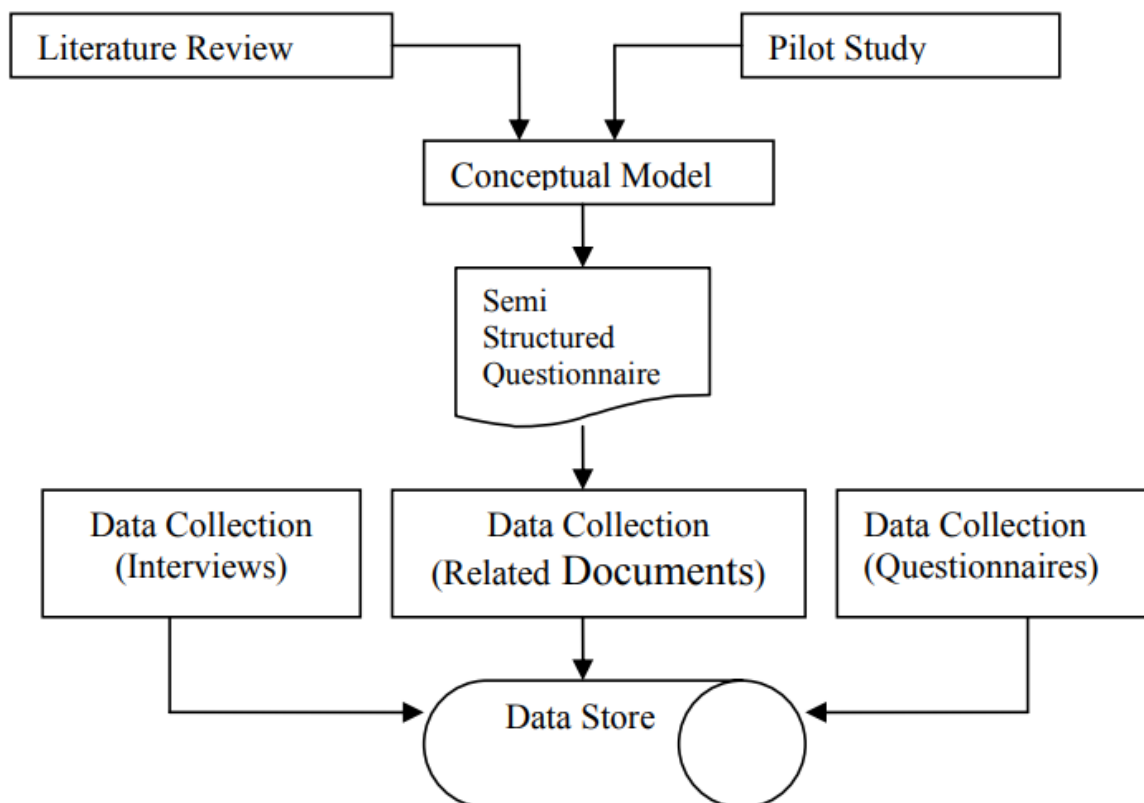
2.2.5.2. Technology and Tests

The book *Foundations of Research* (SAGE Publications, s.f.) indicates that for the purpose of research, most testing can be accomplished in situations involving groups. Usually the researcher administers them on computers and more recently testing has sometimes been administered online. It is up to the researcher to determine which mode of testing is the best and most efficient for the study. Ease of administration and the ability to program complex sequences of questions are two of the advantages of computer testing. The advantage of Internet testing is the lack of research effects due to the fact that the researcher is not present. Not knowing with certainty exactly who is taking the test and the other activities the participant may be engaged in at the time of testing that might affect test performance is a key weakness of Internet testing.

At the time of the study, the country was on lock down due to the COVID-19 virus epidemic which closed the Technical University campus to students and required students to receive classes online. Liveworksheets.com was used to apply both the pretest and posttests as it allowed for the application of graphics in which the students were able to write their answers.

2.2.6. The Data Collection Methodology

The data collected were kept in a data analysis. Data analysis is where data collected using various methods are kept. The following diagram is an example of data storage:



GRAPHIC 1: DATA COLLECTION METHODOLOGY
SOURCE: UNIVERSITY OF MORATUWA, SRI LANKA

2.3. Strategies for Reading Comprehension

(Moore, 2016) state in their study *The Simplicity and Complexity of Reading Comprehension* that there is an endless number of comprehension strategies and resources for teachers of elementary which include graphic organizers, story maps, games, websites, and apps that allow students the opportunity to practice and build comprehension skills.

(Honig, 2008) list eight comprehension strategies that they have been researched and proven to be effective in the classroom. These strategies include: monitoring comprehension, connecting to world knowledge, predicting, recognizing text structure, asking questions, answering questions, constructing mental images, and summarizing.

They go on to say that an example of a strategy is click and clunk (Cecil, 2014) which is a comprehension monitoring strategy proven to be effective with elementary students. The students ask themselves questions as they read. They receive a click, like a light bulb clicking on if they answer the questions effortlessly.

The click indicates that the information “clicks” with the reader. A click may be represented by tapping a pencil or snapping a finger if the use of sound helps the student to build confidence. However, the students hear a clunk if they struggle through the passage and cannot effortlessly answer the questions. The clunk sound may be represented by other sounds created by the students such as dropping a dried bean in a container. The students who have more clunks by the end of the text must reread the passage and then answer the same questions again. This self-monitoring activity is partially why this strategy has proven beneficial.

According to (Honig, 2008) it is effective because “students notice what they do understand, identify what they do not understand, and use appropriate ‘fixups’ to resolve problems or confusions”. Students have the opportunity to self-correct, giving the teacher the opportunity to plan interventions and lessons specific to the problems experienced by the readers. (Klingner, 1998) explain how this strategy can also be used to “teach students to monitor their reading comprehension and to identify when they have break-downs in understanding”. This strategy teaches the students to pay attention to areas in which they are struggling, therefore, it is widely chosen for use with students that have reading difficulties.

The study by (Moore, 2016) go on to explain that a story map is another strategy proven to be effective when teaching reading comprehension. There are many variations in the design of story maps, but most are fairly simple asking students to retell the beginning, middle, and end of the story. Story maps are great classroom resources during whole group instruction allowing each reader to visualize the story and understand it in more detailed perspective.

Pictures may be used by younger students and emerging readers to create a story map while a web design, timeline, or story may be used by older students to express their stories. (Honig, 2008) have proven that the reader’s focus and engagement in the text is maintained by using a more complex story map - outline, setting, characters, problem, and sequence of events, outcome, and theme. When

recorded on a map, the students know which details they are looking for and tend to remember and understand the story better.

The study goes on to mention that RAP: Read-Ask-Paraphrase is an effective reading comprehension strategy which may be used at all grade levels. It involves students reading the paragraph, asking themselves, (Hagaman, 2010) expresses: "What was the main idea and two details?" and putting the information into their own words. The readers are asked to paraphrase the information in the text and to substantiate their interpretation using the details of the story.

The same study mentions that (Klingner, 1998) introduce previewing as an effective strategy to empower students' reasoning. Previewing activates students' prior knowledge about a reading topic, enables students to make predictions, and generates students' interest in the topic. It helps readers by tapping into their prior knowledge of the topic, thereby triggering their thinking process.

The study *The Simplicity and Complexity of Reading Comprehension* also mentions text coding as another effective strategy used by teachers. Students may become disinterested or disconnect from the text when reading material or passage that is new, difficult or lengthy. Text coding is an effective means that helps students maintain their focus on the text and their thoughts regarding it as they read. The strategy is simple and may include the use of symbols to represent questions, prior knowledge, or new ideas; highlighting important words or facts; writing down questions or thoughts about the text in the margins; or making predictions.

Text Annotation is mentioned in the study as an effective and a simple means of self-monitoring comprehension by older students, while maintaining awareness of their own thought process while reading. In his article, *I'll Have Mine Annotated, Please: Helping Students Make Connections with Text*, (Brown, 2007) states: "Reading is one thing, but getting something of value from what we read is another" (73). (Brown, 2007) presents the value of making personal connections and interacting with a text to facilitate comprehension and the reading experience.

Summarizing is discussed in the study by (Moore, 2016) as a common reading comprehension strategy. Summarizing consists of the student processing the information, paraphrasing the information and deciding which parts of the texts are fundamental. Some students who may have limited vocabularies or find relating

to the text difficult may find summarizing to be challenging. Direct instruction and modeling by the teacher can be used to help students with this strategy.

The study discusses the Direct- Reading-Thinking Activity strategy as effective when helping to guide students in asking questions initiating conversation regarding the reading. (Vacca, 2011) says that this strategy may be used to help students with the “process of predicting, verifying, judging, and extending thinking about the text material”.

It assists students’ ability to discuss the story with the objective of gaining a complete and detailed understanding of the topic. Direct- Reading-Thinking allows students the chance to verbalize what they are thinking about the text while verifying their thoughts with passages or facts from the text. The activity gives the teacher a clearer idea of how the students interpret the text.

According to (Moore, 2016) the story is being discussed the teacher may ask students questions to help them make a personal or external connection to the story’s theme, thereby offering an opportunity to extend students’ comprehension. The study’s authors present three ways students can connect with a text. The first is called text-to-self connection where readers share their personal connection. The second is called text-to-text connection meaning that the reader connects the story to another story that he or she has read.

The third, text-to-text world connection is utilized more often with older students because it involves a higher-level thinking. The story is related to current or historical world events by the students. The use of children’s picture books is an effective tool for teachers to model and practice a variety of comprehension strategies.

2.3.1. Technology in Reading Comprehension

The authors of the study explain that technology can be a beneficial tool for teaching reading comprehension strategies as many classrooms today have easy access to its use. It is known that students are more engaged when teachers incorporate interactive strategies with technological devices such as smart boards and computers in the classroom.

There are many websites that are excellent resources for teachers to create interactive lessons using the technology available to them to encourage

comprehension skill building. Other resources are available including sites for activities, lesson plans, videos, tips for parents, etc. Laptops and tablets are now available in many schools for all students' classroom use. Students can receive assistance with reading comprehension from the many apps for tablets now available.

For this project, <https://learnenglish.britishcouncil.org/skills/reading> website was used to acquire reading material as a basis for questions created regarding each exercise. As previously explained, the students received classes online. The students read the stories and answered the questions using their personal computers at home.

2.3.2. Teaching Techniques and Cognitive Strategies

Each student is a world unto himself, presenting not only variations in age, in abilities, in social and cultural backgrounds, and in motivation, but in required learning styles as well. These facts must be considered when determining the techniques that a teacher will use to be successful in reaching his or her students and ultimately in the learning that is accomplished.

The dramatic and interpersonal aspects of teaching and the skill and artistry of achieving excellence in teaching are recurrent themes according to Lowman. He states that the classroom is seen as an arena in which students and teachers attempt to meet basic psychological needs and reveal their personalities. Obtaining feedback from students and motivating students to assume classroom leadership, along with fostering personal relationship with students are important as well as speech, movement, and suspense in the classroom.

(Lowman, 1984): Selecting and organizing material for the lecture; enhancing learning through classroom discussion; planning course content to maximize interest; integrating learning in and out of the classroom; evaluating student performance through testing and grading; and evaluating teacher effectiveness including the use of students' ratings are all techniques of good teaching. (Vale, 1995) concur that English teachers may need additional support and guidance to find techniques that are relevant to teaching children. Such support may consist of increasing the knowledge of teachers with respect to their own classroom practice,

encouraging discussion on key issues relating to the teaching of children, illustrating methodology and classroom practice ideas through themes and topics.

An immersive and active process, cognitive learning engages a person's senses in a constructive and long-lasting way. It deepens the memory and retention capacity by teaching students how to facilitate the connection of new information with existing ideas by maximizing their brain's potential. Unlike the traditional learning process where the focus is on memorization, cognitive learning focuses on achieving mastery of the subject.

Cognitive reading strategy reflexively and analytically deals with methods of learning, methods of remembering, and methods of conveying ideas. The results of Rothkopf and Bisbicos' research cited by (Gagne, 1979) how that readers are able to control their attention in comprehending a text when utilizing cognitive strategies.

(Suyitno, 2017) further explains that cognitive strategy in text comprehension relates to how the reader attempts to understand what they read, how to make the reading purposeful, and what to do when having difficulties or problems. Although the practice of this strategy can support or assist in the comprehension of text, it may also interfere or impair the reader's comprehension of the text.

1) PREDICTING

In her book *How to Manage an Independent Reading Program*, (Parisi, 2005) states that the use of information and background knowledge to form a hypothesis regarding the author's intent is called the predicting strategy. The students gain the ability to anticipate the information to be presented next by predicting. By giving predictions, the students come to the realization that the purpose for their reading experience is established. Prediction allows the student to make a connection between the new knowledge learned and their previous knowledge. Once finished reading, students should be motivated to check the accuracy of their predictions.

For the study project, the steps and activities suggested in *How to Manage an Independent Reading Program* by (Parisi, 2005) were chosen for daily work and for evaluations:

- Review the good reader strategies used within the reciprocal model.
- Instructed students to locate evidence from the text that supported their prediction of what would happen next as well as evidence contrary to their prediction.

- Displayed the prediction organizer overhead. Reviewed headings and guidelines for completing the chart. Distributed a chart to each student. Had students draw the chart as practice for creating a chart to organize their information and writing.
- Displayed an appropriate CLOZE passage or reading sample. Displayed one paragraph at a time, so students could predict what would happen or be learned in the next paragraph. Read the text aloud while students read silently. Modeled thinking aloud and the use of clarifying and questioning strategies.
- After reading one paragraph, instructed students to record in the first column what they believed would happen next. Encouraged students to write a complete response by using “I’ll bet...,” “I think...,” “I predict...,” “I infer...,” or “I guess...”
- Instructed students to record textual details that supported their prediction in the second column and textual evidence that did not support their prediction in the third column.
- Displayed and read aloud the next paragraph. Allowed students to check their predictions for accuracy.
- Repeated step five until the passage was read in its entirety.

Surveyed the class for a summary of what had been learned by completing this activity. Reinforced the importance of using text support when predicting. Reminded students that predicting and anticipating what would happen in a text would prepare them and help them build a stronger understanding of what has been read.

2) CONNECTING

(Fusco, 2012) in her book *Effective Questioning Strategies in the Classroom: A Step-by-Step Approach to Engaged Thinking and Learning*, K -S explains that the rigid traditional pattern of recitation and memorization is broken by the questioning strategy. This is accomplished by it providing an organizational framework enabling teachers get to the heart of the lesson by using purposeful questions which promote diversity of ideas, supporting and creating critical thinking in an interactive environment.

For daily work and for evaluations for the project, the activities suggested in Making Connections High Intermediate Student's Book: A Strategic Approach by (Pakenham, 2004) were chosen:

- Getting a First Idea about the Article.- This previewing activity enabled students to develop expectations about the content and organization of the article before they began to read it.
- While Reading.- This activity consisted of a set of tasks that students completed while reading the article. Each task set a short-term goal and activated an appropriate text-processing strategy. Students signaled their completion of a task by highlighting or underlining text or by writing margin notes.
- Main Idea Check.- An activity that required students to read for the main idea of the article and of each paragraph in all readings thereafter. It recommended that reading for main ideas be the goal of the first read-through of each article. It also recommended that students pause after each paragraph and choose its main idea before reading the next paragraph.
- A Closer Look.- This activity required students to look for specific information in each article. Typically, students responded to True/False and multiple-choice questions. Other tasks included identifying the elements in cause and effect connections, linking specific solutions to problems, and locating technical terms and definitions.

2.3.3. Active Strategies

In her Active Learning Strategies article dated April 3, 2017 (Wolfley, 2017) explains that active learning, involves analysis, synthesis and evaluation, high order thinking regardless of physical activity.

A reader must read critically with an awareness of thought processes while focusing and actively engaging with the material. These activities improve critical reading skills facilitating the readers' comprehension and internalization of the information read and allowing for prolonged retention of the material.

“Reading can be a participative activity in which students can interact in pairs or in groups that encourages communication.” anonymous

Lectures are opportunities for student interaction allowing for the practice of new information and skills, but current cognitive science research shows that a variety of activities are required for students to master reading. Teachers usually speak 100-200 words per minute, but students only hear a quarter to half of them. It also indicates that students retain 70 percent of what they hear during the first 10 minutes of class, but retain only 20 percent of information given during the last 10 minutes.

Thus, active learning activities are very important for students in lecture-based courses. The strategies considered most effective to maintain student interest and improve reading skills are to write in books, annotate a text and create mind maps.

Of these strategies two were chosen for this investigation:

1) MIND MAPS OR GRAPHIC ORGANIZER

Readers could use a visual or graphic organizer to comprehend text by seeing how ideas interconnect and finding the strengths and weaknesses of their reading skills. Textual information could be organized with outlines and concept maps.

The activities for daily work and for evaluations suggested in the Manage an Independent Reading Program, by (Parisi, 2005) were chosen to be used.

- Wrote the words *graphic organizing* on the board. Surveyed the students to see if they know what that meant. Discussed the meanings of the words: *graphic* (picture relating to the visual arts, diagram, vividly realistic) and *organizer* (give orderly structure, arrange).
- Following students' understanding of the term, displayed samples or organizers. Reviewed the purpose of each organizer.
- Instructed students that they would practice choosing an organizer to display or arrange information learned from the text. Displayed and distributes the reading passage you had selected.

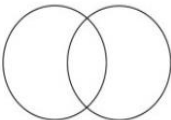
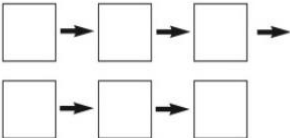



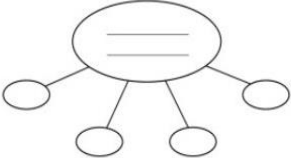
Formulated a question for students to answer using a graphic organizer of their choice:

Which graphic organizer would be chosen to order the sequence of the events?

Which graphic organizer would be chosen to show how the problem was solved?

- Provided additional questions so students can draw and complete additional organizers.

Instructed students that they would be responsible for choosing the shape of an organizer based on the purpose of the text and the information learned. Reminded students that using various types of organizers helps them to practice different types of organizational strategies, especially in note-taking. Such as:

| | |
|--|---|
| <p>① Venn Diagram Purpose: to compare and contrast two or more items</p>  | <p>② Sequence Chain Purpose: to sequence the events of a story as a way of summarizing</p>  |
| <p>③ Cause-and-Effect Map Purpose: to demonstrate the effect of a specific cause learned in the passage</p> <p>Cause → Effect</p>  | <p>④ Time Order Timeline Purpose: to sequence the dates of events learned in a passage</p>  |
| <p>⑤ Problem and Solution Purpose: to demonstrate the problem and its solution learned in a passage</p> <p>Problem → Solution</p>  | <p>⑥ Main Idea and Detail Map Purpose: to organize the main idea and details in a passage as a way of summarizing</p>  |

GRAPHIC 2: WHICH GRAPHIC ORGANIZER WOULD YOU CHOOSE?

SOURCE: HOW TO MANAGE AN INDEPENDENT READING PROGRAM BOOK

2) ASKING AND ANSWERING QUESTIONS (QUESTIONING)

Questioning techniques help clarify a text allowing for better comprehension by the reader. The teaching of questioning techniques gives the students opportunities to make meaning of the text while monitoring their comprehension of the text by asking questions as they read.

Daily work and evaluations were taken from Connie Medina's book (Medina, 2008): Successful Strategies for Reading in the Content Areas listed below.

The students had to respond to the following questions in order to develop their understanding of the text.

- Global Understanding- Being outside and stepping into the text: Ex:
 - What is the overall purpose of the text?
 - What is the most important point in the text?
 - What details support the most important point?
- Developing an Interpretation – Being in and moving through the text. Ex:
 - When could the feelings or attitudes of any of the people described in the text be inferred?
 - When were the cause/effect relationship of important events, concepts, or ideas in the text able to be identified?
 - How would the information be different if one of the events or steps described was changed or deleted?
- Reflecting on Personal Experiences – Being in and stepping out of the text. Ex:
 - What prior knowledge / personal experience can be connected to this topic?
 - What other information would be interesting to learn on this topic?
 - What new information has been gained about this topic, and why is this information important?
- Critical Response -Stepping out and analyzing the reading experience. Ex:
 - How does the author create interest about his/her subject?
 - Based on the text, what kind of teacher would the author make?
 - What does the author believe about his/her subject? How do you know?

Please note that at the time of the study, the country was on lock down due to the COVID-19 virus epidemic which closed the Technical University campus to students and required students to receive classes online. For this project, <https://learnenglish.britishcouncil.org/skills/reading> website was used to acquire

reading material as a basis for questions created regarding each exercise. The students read the stories and answered the questions using their personal computers at home.

As previously described, there are eight comprehension strategies that have been researched and proven to be effective in the classroom. These strategies include: monitoring comprehension, connecting to world knowledge, predicting, recognizing text structure, asking questions, answering questions, constructing mental images, and summarizing.

Of the cognitive strategies, predicting and connecting were chosen to be used in the study project.

Prediction strategies help the students gain the ability to anticipate information to be given next, thereby allowing them to make a connection between previous knowledge and the knowledge learned. After reading the students, should be motivated to check the accuracy of their predictions. For the study project, the steps and activities suggested in *How to Manage an Independent Reading Program* by (Parisi, 2005) was chosen for daily work and for evaluations whereby students are to locate the information in the text that supports their prediction as well as disproves their prediction of what would happen next. Students use a prediction organizer to organize their information and writing.

A paragraph was modeled by being read aloud, thinking aloud using clarification and questioning strategies. For each paragraph the students filled in the first column of the organizer with their prediction in complete sentences using such words as "I'll bet...," "I think....," "I predict...," etc. In the second column textual details that supported their prediction were listed and textual evidence that did not support their prediction was listed in the third column.

Then the next paragraph was displayed and read aloud allowing the students to check their predictions for accuracy. The steps were repeated for each paragraph of the text.

Next the class was surveyed for a summary of what had been learned by completing this activity, reinforcing the importance of using text support when predicting. In this way students were reminded that predicting and anticipating what would happen in a text would prepare them and help them build a stronger understanding of what had been read.

The second cognitive activity chosen was connecting for which the activities suggested in *Making Connections High Intermediate Student's Book: A Strategic Approach* by (Pakenham, 2004) were chosen for the daily work and evaluations for the project. The students had to preview the text to develop expectations about the content and organization of the article before reading it. Then as they read, they completed tasks related to text processing strategy.

Next students read for the main idea of the article and of each paragraph in all readings thereafter. Reading for main ideas was the goal of the first read-through of each article. Students paused after each paragraph and chose its main idea before reading the next paragraph. Students were given activities to look for specific information by typically responding to True/False and multiple-choice questions as well as other tasks including identifying the elements in cause and effect connections, linking specific solutions to problems, and locating technical terms and definitions.

Of the Active strategies, two were chosen for this investigation, graphic organizer and questioning.

The use of mind maps or graphic organizer allow students to visualize how ideas interconnect and finding the strengths and weaknesses of their reading skills. Text can be organized with outlines and concept maps. The activities for daily work and for evaluations suggested in the *Manage an Independent Reading Program*, by (Parisi, 2005) were chosen to be used. Once certain that the students understood the words graphic and organizer, they were shown samples with explanations of their specific use. Next, they practiced displaying information from a given text or for varied purposes such as showing a sequence of events. This teaches students that using various types of organizers helps them to practice different types of organizational strategies, especially in note-taking.

The second active strategy chosen was asking and answering questions which helps students monitor their comprehension of the text by asking questions as they read.

The daily work and evaluations were taken from Connie Medina's book (Medina, 2008): *Successful Strategies for Reading*. In order to develop understanding of the text, the students responded to various questions related to global understanding and development of interpretation. Then students could

express hypothetical ideas related to changing the circumstances or events in the text and have the opportunity to talk about related personal experiences. The students also answered questions analyzing the writing from the author's standpoint.

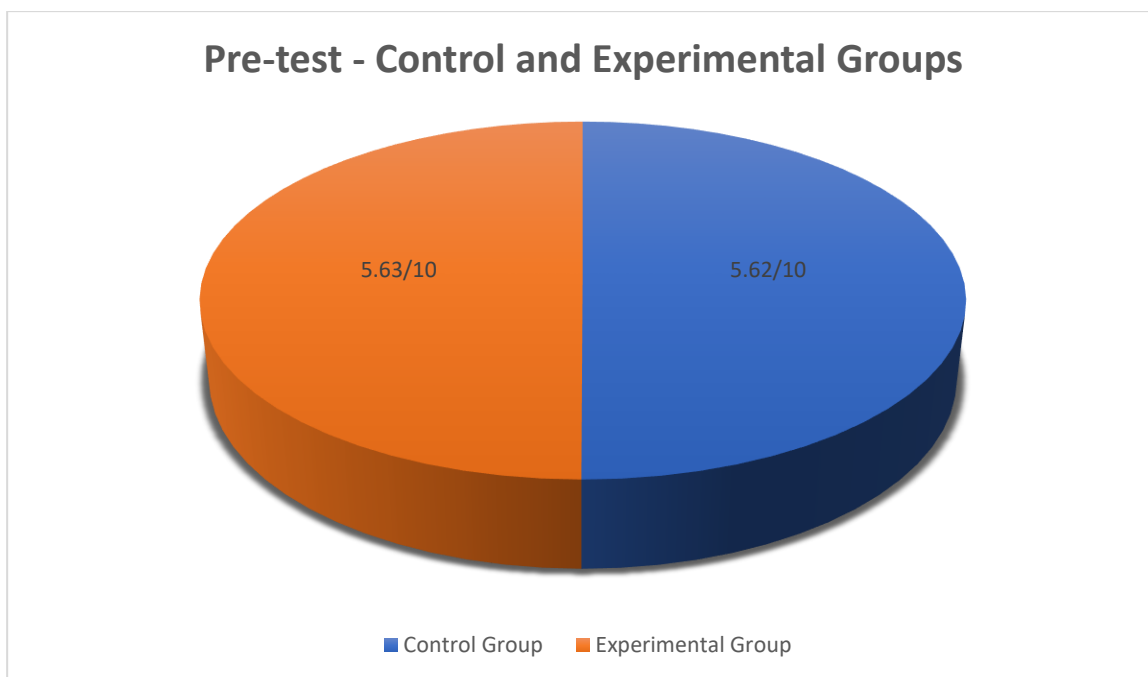
CHAPTER III. ANALYSIS OF THE RESULTS OF THE RESEARCH

3.1. PRE-TEST

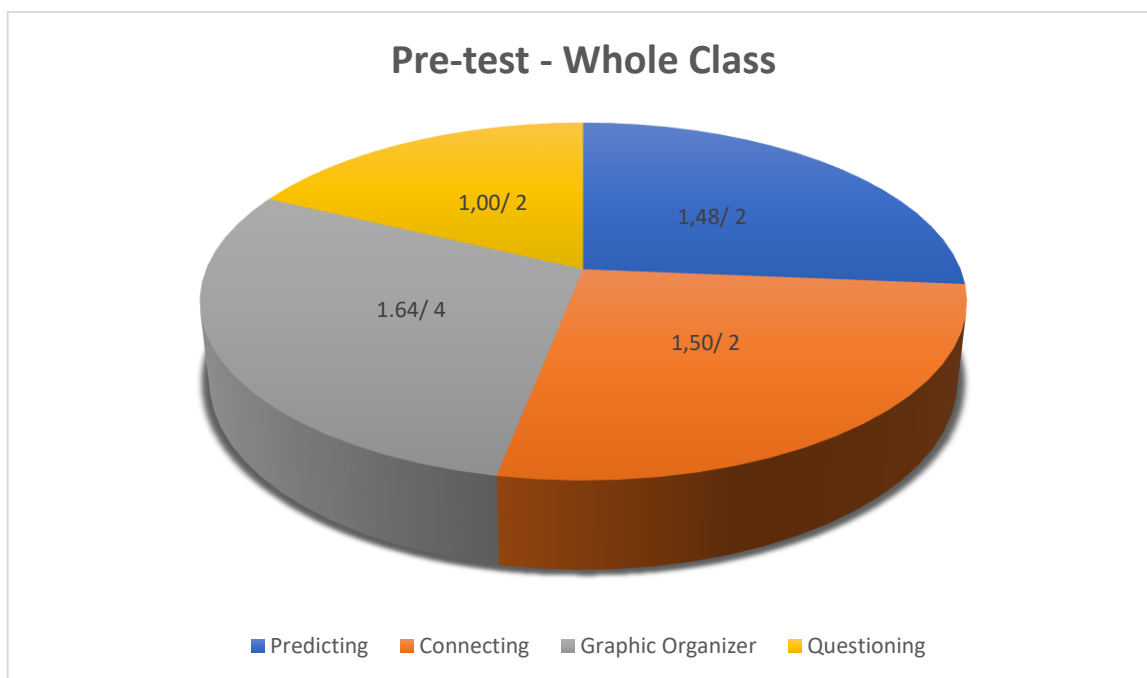
After analyzing each of the strategies to be used to improve the reading comprehension, a Pre-test was taken which contains 8 questions (2 of each skill).

3.1.1. Quantitative Analysis – Pretest

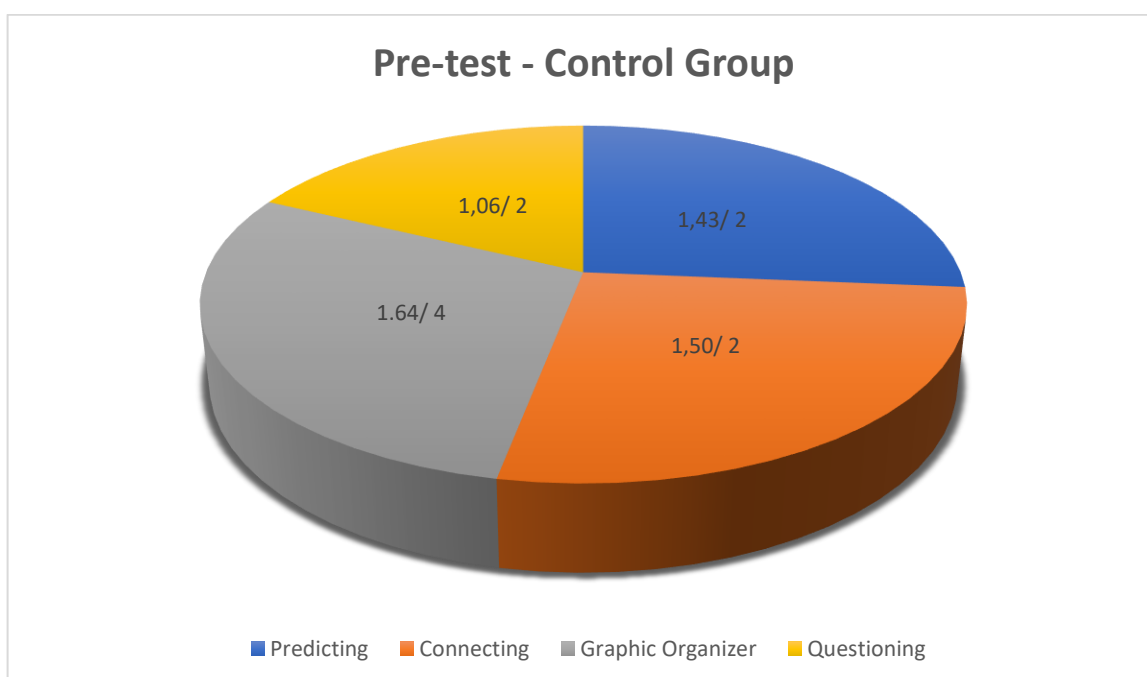
Upon reviewing the quantitative graphs of the pre-test, the control group obtained an average of 5.62 / 10 and the experimental group had a similar average of 5.63 / 10 which indicates that both groups started with the same level, as seen in the chart below:



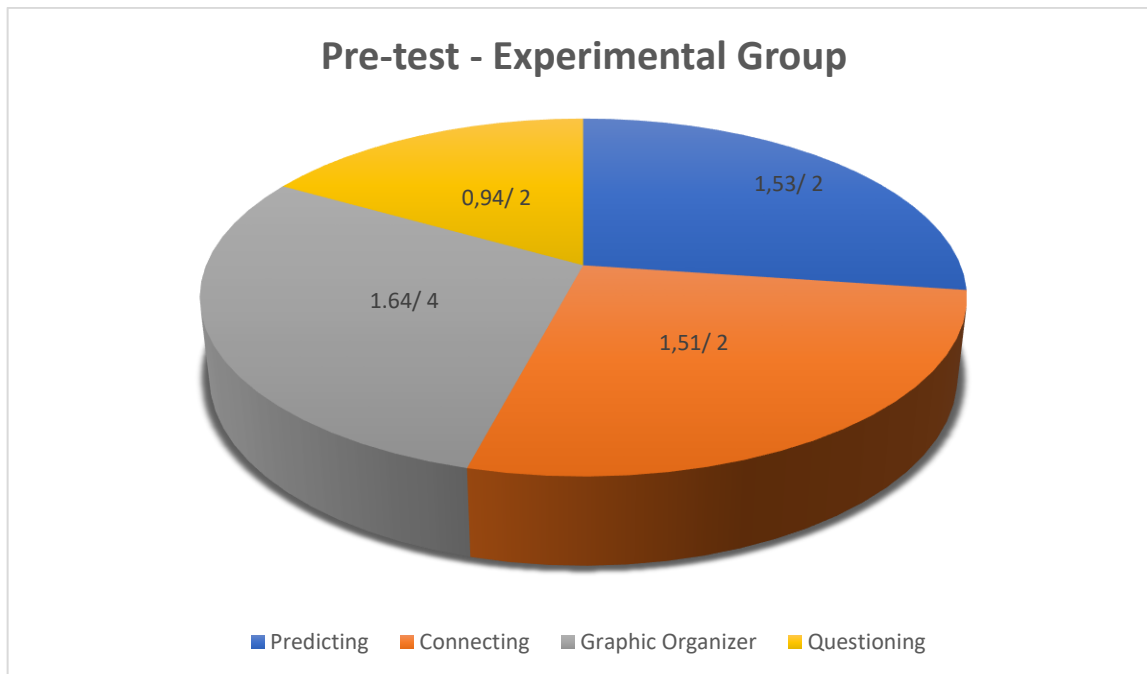
The data obtained from the 36 students of level A2 was averaged for each of the strategies Predicting 1.48/2, Connecting 1.50/2, Graphic Organizer 1.64/4 and Questioning 1.00/2 as observed below:



The following table shows the Pre-test values obtained for each of the strategies with the data from the 18 students in the Control Group: Predicting 1.43/2, Connecting 1.50/2, Graphic Organizer 1.64/4 and Questioning 1.06/2 as observed below:



The following table shows the Pre-test values obtained for each of the strategies with the data from the 18 students in the Experimental Group: Predicting 1.53/2, Connecting 1.51/2, Graphic Organizer 1.64/4 and Questioning 0.94/2 as observed below:



3.2. ACTIVITIES TO PRACTICE STRATEGIES

Upon reviewing the values obtained for each group in the different strategies in the pretest and after analyzing each of them from various studies and articles on the internet, activities to practice the strategies of Predicting, Connecting, Graphic Organizer and Questioning using different A2 level texts were prepared for students to complete daily over a period of one month.

Reading Activities used to practice the strategies of predicting, connecting, graphic organizer and questioning.

READING ACTIVITIES

WORKING WITH STRATEGIES:

*PREDICTING

1.- Review the good reader strategies used within the reciprocal model:

Predicting

The predicting strategy requires students to use information and background knowledge to form a hypothesis about the author's intent. By predicting, students acquire the ability to anticipate the information soon to be discovered in the text. Once predictions are given, students realize that this sets the purpose for their reading experience. Prediction allows the student to link new knowledge learned to what they already know. Encourage students to check their predictions for accuracy once they have finished their reading experience.

2.- What will the text be about?

.....

3.- Draw a table with your prediction:

| My idea | Real idea |
|-----------|-----------|
| - Why? | - |

4.- Read silently while the teacher reads aloud each paragraph.

5.- What will we learn in the next paragraph? 9B

You can use: "I think...", "I predict...", "I infer...", "I guess...".

| |
|---------------|
| PARAGRAPH 1.- |
| PARAGRAPH 2.- |
| PARAGRAPH 3.- |

6. Record textual details that support your prediction in the second column, and textual evidence that does not support your prediction in the third column.

| | | |
|---------------|--|--|
| PARAGRAPH 1.- | | |
| | | |
| PARAGRAPH 2.- | | |
| | | |
| PARAGRAPH 3.- | | |
| | | |
| PARAGRAPH 4.- | | |
| | | |

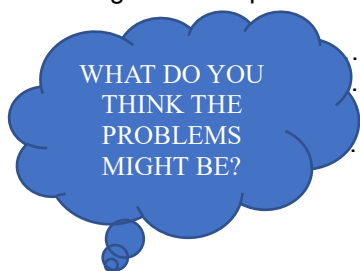
7. Listen to your teacher and check your predictions.
8. Complete the chart with ideas about the whole paragraph.
9. Repeat previews steps until the passage is read in its entirety.
10. Summary of what has been learned by completing this activity.

.....

.....

***CONNECTING:**

1.- Getting into the topic: General idea



.....

.....

.....

2.- Getting a first idea: SERIOUS PROBLEM (SP) – NO SERIOUS PROBLEM (NSP)

| PARAGRAPH | TYPE OF INFORMATION | KEY WORDS |
|-----------|---------------------|-----------|
| 1 | | |
| 2 | | |
| 3 | | |
| 4 | | |
| 5 | | |
| 6 | | |

3. While you read:

- “Survey”, is a continuing idea. Check back for more information about it. Highlight it.
- Scan forward to find out common reasons for a complaint. Highlight the words that help you. Then come back and continue reading.

4. Read each paragraph and choose its main idea before reading the next paragraph.

| MAIN IDEAS |
|---------------|
| PARAGRAPH 1.- |
| PARAGRAPH 2.- |
| PARAGRAPH 3.- |

5. A Closer Look:

-Locate the correct terms in the first paragraph according to these definitions:

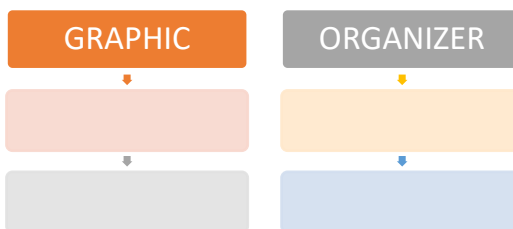
- a. The timber structure that serves to enclose a garden.
- b. The person, whose job is to take care of cattle, and who usually rides a horse.
.....
- c. Someone culpable or affected for a particular fault or error.

-Locate the terms that are adjectives in the second paragraph:

.....
.....
.....
.....

***GRAPHIC ORGANIZER:**

1.- What are the meanings of these words?:



2.- Present the different Graphic Organizers.

3. Which graphic organizer would you choose to show the countries where people like to complain the most and the countries where people complain the least?

4.

- Which graphic organizer would you choose to sequence the events in order:

- Which graphic organizer would you choose to show how the problem was solved:

5. What do you think is the best shape according to the purpose of the text? Draw it:

***QUESTIONING:**

1.- Stance Questioning:



Ask Questions

Stance Questioning

Directions: Respond to the following questions in order to develop your understanding of the text.

Global understanding:

*What is the overall purpose of the text?

.....

Developing an interpretation

*When were you able to infer the feelings or attitudes of any of the people described in the text?

.....

Reflecting on Personal Experiences

*What personal experience can you connect to this topic?

.....

Critical response

*How does the author create interest about his/her subject?

.....

2.- Journalistic Questions:



Ask Questions

Journalistic Questions

a. Whom is the story about?

.....

b. What might happen if they take the course?

.....

c. Where do they work?

.....

d. When does she work?

.....

When does he watch or practice sports?

.....

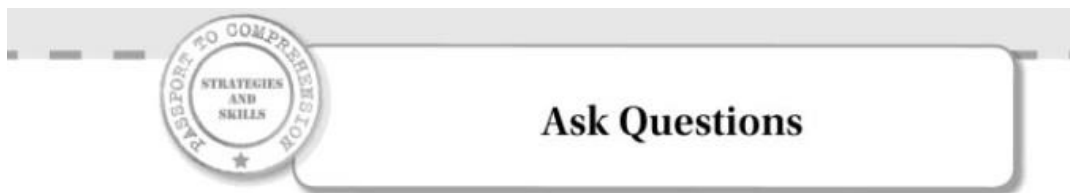
e. Why do they want to take the online course?

.....

f. How do they feel about the course?

.....

3. Keeping Track of “Big Questions”:

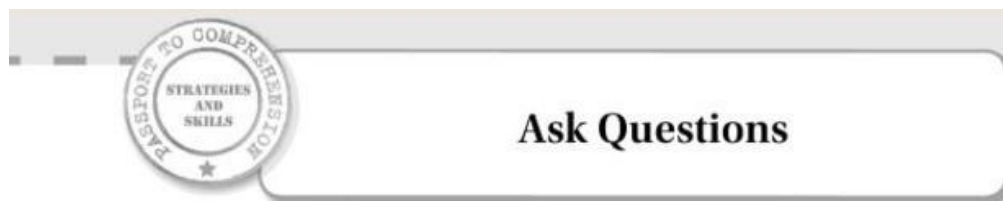


Keeping Track of “Big” Questions

Directions: Use the top part of the following chart to record questions about the topic before you start reading. Read the text and record the key ideas in the middle part of the chart. Then refine, revise, or add questions in the bottom part of the chart.

| |
|---------------------------|
| Questions before reading: |
| Key ideas from the text: |
| Questions after reading: |

4. Fact Connector Chart:



Fact Connector Chart

Directions: Read the text, record significant facts, and answer the connector questions. When you are finished, answer the questions below the chart in order to reflect on the topic and your skills when completing this activity.


Key topic or concept:

| Facts | Connector questions |
|---------|---|
| Fact #1 | How does fact #1 connect to the key topic or concept? |
| Fact #2 | How are facts #1 and #2 connected to each other? |
| Fact #3 | How is fact #3 connected to facts # 1 and #2? |

How do these facts help you understand the topic about which you are learning?

What is confusing about identifying the connections among these facts?

5. Questioning Squares:



Ask Questions

Questioning Squares

Directions: Read the information and record significant facts from the text. Then write questions for three audiences—teacher, author, and classmates.

Key topic or concept:

| | |
|--|---|
| Facts related to the topic: - - - | Questions for the teacher: - - - |
| Questions for the author: - - - | Questions for the class: - - - |

TABLE 2: READING ACTIVITIES

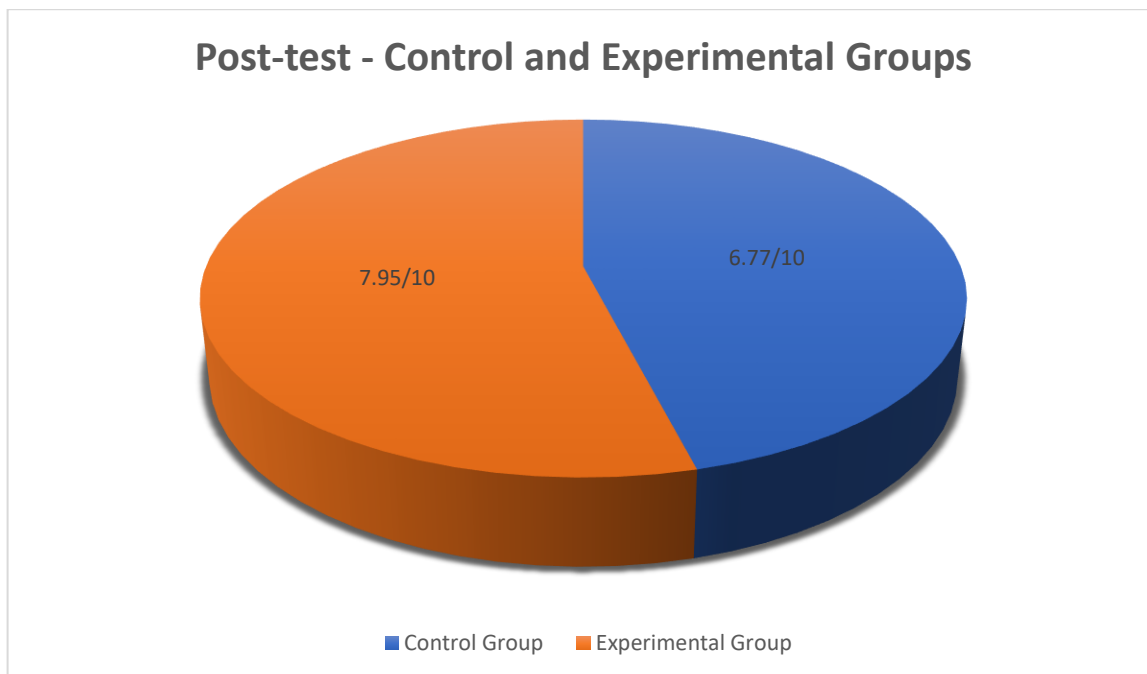
AUTHOR: Patricia Alexandra Constante Reyes

3.3. POST-TEST

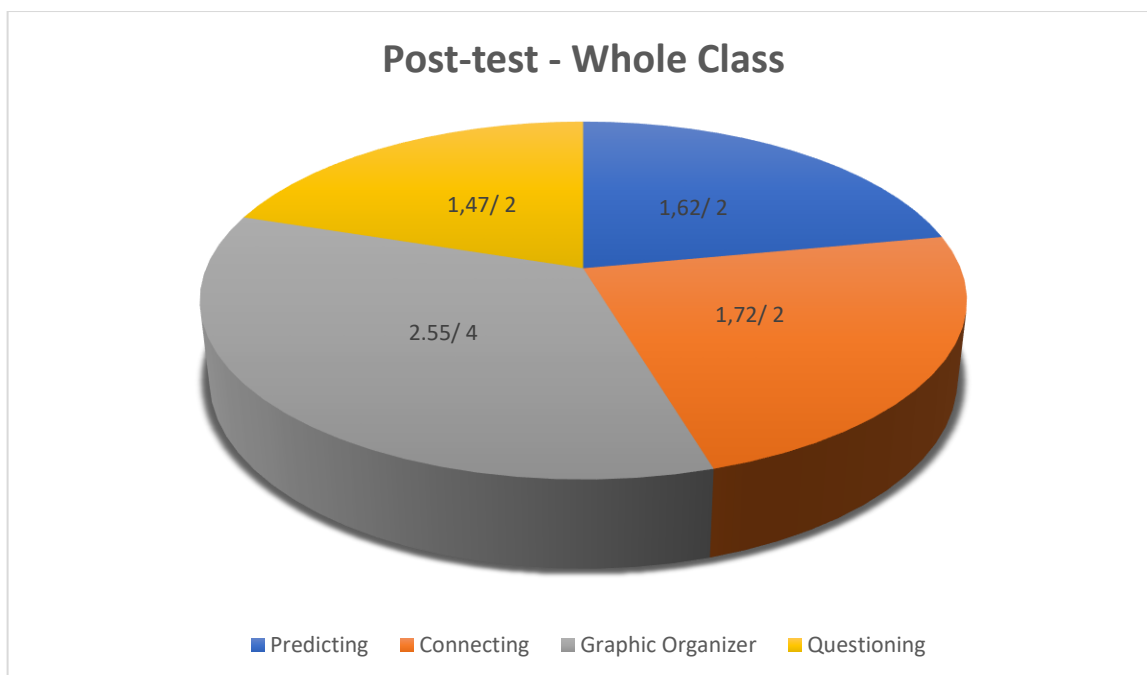
After having worked daily with the experimental group for a month focusing on the four strategies chosen using different readings in order to practice, reinforce and improve reading comprehension, a new test was carried out. In this case, it was the post-test for both the experimental and control groups which contained 8 questions (2/strategy).

3.3.1. Quantitative Analysis – Post-test

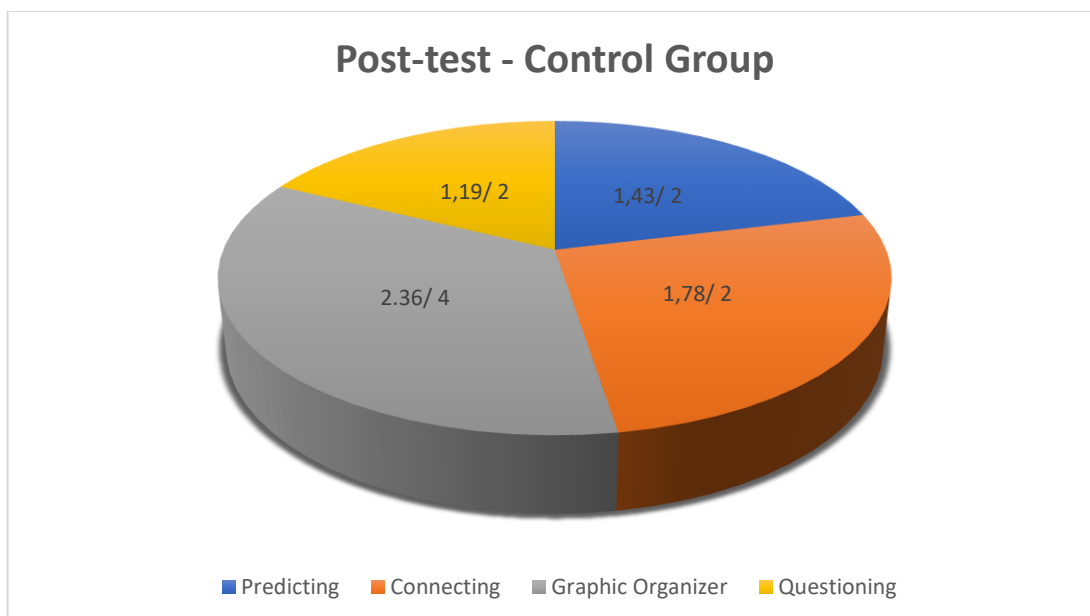
Upon reviewing the quantitative graphs of the post-test, the control group obtained an average of 6.77 / 10, but the experimental group obtained a higher average of 7.95 / 10 as seen in the chart below:



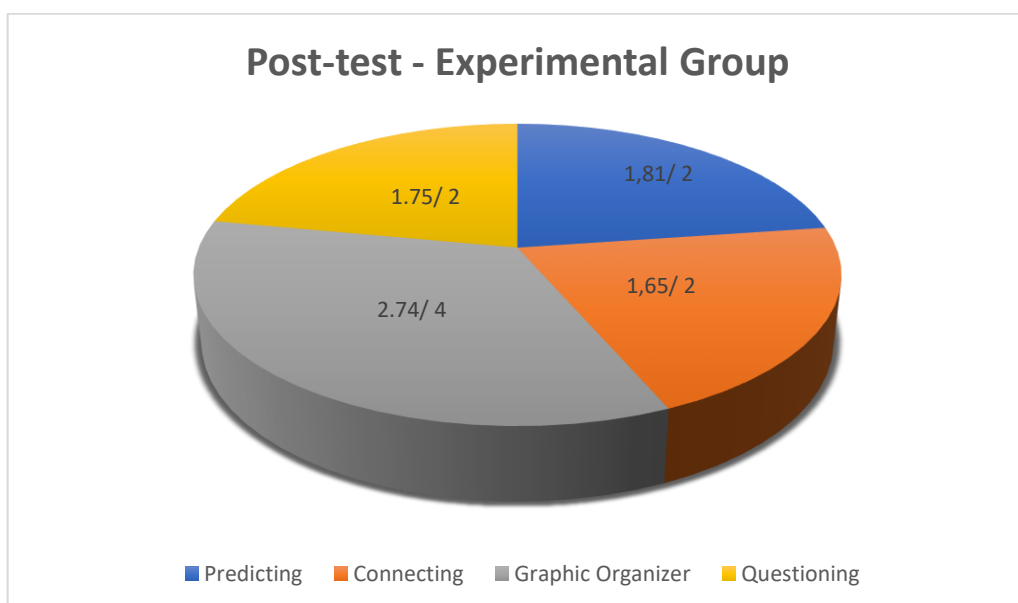
The average of the data obtained from the 36 students of level A2 for each strategy is: Predicting 1.62/2, Connecting 1.72/2; Graphic Organizer 2.55/4 and Questioning 1.47/2 as observed below:



The following table shows the Post-test values obtained for each of the strategies with the data from the 18 students in the Control Group: Predicting 1.43/2, Connecting 1.78/2, Graphic Organizer 2.36/4 and Questioning 1.19/2 as observed below:



The following table shows the Post-test values obtained for each of the strategies with the data from the 18 students in the Experimental Group: Predicting 1.81/2, Connecting 1.65/2, Graphic Organizer 2.74/4 and Questioning 1.75/2 as observed below:



3.4. T-TEST

3.4.1. Statistical Analysis

The statistical analysis was carried out through t-tests. According to (Goulden, 1956.) the t test tells you how significant the differences between groups are; it lets you know if those differences could have happened by chance. Four different t-tests were run, two independent and two paired samples. These tests were aimed to determine if there was a significant difference when using new strategies in reading comprehension: Predicting, Connecting, Graphic Organizer and Questioning, between the control and the experimental group as well as before and after the treatment within each group and between them.

- T- test 1: Control pretest vs. experimental pretest
- T- test 2: Control posttest vs. experimental posttest
- T- test 3: Control pretest vs. control posttest
- T- test 4: Experimental pretest vs. experimental posttest

The t- tests were run in Excel, they were based on a two-tail test and a 0.05 alpha value. Thus, if the p value was $< \alpha$, it was considered a statistically significant difference.

3.4.2. Results

T- Test 1: Control pretest vs. experimental pretest

There was not a significant difference in the scores of the control group ($M= 5.63$) and the experimental group ($M= 5.62$) pretests; $t(34) = 0.02$, $p= 0.9833$ (table 1). As evidenced, the p value is < 0.05 . Therefore, the null hypothesis (the one that indicates that there is no difference whether or not we use new strategies to improve reading comprehension) is not significant at all, so we reject it.

T- Test 2: Control posttest vs. experimental posttest

There was a significant difference in the scores of the control group ($M= 6.77$) and the experimental group ($M= 7.95$) posttests; $t(32) = -2.27$, $p= 0.0303$ (Table 1). As evidenced, the p value is > 0.05 . As evidenced, the value of p is > 0.05 . Therefore, it implies that the experimental group improved their reading comprehension more

than the control group. We can say that the procedure positively influenced the student's performance.

T- Test 3: Control pretest vs. control posttest

There was a significant difference in the scores of the control group pretest (M= 5.63) and posttest (M= 6.77); $t(17) = -2.38$, $p = 0.0291$. As evidenced, the p value is > 0.05 (Table 1). The results showed that there was an improvement in the control group. This is due to the fact that both groups were instructed on some techniques to improve reading as is done in all traditional classes. However, this group did not implement the new active and cognitive strategies.

T- Test 4: Experimental pretest vs. experimental posttest

There was a significant difference in the scores of the control group pretest (M= 5.62) and posttest (M= 7.95); $t(17) = -5.71$, $p = 0.0000$. As evidenced, the p value is > 0.05 (Table 1). The results indicated that similarly to the control group, the experimental one presented an improvement in the reading comprehension. It is important to notice that the p value is in T-Test 4 is smaller than in T-Test 3 which portrays that the experimental group improved more than the control group. Thus, it is clear that the active and cognitive strategies implemented were beneficial in the EFL A2 level classroom.

| T-TEST | Mean | | Degrees of freedom | T Statistic | P value |
|--------------------|---------|--------------|--------------------|-------------|---------|
| | Control | Experimental | | | |
| Pretest | 5.63 | 5.62 | 34 | 0.02 | 0.9833 |
| | | | | | |
| Posttest | 6.77 | 7.95 | 32 | -2.27 | 0.0303 |
| | | | | | |
| Control group | 5.63 | 6.77 | 17 | -2.38 | 0.0291 |
| | | | | | |
| Experimental group | 5.62 | 7.95 | 17 | -5.71 | 0.0000 |
| | | | | | |

TABLE 3: T-TEST RESULTS

AUTHOR: Patricia Alexandra Constante Reyes

3.4.3 Interpretation:

The results show that, the reading comprehension, portrayed negative values. What is important to notice that changing the traditional way of reading in class and including some active and cognitive strategies changes reading comprehension. Therefore, during the pretest students did not understand the context of the reading and therefore could not answer the questions correctly. Nevertheless, it could be evidenced that during the posttest students from the experimental group notably improved their reading comprehension skills. That is why they appropriately answered each of the questions about the given text.

CONCLUSIONS

After contemplating all of the information acquired the following conclusions were made:

- When determining and analyzing the different strategies used for improving reading comprehension in English classes, it became clear that these strategies contribute in an important way to the learning process in foreign language classes. They assisted the understanding of texts in English, motivated active class participation and production of the target language on the part of the learners, attracted and maintained the students' attention, and stimulated the reasoning process.
- The strategies used were predicting, connecting, graphic organizer, and questioning which were used in conjunction with different A2 level readings that were, therefore, age, level and objective appropriate.
- Improvements of experimental group students' grades in each of the strategies implemented were seen. This result contributed in a positive way to the objectives, which were related to increasing reading comprehension in A2 level English students.
- Of the new strategies used for improving reading comprehension, the graphic organizer strategy was the grade that increased the most. That means that this strategy was greatly accepted by the students and positively impacted the most because of its visual impact and ease of use by the readers.

RECOMMENDATIONS

After contemplating all of the information and data acquired, my recommendations are the following:

- To select new strategies for improving reading comprehension when students are young, creating skills and self-confidence in their abilities to read with comprehension.
- To stimulate the student's comprehension process through the application of selected strategies which promotes the internalization of vocabulary and contextual meanings for future recall by the students.
- To choose strategies that are level appropriate. This provides optimal acceptance by the students who then willingly use them in the activity.
- To attract the students' attention, thereby promoting their participation in the activity and motivating target language production.
- To select the strategies carefully by the teacher ensuring the students' success by making sure that they have the ability to use them easily and correctly.
- To choose readings that facilitate the transfer of the students' prior knowledge of vocabulary and concepts to English. This personalizes the ideas for the students, allowing them to be easily internalized and made concrete.

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ANNEXES

1. PRE-TEST:

READING PRE-TEST

Read a blogpost about the impact of social media influencers in the business world.

SOCIAL MEDIA INFLUENCERS

It is estimated that about 40 per cent of the world's population use social media, and many of these billions of social media users look up to influencers to help them decide what to buy and what trends to follow.

So what is an influencer and how do we become one?

An influencer is a person who can influence the decisions of their followers because of their relationship with their audience and their knowledge and expertise in a particular area, e.g. fashion, travel or technology.

Influencers often have a large following of people who pay close attention to their views. They have the power to persuade people to buy things, and influencers are now seen by many companies as a direct way to customers' hearts. Brands are now asking powerful influencers to market their products. With some influencers charging up to \$25,000 for one social media post, it is no surprise that more and more people are keen to become influencers too. If you are one of them, then here are five tips on how to do it.

1. Choose your niche

What is the area that you know most about? What do you feel most excited talking about? Find the specific area that you're most interested in and develop it.

2. Choose your medium and write an interesting bio

Most influencers these days are bloggers and micro-bloggers. Decide which medium – such as your own online blog, Instagram or Snapchat – is the best way to connect with your followers and chat about your niche area. When you have done that, write an attention-grabbing bio that describes you and your speciality area in an interesting and unique way. Make sure that people who read your bio will want to follow you.

3. Post regularly and consistently

Many influencers post daily on their social media accounts. The more you post, the more likely people will follow you. Also, ensure that your posts are consistent and possibly follow a theme.

4. Tell an interesting story

Whether it is a photo or a comment that you are posting, use it to tell a story that will catch the attention of your followers and help them connect with you.

5. Make sure people can easily find your content

Publicise your posts on a variety of social media, use hashtags and catchy titles and make sure that they can be easily found. There is no point writing the most exciting blogposts or posting the most attractive photographs if no one is going to see them.

Most importantly, if you want to become a social media influencer, you need to have patience. Keep posting and your following will gradually increase. Good luck!

READING - PRE-TEST

COGNITIVE STRATEGIES:

* PREDICTING /2

1. WHAT DO YOU ALREADY KNOW ABOUT THE TOPIC? (1p.)

.....

2. WHY DO YOU THINK THE AUTHOR WROTE ABOUT THIS TOPIC? (1p.)

.....

* CONNECTING /2

3. CIRCLE THE WORDS THAT THE MEANINGS ARE SIMILAR IN SPANISH. (1p.)

| | | |
|-----------|-------------|------------|
| FOLLOWERS | UNIQUE | ATTRACTIVE |
| EXPERTISE | EXCITED | POSTING |
| POWERFUL | PHOTOGRAPHS | INCREASE |

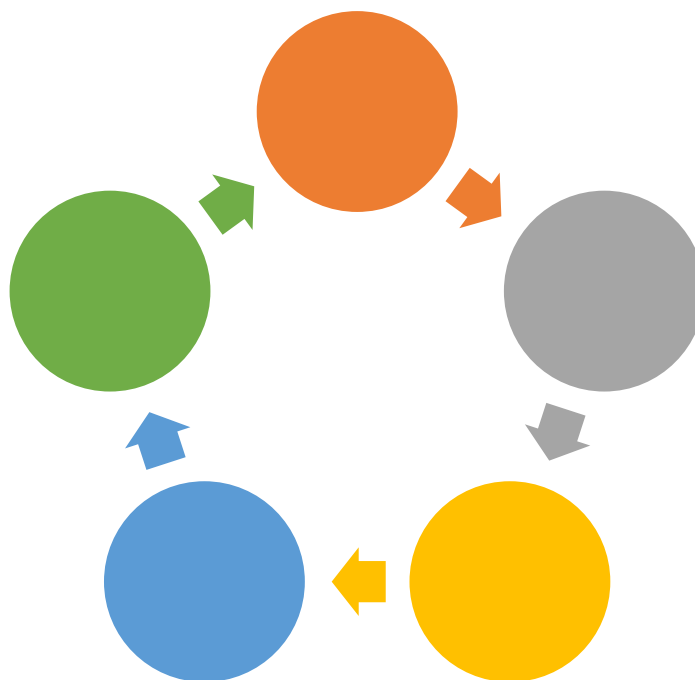
4. MATCH WITH THE CORRECT DEFINITIONS: (1p.)

| | |
|-------------|---|
| INTERESTED | Electronic message that you send to a website. |
| INTERESTING | Person who has a connection with a particular situation, event, business. |
| POSTING | Something that keeps your attention. |

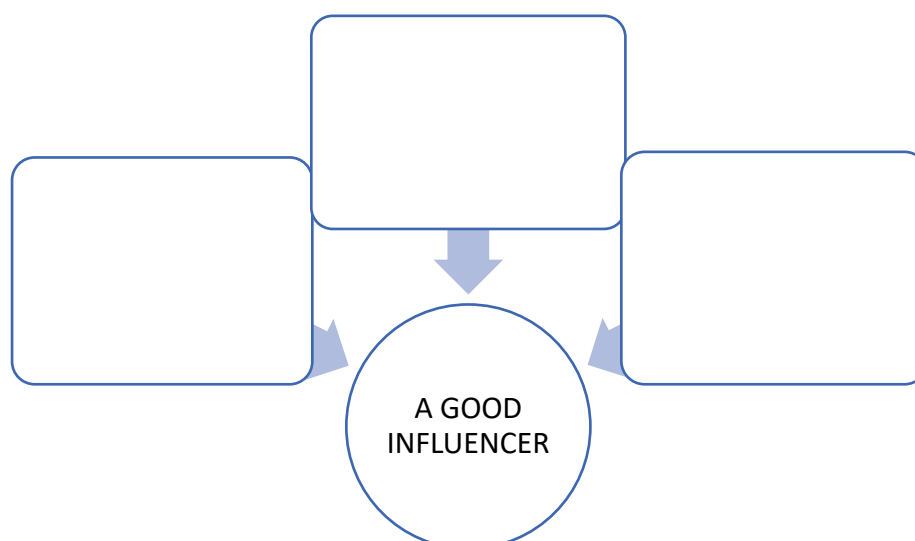
ACTIVE STRATEGIES:

* GRAPHIC ORGANIZER /4

5. ACCORDING TO THE TEXT, WHAT ASPECTS DOES AN INFLUENCER NEED? COMPLETE EACH CIRCLE WITH ONE IDEA. (2p.)



6. WHAT ARE THE THREE MOST IMPORTANT TIPS TO BECOME A GOOD INFLUENCER? EXPLAIN WHY? (2p.)



* QUESTIONING /2

7. CHOOSE THE CORRECT ANSWER:

(1p.)

- WHAT IS THE PURPOSE OF POSTING A PHOTO OR A COMMENT?

SHOW YOUR FACE

CATCH THE ATTENTION

FIND YOU EASILY

8. ANSWER THE FOLLOWING QUESTION:

(1p.)

- WHAT IS THE MAIN QUALITY TO BE A SOCIAL MEDIA INFLUENCER?

.....

TABLE 4: PRE-TEST

AUTHOR: Patricia Alexandra Constante Reyes

LINK: <https://www.liveworksheets.com/ye970614om>

2. POST-TEST:

READING: POST-TEST

Read a blogpost about being innovative in business to improve your reading skills.



In order for a business to survive in today's world, it is important that we regularly review what we are doing and how we are doing it. By considering new ideas and new ways of doing things, and trying to innovate, we can improve on our products/services, increase sales, reduce costs and make our processes more effective and efficient. Innovation is key to increasing profits.

There are several ways a company can be innovative with their products and services. Today we will look at four of them.

1. Using the latest technology to improve your product/service

When we think of innovation, we often think of new technologies. While they might be impressive, we should not use new technologies just because they are available. It is important to consider how the technology can improve our product/service and make a difference to our customer. Companies that produce cars, toiletries, household appliances, etc. often have a large R&D department to work on making their products better.

2. Responding to customer demands by changing what is on offer

By listening to customer feedback, we can get their opinions on how we are doing and find out about what it is that they want. We also need to be aware of changes in customer demands and keep up with the times. When fast-food restaurant McDonald's realised that the market wanted healthier choices, they introduced fruit and salads, while removing the 'super-size' option from their menus.

3. Offering a new product/service to reach new customers

Your business might be doing well, but there is no growth or development and there is a risk that your competitors might take away some of your customers. Innovation sometimes means developing a new product that targets a different market. Although video games were often played by boys, in 2006, video games giant Nintendo introduced the game console Nintendo Wii, successfully targeting girls and older customers with games like Cooking Mama and Brain Training.

4. Changing the way you provide a service

By looking at the changes to the customer's lifestyle and needs, we sometimes realise that there might be better ways to serve them. Customers who do not have a lot of time might prefer to have their food or their shopping delivered to their homes, or they might like to do their banking online rather than in an actual bank.

Not all innovation will bring success to our businesses, but it can give us the opportunity to grow and learn more about what we do and what our customers might want.

READING - POST-TEST

COGNITIVE STRATEGIES:

* PREDICTING /2

1. WHAT DO YOU ALREADY KNOW ABOUT THE TOPIC? (1p.)

.....

2. WHY DO YOU THINK THE AUTHOR WROTE ABOUT THIS TOPIC? (1p.)

.....

* CONNECTING /2

3. CIRCLE THE WORDS THAT THE MEANINGS ARE SIMILAR IN SPANISH. (1p.)

| | | |
|----------|-----------|--------------|
| COSTS | CUSTOMER | SUCCESSFULLY |
| SHOPPING | FEEDBACK | PRODUCTS |
| SERVICES | EFFECTIVE | CHANGES |

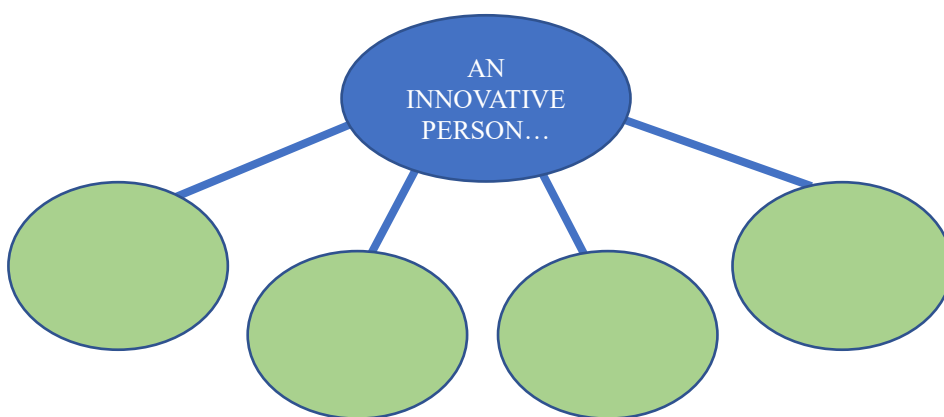
4. MATCH WITH THE CORRECT DEFINITIONS: (1p.)

- | | |
|------------|--|
| PROFITS | The largest size of meal or drink available in a fast-food restaurant. |
| AVAILABLE | Something that a person has received. |
| SUPER-SIZE | Something able to be obtained, used, or reached. |
| DELIVERED | Financial advantage or benefit, especially from an investment. |

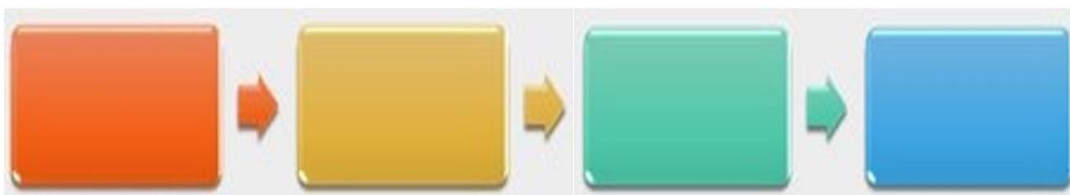
ACTIVE STRATEGIES:

* GRAPHIC ORGANIZER /4

5. ACCORDING TO THE TEXT, WHAT DOES AN INNOVATIVE PERSON DO TO IMPROVE THE BUSINESS? (2p.)



6. SUMMARIZE THE 4 WAYS A COMPANY CAN BE INNOVATIVE WITH THEIR PRODUCTS AND SERVICES. (2p.)



*QUESTIONING /2

7. CHOOSE THE CORRECT ANSWER: (1p.)

- WHAT IS THE OPPORTUNITY THAT INNOVATION IN A BUSINESS CAN GIVE US?

- a. PRODUCE CARS, TOILETRIES, HOUSEHOLD APPLIANCES, ETC
- b. INTRODUCE FRUIT AND SALADS
- c. GROW AND LEARN MORE ABOUT THE BUSINESS

8. WHAT QUESTION WOULD YOU LIKE TO ASK THE AUTHOR?: (1p.)

.....

TABLE 5: POST-TEST

AUTHOR: Patricia Alexandra Constante Reyes

LINK: <https://www.liveworksheets.com/rc1105297cb>

3. DAILY ACTIVITIES WORKED IN CLASS WITH EXPERIMENTAL GROUP:

**TECHNICAL UNIVERSITY OF
AMBATO LANGUAGE
DEPARTMENT ENGLISH**



TEACHER: ALEXANDRA CONSTANTE

CLASS: B1 7:00-9:00 AM

LEVEL: 3 THIRD

NAME: MIREYA AGUILAR

APRIL-SEPTEMBER 2020

NAME:Lisbeth Mireya Aguilar Changoluisa

AUGUST-2020

READING ACTIVITIES

WORKING WITH STRATEGIES:

WEEK 1

MONDAY

PREDICTING

Unusual degrees

Are you thinking about going to university? Do you think mathematics, physics and history sound boring? Well, there are a lot of unusual degrees that you might not know about. Here are some of our favourites.

- Football Studies**: Students learn about football and business, society and the media. They also study sports injuries and coaching. You don't need to play football to apply – there won't be any footballs in the exam room.
- Citrus Studies**: Yes, you can do a degree in oranges, lemons and limes! Students learn how to grow citrus fruits, which includes a lot of chemistry and biology. You'll get really healthy from all that fresh fruit!
- Toy Design**: Not ready to grow up yet? Then maybe you'd like to learn how to design toys for children. But don't think it will be easy just because you see the word 'toy'. Students on this course study child psychology, 3D design and mechanical engineering.
- Bakery Science**: Eating cake or biscuits is probably something you do for fun. But for students doing this course, it's part of studying. Students learn about chemistry and how to manage production. There is a bakery at the university, so students can practise what they're learning.
- Popular Music**: You might think that students who do this degree just listen to pop music all day. But that's not true. Pop music involves the science of sound, production and engineering. Students get lectures from some really important people in the music industry.
- Ceramics**: If you like using your hands, then a course in ceramics might be for you. Students learn how to produce all kinds of ceramics – from fine art to dinner plates. They don't write any essays – all their grades are for exhibitions of their work.

1.- Review the good reader strategies used within the reciprocal model:

Predicting

The predicting strategy requires students to use information and background knowledge to form a hypothesis about the author's intent. By predicting, students acquire the ability to anticipate the information soon to be discovered in the text. Once predictions are given, students realize that this sets the purpose for their reading experience. Prediction allows the student to link new knowledge learned to what they already know. Encourage students to check their predictions for accuracy once they have finished their reading experience.

2.- What will the text be about?

Funny activities

3.- Draw a table with your prediction:

| My idea | Real idea |
|--|--|
| - Fun activities in your free time Why? Because the images are related to fun and interesting activities. | - Unusual degrees that you might not know about, for examples: citrus studies, Popular music, Ceramics, etc. |

TUESDAY

CONNECTING:

THE NOT-SO-EASY LIVES OF CELEBRITIES

You might think that the rich and famous have easy lives. But many had serious problems before they became successful.

Lady Gaga
Lady Gaga is famous for her unusual clothes and amazing performances. But she says she's actually very shy and she avoids meeting other artists. She says, 'I might not be shy with people that I know, but with people that I don't know I am very shy.'

Johnny Depp
Johnny Depp is one of the most recognised actors in the world. But he **doesn't enjoy being famous**. He often wears dark glasses and a hat in public. He says, 'I'm shy. I hate fame. I've done everything I can to avoid it.'

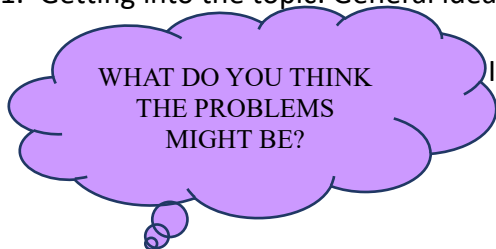
Michael Phelps
Michael Phelps was bullied at school. Other children laughed at his big ears and long arms – the same long arms with which he won 18 Olympic gold medals. But Phelps says the experience helped him to become a champion. 'I kind of laugh at it now,' he says. 'I think it made me stronger going through that.'

Peter Jackson
When Peter Jackson – the director of *Lord of the Rings* – was nine years old, he saw the 1933 film *King Kong*, and from that moment he was always **thinking about making** films. He **loved using** the family video camera and at only 16 he left school. 'I just **wanted to get** out of school and into a job, any job, so that I could **start saving** money for the next piece of film equipment.' Without going to film school he has managed to win six Oscars and he has remade *King Kong* with a \$207 million dollar budget.

Salma Hayek
When Mexican actress Salma Hayek moved to America, she couldn't speak English. She also has dyslexia, so she found it difficult to read and write. But Salma refused to give up. She **learned to speak** English quickly and in less than a year she was in her first English-language film. She says, 'Some people read really fast, but you'll ask them questions about the script and they'll forget. I take a long time to read a script, but I read it only once.'

Benicio Del Toro
Oscar winner Benicio Del Toro came from a family of lawyers. His father wanted him to become a lawyer, too. He went to university to do a degree in business, but before he finished he **decided to leave** to study acting. But Del Toro doesn't regret not finishing university. 'My dad wanted me to go to law school part-time and work on my acting the rest of the time. But I couldn't do that. I had made up my mind to become an actor.'

1.- Getting into the topic: General idea



I think the text talk about the lives of different artists and the different problems of his childhood. Physical problems as a psychologist

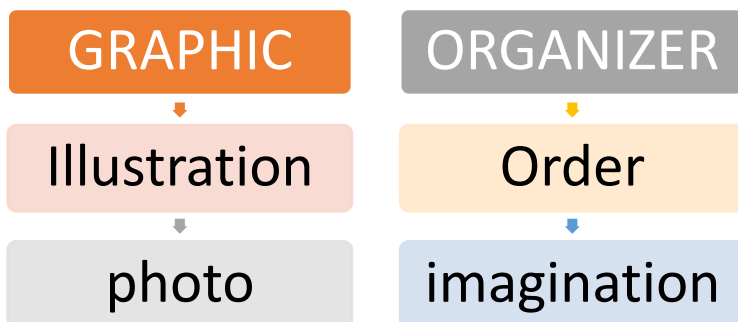
2.- Getting a first idea: SERIOUS PROBLEM (SP) – NO SERIOUS PROBLEM (NSP).

| PARAGRAPH | TYPE OF INFORMATION | KEY WORDS |
|-----------|---------------------|----------------------------|
| 1 | NSP | Shy |
| 2 | NSP | Doesn't enjoy being famous |
| 3 | SP | Bullied at school |
| 4 | NSP | He left school |
| 5 | NSP | dyslexia |
| 6 | NSP | Not finishing university |

WEDNESDAY

GRAPHIC ORGANIZER:

1.- What are the meanings of these words?:



2.- Different Graphic Organizers:


| | |
|--|--|
| <p>① Venn Diagram Purpose: to compare and contrast two or more items</p> | <p>② Sequence Chain Purpose: to sequence the events of a story as a way of summarizing</p> |
| <p>③ Cause-and-Effect Map Purpose: to demonstrate the effect of a specific cause learned in the passage</p> | <p>④ Time Order Timeline Purpose: to sequence the dates of events learned in a passage</p> |
| <p>⑤ Problem and Solution Purpose: to demonstrate the problem and its solution learned in a passage</p> | <p>⑥ Main Idea and Detail Map Purpose: to organize the main idea and details in a passage as a way of summarizing</p> |

THURSDAY

QUESTIONING:

The screenshot shows a website with a blue header. The header includes a logo, the text 'WELCOME VISITOR', a 'Login' button, and navigation links: Home, Teach, Learn, Community, Resources, News, and Contact us. Below the header, there are two columns. The left column features a profile for Janina Jakubowska. It includes her name, a photo, and three sections of text: 'TELL US ABOUT YOU ...', 'HOW DO YOU FEEL ABOUT THIS COURSE?', and 'WHAT DO YOU DO WHEN YOU'RE NOT STUDYING?'. The right column features a profile for Gonzalo Lopez. It includes his name, a photo, and three sections of text: 'TELL US ABOUT YOU ...', 'HOW DO YOU FEEL ABOUT THIS COURSE?', and 'WHAT DO YOU DO WHEN YOU'RE NOT STUDYING?'. The text in the profiles contains several words highlighted in yellow, likely for questioning purposes.

1.- Stance Questioning:



Ask Questions

Stance Questioning

Directions: Respond to the following questions **in** order to develop your understanding of the text.

Global understanding:

***What is the overall purpose of the text?**
The purpose the text is the online education

Developing an interpretation

***When were you able to infer the feelings or attitudes of any of the people described in the text?**

When they talk about your aspirations

Reflecting on Personal Experiences

***What personal experience can you connect to this topic?**
My job and my studies

Critical response

***How does the author create interest about his/her subject?**
Because the online education is new.

2.- Journalistic Questions:



:

- a. Whom is the story about?** The story is about Janina Jakubowska and Gonzalo Lopez
- b. What might happen if they take the course?** They take the course they will learn more
- c. Where do they work?** Janina work in a restaurant and Gonzalo work in a gym
- d. When does she work?** She works in his free time
- When does he watch or practice sports?** He practice in his free time
- e. Why do they want to take the online course?** Janina and Jonzalo take the online course because wants learn new things
- f. How do they feel about the course?** JaniNa and Gonzalo want learning about the course and they feel very excited.

WEEK 2***MONDAY***

PREDICTING

Muneera

Farzath

TELL US ABOUT YOU ...

Hello, everyone. My name's Muneera. ¹Muneera's an Arabic name and ²Muneera means 'brilliant'. I have a degree in International Studies, which I did in English. Arabic is my first language, but I can speak and write English well. I live in Kuwait with my family – my father, my mother and my two brothers. ³My family all work in my father's electronics shop.

HOW DO YOU FEEL ABOUT THIS COURSE?

I'm looking forward to this course and I hope ⁴this course will help me to study online more easily. ⁵Studying online is something I find quite difficult.

WHAT DO YOU DO WHEN YOU'RE NOT STUDYING?

In my free time I like seeing my friends. I often go to the cinema with ⁶my friends. One of ⁷my friends, Aaminah, is also taking this course, so you'll meet ⁸Aaminah here too!

4.- Read silently while the teacher reads aloud each paragraph.

5.- What will we learn in the next paragraph? 9B

You can use: "I think...", "I predict...", "I infer...", "I guess...".

PARAGRAPH 1.-

I think the paragraph 1 speaks about Muneera's life.

PARAGRAPH 2.-

I predict the paragraph 2 talks about Muneera's feelings.

PARAGRAPH 3.-

I infer the paragraph 3 talks about activities in your free time.

TUESDAY

CONNECTING

3. While you read:



UK shoppers are some of the biggest complainers in Europe

A recent survey has found that British people complain more than any other European nation. 96% of British people said that they would complain if they received poor service in a shop. The top four complaining nations also included the Germans, the Italians and the Swedish.

In the survey, shoppers across Europe were asked how often, why and when they complain. Shoppers who don't complain were asked why not?

What do the British complain about?

The most common reason British shoppers give for a complaint is that the service is not good enough. If there aren't enough shop assistants or the queue isn't moving quickly enough, the British get angry. The British love a well-organised queue. When asked how long they queue before they get annoyed, they said more than five minutes was too long. Poor-quality products, rude staff and delivery problems are also **common reasons**. 76% of British shoppers feel 'If customers don't complain, companies can't improve.'

Why do some choose not to complain?

For the few British people who don't complain, 42% don't have time, 37% feel it doesn't help and 31% feel too embarrassed.

"survey", is a continuing idea. Check back for more information about it. Highlight it.

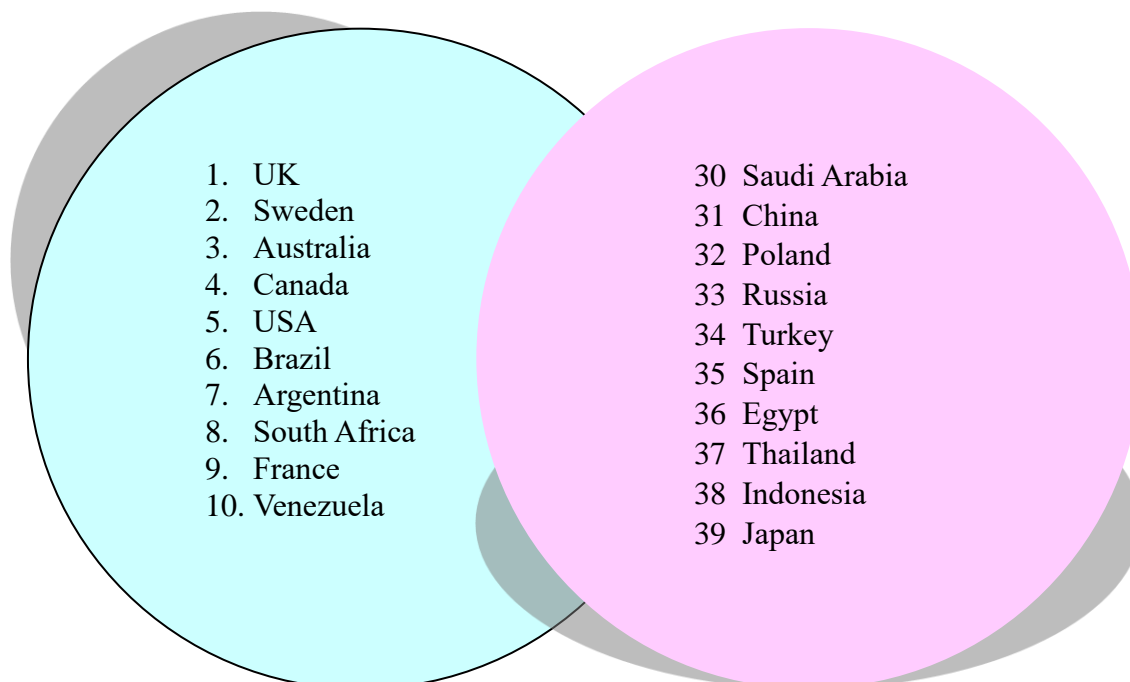
Scan forward to find out common reasons for a complaint. Highlight the words that help you. Then come back and continue reading.

WEDNESDAY

GRAPHIC ORGANIZER:



3. Which graphic organizer would you choose to show the countries where people like to complain the most and the countries where people complain the least?



THURSDAY

QUESTIONING:

a

Hi Jack and Brenda,
 A quick message to say we're really sorry we had to leave early last Saturday. The dinner was terrific and we had a great time. It's a shame the woman looking after the kids felt unwell and we had to go home. You must come round to our house for dinner. We'll be in touch soon.
 All the best,
 Don

b

Dear Mrs Palmer,
 Thank you for your email of 22 May about the delivery problem you had. We are writing to apologise about the long delivery time you experienced. Recently, we have had a few problems and we are working hard to reduce these times for our customers.
 We hope you will shop with us again, so we are offering you a 10% discount on the next book you buy from us. This is our way of saying sorry about the problems you have had.
 Yours sincerely,
 Keith Hughes
 Customer Services Manager

c

Dear Celia,
 I'm writing to let you know that we need to rearrange tomorrow's meeting. I'm very sorry about that.
 Unfortunately, Garry has just asked me to prepare a report on the staff we have here in our London office – he says it's urgent. Could we meet next Monday afternoon instead? I'm very sorry to put our meeting off, but I have to finish this report by end of the day tomorrow. Let me know if next Monday afternoon is possible for you.
 Best wishes,
 Katie

3. Keeping Track of “Big Questions”:



Ask Questions

Keeping Track of “Big” Questions

Directions: Use the top part of the following chart to record questions about the topic before you start reading. Read the text and record the key ideas in the middle part of the chart. Then refine, revise, or add questions in the bottom part of the chart.

Questions before reading:

- who is the text talking about?
- what type of text is it?

Key ideas from the text:

- We are really sorry we had to leave early last Saturday.
- We are writing to apologise about the long delivery time you experienced.
- I am very sorry to put our meeting.

Questions after reading:

- why did they organize a dinner?
- What book did Palmer buy?
- what was the meeting about?

WEEK 3

MONDAY

PREDICTING

SCIENCE FICTION: THEY THOUGHT OF IT FIRST!

Did you know that a lot of the technology we use today appeared in science fiction *before* scientists invented it?



E-book readers didn't appear until 1999, but as long ago as 1961, author Stanislaw Lem wrote about them in his book, *Return from the Stars*.





Cash machines were invented in the 1980s. But Ray Bradbury thought of them first, in his 1953 novel, *Fahrenheit 451*.

Scientists are working on all these ideas from science fiction. How far have they got?



Back to the Future Part II, Steven Spielberg (1989)
When the heroes of the film travel to the future, one of the most amazing machines they find is flying cars. The cars fly along 'roads' in the sky which have signs and streetlights.



AI, Steven Spielberg (2001) based on Super-Toys Last All Summer Long, Brian Aldiss (1969)
When a young child dies, his mother is given an android which looks and behaves exactly like a real boy. The robot loves her like a son.





Iron Man Marvel Comics (1963) Marvel films (2008 onward)
A rich scientist and engineer is badly hurt. To save his own life, he builds himself a robotic heart and a powerful metal suit which makes him stronger and faster than any other man. He becomes a cyborg – part man, part machine.



Minority Report short story by Philip K. Dick (1956) and a film by Steven Spielberg (2002)
Tom Cruise plays a detective who can stop crimes before they happen. His team use information from psychics, who can see the future. They know who will break the law and when it will happen, but they don't know where.
Another idea that appeared in *Minority Report* is personalised advertising. All around the future city there are advertising billboards which use cameras to recognise the people walking by. The billboards speak to people by name and suggest things to buy.



6. Record textual details that support your prediction in the second column, and textual evidence that does not support your prediction in the third column.

| | | |
|--|----------------------------------|----------------------------|
| PARAGRAPH 1.- | | |
| ✚ the text is about a journey through time | ✚ Travel to the future. | ✚ heroes |
| PARAGRAPH 2.- | | |
| ✚ the text is about robots | ✚ The robot loves her like a son | ✚ When a young child dies. |
| PARAGRAPH 3.- | | |
| ✚ The text is about heroes. | ✚ Powerful metal suit | ✚ cyborg |
| PARAGRAPH 4.- | | |
| ✚ the text is about crimes | ✚ Break the law | ✚ future |


7. Listen to your teacher and check your predictions.

8. Complete the chart with ideas about the whole paragraph.

TUESDAY
CONNECTING


Lucky discoveries

Some of our most important discoveries happen when we aren't expecting them at all ...




Percy LeBaron Spencer, an engineer, was working on radar for the army. One day, he was walking past a machine when the chocolate bar in his pocket melted. He was curious, so he did a test. He put a small bowl of popcorn in front of the machine. **As expected**, a minute later it started popping and jumping out of the bowl.

Spencer realised the microwaves from the radar were heating the food. Next, he made a metal box and sent microwaves into it through a hole. When he put some food in the box, it cooked. This was the first microwave oven – invented totally **by chance**.




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In 1991, two German tourists, Helmut and Erika Simon, were hiking in the mountains in Italy, near the border with Austria. They were coming back down the mountain when one of them saw something in the ice. As they got closer, they realised that they were looking at a man's body. They reported the body and carried on hiking.


When the police arrived the next day, they tried to get the body out of the ice. Everyone thought that it was the body of an unlucky mountain climber and they weren't very careful. They **accidentally** tore the clothes and also broke one arm. But when scientists studied the body they were shocked. **Amazingly**, the body was 5,000 years old. He was quickly given the name 'Otzi the Iceman'. Otzi is one of the oldest, most complete human bodies ever found.





In 1974, local farmers were digging in Xi'an, a city in China. They were looking for water, but instead they found a life-size soldier made out of terracotta. **Fortunately**, the farmers stopped digging before they damaged anything and soon archaeologists arrived to look at the area. **Surprisingly**, there was not just one, but thousands of clay soldiers. They were made around 2,200 years ago and they were buried **on purpose** – together with the body of the First Emperor of China.

Archaeologists now believe that there are around 6,000 soldiers and their horses in the Terracotta Army, but most of them are still buried underground. All of the soldiers look different. Some are tall, some are short and they all have different clothes and faces. Archaeologists think 700,000 people helped to make them.



4. Read each paragraph and choose its main idea before reading the next paragraph.

| MAIN IDEAS |
|---|
| <p>PARAGRAPH 1.- This was the first microwave oven.</p> |
| <p>PARAGRAPH 2.- Otzi is one of the oldest human bodies ever found</p> |
| <p>PARAGRAPH 3.- they found a life-size soldier.</p> |

WEDNESDAY

GRAPHIC ORGANIZER:

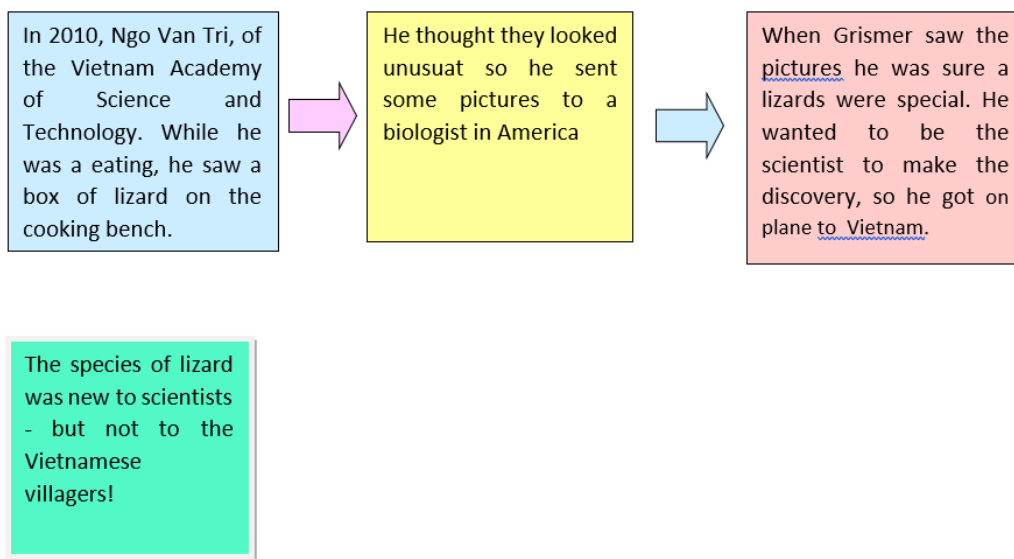


New species of lizard discovered on menu

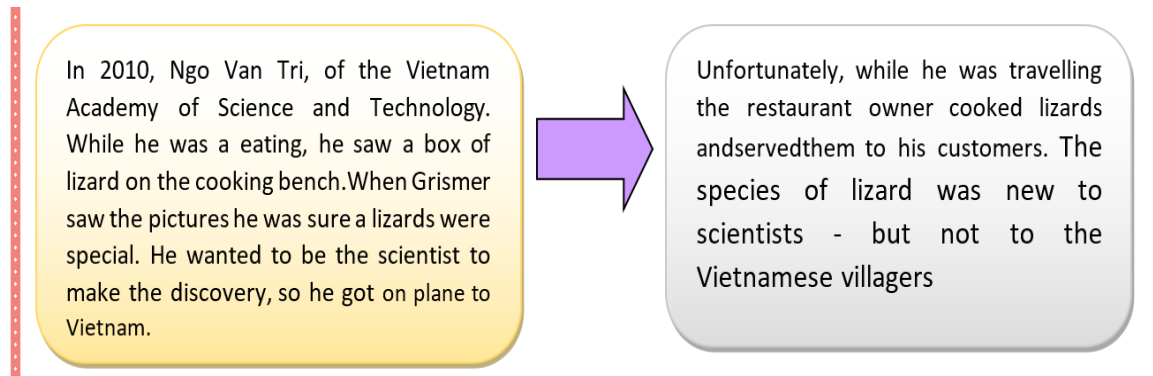
In 2010, Ngo Van Tri, of ¹ the Vietnam Academy of Science and Technology, was at ² a small village restaurant. While he was eating, he saw ³ a box of lizards on ⁴ a cooking bench. He thought they looked unusual, so he sent some pictures to ⁵ a biologist in America, L. Lee Grismer. When Grismer saw ⁶ the pictures he was sure ⁷ the lizards were special. He wanted to be ⁸ the scientist to make ⁹ the discovery, so he got on ¹⁰ a plane to ¹¹ - Vietnam. Then he rode on ¹² a motorbike for eight hours to get from ¹³ the airport to ¹⁴ the restaurant. But, **unfortunately**, while he was travelling ¹⁵ the restaurant owner cooked ¹⁶ the lizards and served them to his customers. When Grismer arrived, they were all gone. **Luckily**, ¹⁷ a nearby restaurant also had the same kind of lizards on their menu. The species of lizard was new to scientists – but not to the Vietnamese villagers!

4.

- Which graphic organizer would you choose to sequence the events in order:




- Which graphic organizer would you choose to show how the problem was solved:



THURSDAY

QUESTIONING:

[Home](#) • [Forum](#) • [Useful links](#) • [Contact us](#)




a

Mark Turner

I think the most important invention is the Internet. The 'world wide web' was invented in 1989 by Tim Berners-Lee and now nearly all of us use it in our daily lives. We haven't even started to see how much the Internet will change our lives in the future. We still have schools, post offices, newspapers, cinemas, shopping malls, but not for long. All these things will change as a result of the Internet. For example, we may stop using shops or offices as we will do everything from home. Choose any part of the way we live today and it will be completely different in the future – because of the Internet.

Comment added at 12.35 [Like](#) [Reply](#) [Send Mark a message](#)




c

Tomas Valnek

I believe the most important invention is the Hindu-Arabic number system, which was invented around the sixth century in India. It spread throughout the Middle East and was finally brought to Europe in the 13th century. People could add numbers together easily for the first time, so because of this system, science could develop. Numbers are essential to almost all aspects of life, and without this invention there might be no science, engineering or computers.

Comment added at 10.55 [Like](#) [Reply](#) [Send Tomas a message](#)




b

Eva Sorensen

Around 100 AD, the Chinese invented paper, and by 600 AD paper was used all over Asia. As a result of this, people were able to write down information, keep it and send it over long distances. Paper completely changed the way people communicated, as previously people wrote on clay or stone, which was heavy and broke easily. Later there were printed books and then, in our time, the Internet, but it all started with the invention of paper. So it seems to me that paper is a really important invention, perhaps one of the most important ever.

Comment added at 11.16 [Like](#) [Reply](#) [Send Eva a message](#)



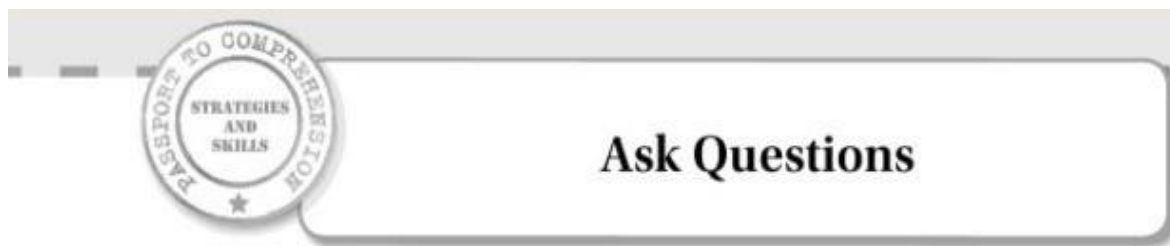
d

Hiroko Okuzawa

In my opinion, the most important invention has been reading glasses. Reading glasses were invented in Italy around 1280 and they changed the world. Because they had reading glasses, people could read, stay active and work even in old age. In my view, that's really important, especially as I'm over 60 myself. I can still do lots of things because of my reading glasses. I don't know where I would be without them.

Comment added at 10.47 [Like](#) [Reply](#) [Send Hiroko a message](#)

4. Fact Connector Chart:



Fact Connector Chart

Directions: Read the text, record significant facts, and answer the connector questions. When you are finished, answer the questions below the chart in order to reflect on the topic and your skills when completing this activity.

Key topic or concept: topic is important inventions

| Facts | Connector questions |
|---|--|
| Fact #1 ✓ The World Wide Web was invented in 1989. | How does fact #1 connect to the key topic or concept? ✓ The internet is an important invention in daily lives. |
| Fact #2 ✓ Later there were printed books and the internet. | How are facts #1 and #2 connected to each other? ✓ after the invention of paper, the internet was born |
| Fact #3 ✓ Without this invention there might be no science or computers. | How is fact #3 connected to facts # 1 and #2? 83/5000 ✓ the numerical system is important both in writing and in the use of the internet |

- ✓ **How do these facts help you understand the topic about which you are learning?**
These facts help me get a general idea.
- ✓ **What is confusing about identifying the connections among these facts?**
They are different topics with something in common.

WEEK 4***MONDAY*****PREDICTING**


Jambo's story

In 1986, a video of a frightening event involving a gorilla and a boy was watched by millions of people around the world. The video, which is still popular on the Internet today, changed people's opinions of gorillas forever.

1 On 31 August 1986 a couple took their two young sons to Jersey Zoo. When the family arrived, they went to see the gorillas straight away. The father noticed that the children were too small to see the animals, so he picked up his five-year-old son, Levan, and put him on top of the enclosure wall. Then he turned round to pick up his other son.

What do you think happened next?
Go to 3 to find out.

2 Jambo! People had always thought that gorillas were dangerous animals, but the video changed their minds. Journalists named Jambo 'the Gentle Giant', and soon letters, cards and even boxes of bananas arrived for him at the zoo. Jambo died in 1992, but a statue at the zoo reminds the world of this wonderful animal.

Go to 2e and answer the questions.

3 When the father turned back, Levan had disappeared. The boy had fallen off the wall, into the gorilla area. The shocked parents looked down and saw that their son was lying on the ground, about four metres below them. He wasn't moving.

What do you think the father did next?
Go to 5 to find out.

4 Jambo moved carefully around Levan. He softly stroked his back. Then he sat down between Levan and the other gorillas. When he saw that a young gorilla had come too close, Jambo stood up and did not let him pass. His message to the other gorillas was clear: "Don't touch him!" Jambo pulled gently at Levan's clothes and after a while Levan opened his eyes and started to cry.

What do you think Jambo did when Levan started to cry?
Go to 6 to find out.

5 Levan's father tried to climb down into the enclosure to rescue the boy, but he was stopped by the other zoo visitors. Slowly, the gorillas came closer to Levan. A large crowd of people had come to see what was happening. Everyone was screaming and shouting. They were scared that the gorillas might seriously hurt the boy. Jambo, a 200kg male gorilla, got to Levan first.

What do you think Jambo did?
Go to 4 to find out.

6 Jambo ran away and his gorilla family followed him. Some time later, zookeepers rescued Levan from the enclosure. He had broken several bones in the fall, and had seriously hurt his head, but he was alive. A man had filmed everything and millions of people around the world watched the video on the news. The zookeepers became heroes and so did ...

Who else do you think became a hero?
Go to 2 to find out.

8. Repeat previews steps until the passage is read in its entirety.

9. Summary of what has been learned by completing this activity.

I learned to predict a text just by reading a sentence, help me better understand the texts.

“PREDICTING AND ANTICIPATING WHAT WILL HAPPEN IN A TEXT WILL PREPARE YOU AND HELP YOU BUILD A STRONGER UNDERSTANDING OF WHAT HAS BEEN READ.”



TUESDAY
CONNECTING

CLAIRE My little sister and I have always had our fights. I think the funniest time was when I made her ride a cow. We lived in a house with a field of cows on one side and I told my sister that they were horses. I went into the field and stood behind the cows making horse noises. When the cows were right next to our garden fence, I said she could ride one of the horses ... just like a cowboy! I still can't believe she listened to me! She just jumped off the fence onto a cow's back! The cow was very surprised. It ran away with my sister holding onto its back. I couldn't stop laughing. In the end, my sister fell off. Her clothes were really dirty and she was crying. Then, I felt bad and helped her back home. When we got back, I told my mum my sister had tried to ride a cow and I had saved her. She believed me ... I still feel guilty.

JEREMY I often used to play with my younger brother, but we did fight a lot, too. I remember one time when I was really mean to him. That day my parents had burnt some leaves in the garden and the fire was still a bit hot. So I had an idea for a joke to play on my brother. We had an old kettle in the garden. It was really dirty. I told my brother I was going to make 'grass soup'. So I took some grass and put it in the dirty old kettle with some water. I put it on the fire for a minute. Then I poured some into a cup and gave it to my brother. It was a horrible brown-orange colour with green bits of grass in it. He didn't look very sure about drinking it, so I put the cup near my mouth and told him I had drunk some and it was delicious. I hadn't even tasted it, of course. I gave him the cup and he drank all of it. Later that evening, my brother said he wasn't feeling very well. My parents wanted to know why ... so, really, I had to tell them about my 'soup'.

5. A Closer Look:

-Locate the correct terms in the first paragraph according to these definitions:

- a. The timber structure that serves to enclose a garden. **Fence**
- b. The person, whose job is to take care of cattle, and who usually rides a horse. **Cowboy**
- c. Someone culpable or affected for a particular fault or error. **Guilty**

-Locate the terms that are adjectives in the second paragraph:

1. younger
2. mean
3. hot
4. old
5. dirty
6. horrible
7. brown
8. orange
9. green
10. sure
11. near
12. delicious
13. well

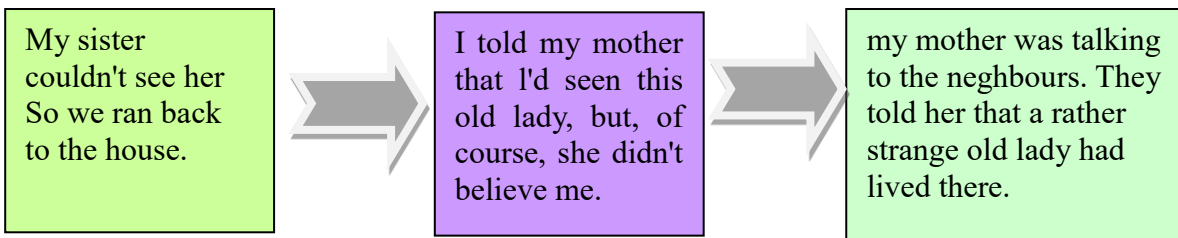
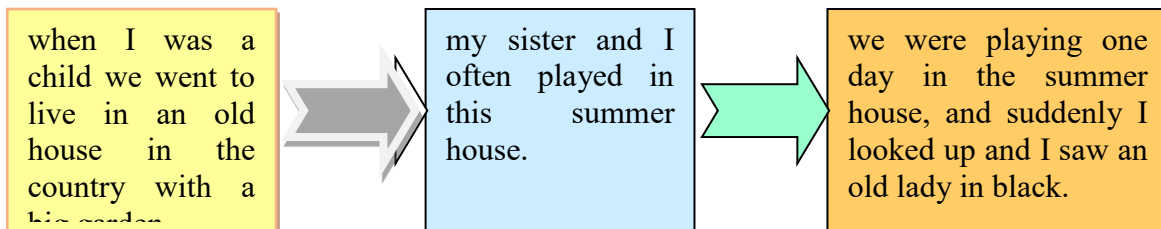
WEDNESDAY

GRAPHIC ORGANIZER:

When I was a child we went to live in an old house in the country with a big garden. And at the end of the garden there was a summer house, it was a little house with just one room and windows, and my sister and I often played in this summer house. When I was about five – my sister was eight – we were playing one day in the summer house, and suddenly I looked up and I saw an old lady in black. She was wearing a hat and she was reading a book. I said to my sister, ‘Who’s that old lady?’ and my sister said, ‘What old lady?’ She couldn’t see her. So we ran back to the house and I told my mother that I’d seen this old lady, but, of course, she didn’t believe me.

Then, a few months later, my mother was talking to the neighbours and they told her about the person who had lived in the house before us. They told her that a rather strange old lady had lived there. She had always worn black clothes and a hat – and she had died in the summer house.

5. What do you think is the best shape according to the purpose of the text? Draw it:

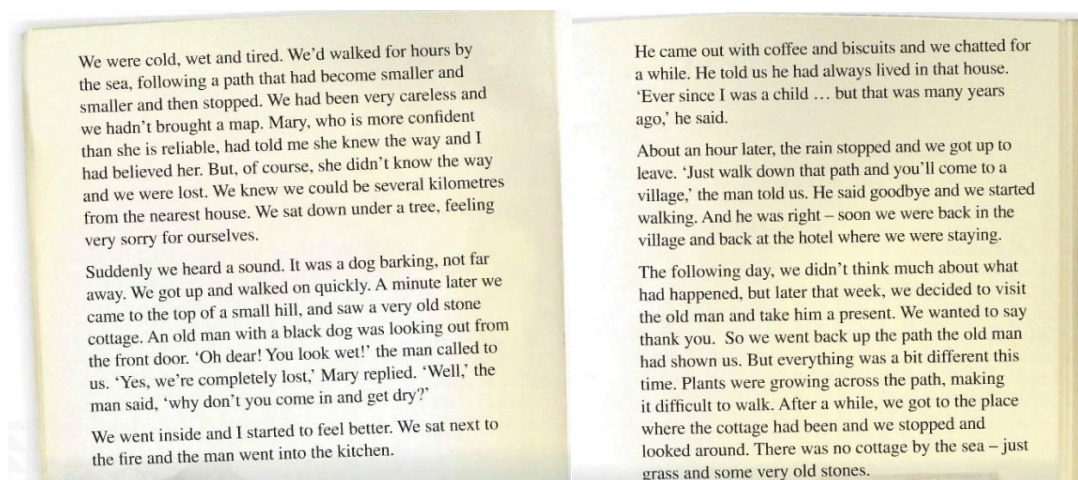


“USING VARIOUS TYPES OF ORGANIZERS HELPS YOU TO PRACTICE DIFFERENT TYPES OF ORGANIZATIONAL STRATEGIES, ESPECIALLY IN NOTE- TAKING.”

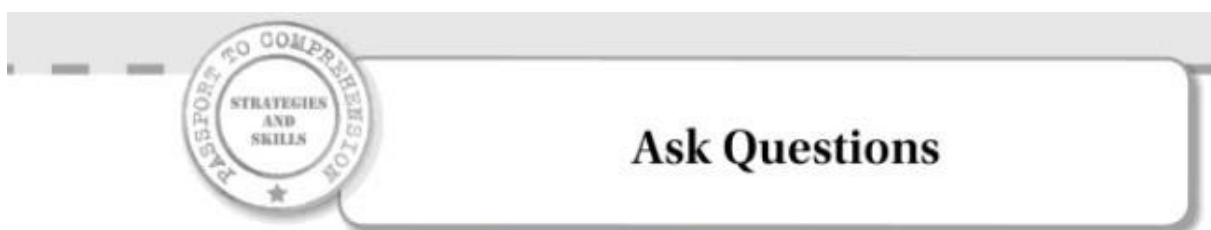


THURSDAY

QUESTIONING:



5. Questioning Squares:



Questioning Squares

Directions: Read the information and record significant facts from the text. Then write questions for three audiences—teacher, author, and classmates.

Key topic or concept: **old stone cottage**

| | |
|--|--|
| <p>Facts related to the topic:</p> <ul style="list-style-type: none"> ✚ we sat next to the fire and the man went into the kitchen ✚ - he came out with coffee and biscuits ✚ There was no cottage by the sea. | <p>Questions for the teacher:</p> <ul style="list-style-type: none"> ✚ - have you ever read this type of text? ✚ He likes this type of text? ✚ what do you think about this type of text? |
| <p>Questions for the author:</p> <ul style="list-style-type: none"> ✚ On what he based his characters? ✚ It is a true story? ✚ - How did you feel writing the story? | <p>Questions for the class:</p> <ul style="list-style-type: none"> ✚ How did you feel reading this story? ✚ Do you like this type of text? ✚ - What do you think about the end of the text? |



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READING PRE-TEST

Read a blogpost about the impact of social media influencers in the business world.

SOCIAL MEDIA INFLUENCERS


It is estimated that about 40 per cent of the world's population use social media, and billions of social media users look up to influencers to help them decide what to buy and what to follow.

So what is an influencer and how do we become one?

An influencer is a person who can influence the decisions of their followers because of their popularity with their audience and their knowledge and expertise in a particular area, e.g. fashion, beauty or technology.

Influencers often have a large following of people who pay close attention to their views and opinions. They have the power to persuade people to buy things, and influencers are now seen by many companies as a way to customers' hearts. Brands are now asking powerful influencers to market their products. Some influencers charging up to \$25,000 for one social media post, it is no surprise that many people are keen to become influencers too. If you are one of them, then here are five ways to become an influencer.

- 1. Choose your niche**
What is the area that you know most about? What do you feel most excited talking about? Find the specific area that you're most interested in and develop it.
- 2. Choose your medium and write an interesting bio**
Most influencers these days are bloggers and micro-bloggers. Decide which medium – such as your own



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READING: POST-TEST

Read a blogpost about being innovative in business to improve your results.

INNOVATION IN BUSINESS

What does it mean to be innovative in business?

In order for a business to survive in today's world, it is important that we think about what we are doing and how we are doing it. By considering new ideas and trying to innovate, we can improve our products/services, increase sales, reduce costs and make our processes more effective and efficient. In this way, we can increase our profits.

There are several ways a company can be innovative with their products and services. In this post, we will look at four of them.

- 1. Using the latest technology to improve your product/service**
When we think of innovation, we often think of new technologies. While it can be impressive, we should not use new technologies just because they are new. It is important to consider how the technology can improve our product/service and make a difference to our customer. Companies that produce cars, toiletries, household appliances, etc. often have a large R&D department to work on making their products better.
- 2. Responding to customer demands by changing what is on offer**
By listening to customer feedback, we can get their opinions on how we are doing and find

