ESCUELA SUPERIOR POLITECNICA DEL LITORAL

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The Use of L1 And L2 Reading Strategies and Their Influence on

Comprehension and Attitudes Towards Reading in Ecuadorian University

Students

Master's Thesis

A requisite for being awarded the degree of

Magister en Enseñanza de Inglés como Lengua Extranjera

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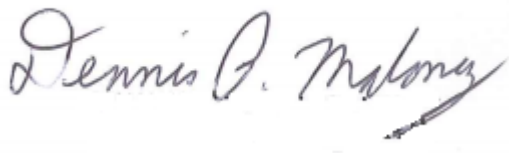
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Declaración Expresa

La responsabilidad del contenido de esta Tesis de Grado, me corresponde exclusivamente; y el patrimonio intelectual de la misma a la Escuela Superior Politécnica del Litoral.

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Abstract

The aim of the present study was to investigate the use of L1 and L2 reading strategies and their influence on comprehension and attitudes towards reading in Ecuadorian university students. In order to answer questions that appear in the study, statistical tools (means and standard deviations) were used which helped to understand and compare students' views about reading in English and Spanish. Sixteen participants, aged 18-38, from a public university in Ecuador, were enrolled in this study. They were enrolled in a Human Relations course. The study was based on Kamhi-Stein's (2003) work about how attitudes toward home language and beliefs about reading affect the behaviors of ''underprepared'' L2 college readers. Data was collected from an English placement test; reading comprehension tests in English and Spanish; a reading survey on beliefs and attitudes about reading; interviews; observation notes and recorded think-aloud tasks.

The outcomes of this study showed that in the use of reading strategies in L1 and L2 increases learners' reading comprehension. The findings also showed a relationship between attitudes towards reading, and L2 reading success. Furthermore, the results revealed that learners' awareness of the reading process influences the level of reading comprehension. However, scarce reading materials as well as limited cognitive reading strategies played a significant role in understanding texts. Finally, the outcomes revealed a preference for reading in the L1 (Spanish) rather than L2 (English).

Resumen

El objetivo del presente estudio fue investigar el uso de estrategias de lectura en la primera y segunda lengua y su influencia en la comprensión y actitudes hacia la lectura en estudiantes universitarios ecuatorianos. Con el fin de responder a las preguntas que aparecen en el estudio, se usaron herramientas estadísticas (media y desviación estándar), las cuales ayudaron a comprender y comparar los puntos de vista de los estudiantes con respecto a leer en Inglés y Español.

Dieciséis participantes de una universidad pública del Ecuador, cuyas edades oscilaban entre los 18 y 38 años, se enrolaron en este estudio. Fueron hombres y mujeres tomando un curso de Relaciones Humanas. El estudio se basó en el trabajo de Kamhi-Stein (2003) acerca de cómo las actitudes hacia la lengua madre y las creencias con respecto a la lectura afectan la conducta de lectores universitarios no preparados en un segundo idioma.

Los datos fueron recogidos de una prueba de ubicación en Inglés; pruebas de comprensión lectora en Inglés y Español; una encuesta de lectura acerca de las creencias y actitudes con respecto a la lectura; entrevistas; notas de observación y tareas grabadas de pensar en voz alta. Los resultados de este estudio mostraron que el uso de estrategias de lectura en la primera y segunda lengua, incrementa la comprensión lectora de los aprendices. Los resultados muestran también una relación entre las actitudes hacia la lectura y el éxito en la lectura en la segunda lengua. Además, los resultados revelaron que la conciencia de los aprendices del proceso de lectura influencia el nivel de comprensión lectora. Sin embargo, el escaso material de lectura así como las estrategias cognitivas de lectura limitada juegan un rol significante en la comprensión de textos. Finalmente, los resultados revelaron una preferencia por leer en el primer idioma (Español) en lugar del segundo idioma (Inglés).

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Introduction

Background

Ecuadorian literacy history, under the responsibility of UNESCO and the World Bank reports on people over 15 years old who do not know how to read and write. Although infant literacy has been difficult to implement in the country's policies, it is still a target in the school system. The first literacy campaign began in 1944 and was led by the ''Unión Nacional de Periodistas (UNP)'' and ''Liga Alfabetizadora de Enseñanza del Litoral (LAE)''. It lasted 17 years and according to official numbers, 169,191 people became literate (as cited in Torres, 2005).

In 1963, the Ecuadorian government became more responsible for education and created a program called ''Plan Nacional Masivo de Alfabetización y Educación de Adultos''. From 1967 to 1972, it was implemented the project ''Proyecto Piloto Experimental de Alfabetización Funcional''. This was carried out in Pesillo, Cuenca, and Milagro. Subsequently, from 1980 to 1984, the program ''Programa Nacional de Alfabetización Jaime Roldós Aguilera'' was implemented. This program began literacy in Kichwa. According to official numbers, 420,000 became literate.

From 1988 to 1989 a national literacy campaign was implemented that included literacy learners over 12 years old. This program, called the ''Monsignor Leonidas Proaño'', lasted around 5 months and was organized around the Universal Declaration of Human Rights. In 1995, the National Measuring System of Academic Achievement (Sistema Nacional de Medición de Logros Académicos) was created to assess school performance at the basic level of education, which included 10 years of schooling. Nevertheless, this educational progress was delayed because of national

and international commitments that made free education unreal during the 1990s (as cited in Torres, 2005).

Since 1963, the year in which the Ecuadorian government officially took on the challenge of adult literacy, there have been changes in education. The political instability and the strong dependence on international institutions have affected education. Currently, the government is investing in infrastructure and professional development to improve education. The Ecuadorian Ministry of Education has implemented internal and external evaluation of educators and has also promoted scholarships for those who get excellent final evaluations.

Having a picture of Ecuadorian literacy, makes it clear that one of the main problems in Ecuador is that there is no culture of reading. In this context, Educators have recognized that it is vital to foster reading programs that contribute to improving education. Reading comprehension is a predictor of reading success, as expounded by Hudson, Lane, and Pullen (2005). As a matter of fact, this is one of the three components in teaching reading that must be considered for readers to be able to construct meaning from texts. According to Kiley (2005), there are four elements which are part of the reading dimensions: Accuracy, rate, expression, and comprehension (as cited in Bramuchi, 2009).

Many other university English professors in Ecuador, have concurred in conversations, professional conference presentations, and master's level class discussions that reading in the L2 is a skill that Ecuadorian schools have tried to foster, in spite of limited access to authentic English materials. In addition, most learners are reluctant to read because of reasons that match with Grabe and Stoller's (2002) findings, that is, lack of enough vocabulary, reading strategies, reading

fluency, motivation to read, and opportunities to read extensively (as cited in Chen, 2009).

Due to this lack of reading practice, learners struggle in school. Greenleaf, Schoenbach, Cziko and Mueller, 2001 and Moje, 2008 among others attribute this to the lack of disciplinary literacy, that is, knowledge of how and why subject area content should be used in school (as cited in Hall, Burns, and Edwards, 2011).

Although this research is several decades old, it still seems pertinent. LaBerg and Samuels (1974) suggest that middle grade students need to read with automaticity, that is, they must be able to decode words, know vocabulary at the level of words, sentences and text (as cited in Dilbeck, n.d., para. 3). These basic steps are the ones that are sometimes omitted when learning to read in school, so learners become dependent on the teachers and do not learn how to make use of reading strategies.

Motivation for the Study

Reading is an important skill in academic tasks that have caught researchers' attention over decades. According to Pretorius (1996), reading is a main source that exposes people to information (as cited in Bharuthram, 2006). At the tertiary level of education, reading demands more than decoding information. Campione, Brown, and Connell (1988) highlight the use of cognitive and metacognitive strategies that leads students to approach academic tasks (as cited in Luke, 2006).

The process of reading, as a matter of fact, needs to be guided from lower levels of education. Students need to be exposed to reading materials that catch their attention according to their proficiency levels and individual learning styles. This way, by using a variety of reading strategies, they could be able to comprehend, analyze, evaluate and summarize information.

With a focus on the importance of reading, this study was carried out to study the reading comprehension of a group of Ecuadorian learners. This research seeks to investigate the influence of L1 and L2 reading strategies on learners' comprehension and their attitudes towards reading.

Purpose of the Study

The purpose of this research was to understand the strategies used by Ecuadorian learners in L1 and L2, their attitudes towards reading, and the relationship between reading comprehension and the use of reading strategies in both, Spanish and English.

Significance of the Study

This study will inform the body of research about the teaching of L1 and L2 reading to university students in Ecuador. Being aware of students' attitudes and strategies used in reading could contribute to a deeper understanding of what is happening while students read. Teachers can learn new ways to improve their plans and work together with learners in order to show them how to become independent readers who get positive outcomes from learning.

Research Questions

This study intended to investigate the strategies used by Ecuadorian learners in L1 and L2, their attitudes towards reading, and the relationship between reading comprehension and the use of reading strategies in both, Spanish and English. Based on the literature presented in this work, there research questions were determined:

1. How do strategies used by a group of Ecuadorian university students in L1 and L2 influence learners' comprehension and attitudes towards reading?

2. How can learners make better use of reading strategies to improve their comprehension?

Operational Definitions

The following terms are used throughout the study. The definitions that are presented give the sense of how the terms are used.

Automaticity*:* Processing without monitoring (Tzelgov, 1999).

BIC (Basic Interpersonal Communication Skills): They are language skills needed to interact socially with other people (Haynes, 2007).

Bottom-up reading theory*:* It was based on the idea that language learning was the product of automatic conditioning processes in which there are some patterns that are reinforced and others are not, but only the ones which are reinforced will remain (as cited in Wasilewski, 2009).

CALP (Cognitive/Academic Language Proficiency*:* It refers to formal academic learning, which includes listening, speaking, reading, and writing about subject area content material (Haynes, 2007).

CUP*:* (Common underlying proficiency theory). This theory proposes that a child develops skills and knowledge in L1 which help to scaffold when learning L2 (Cummins, 1979).

Dominant bilingualism*:* It represents learners who are proficient in at least one of the two languages. This proficiency may have both positive and negative cognitive effects (Cummins, 1979).

L1*:* The language that someone learns to speak first (Cambridge dictionaries online, 2011).

L2*:* A language that a person can speak which is not the first language they learned naturally as a child (Cambridge dictionaries online, 2011).

Reading strategies*:* ''mental procedures that assist learning and that occasionally can be accompanied by overt activities'' (Koda, K. 2004)

Reading comprehension*:* ''The process of comprehending the meaning of connected discourse. Kinds of knowledge that contribute to comprehension include concept formation and application, background knowledge and text structure.'' (Orasanu, 1986)

Subtractive bilingualism*:* It represents students who do not have enough age-level bilingual competence (Cummins, 1979).

Top-down reading theory*:* According to this model, reading becomes a process of connecting the text to what the readers know about it (Pardede, 2011, para. 14).

<div align="center">**Chapter 2**</div>

<div align="center">**Literature Review**</div>

Theories of Reading

Over time, reading has been studied in-depth and extensively by experts in language teaching. During many decades, researchers have tried to understand the process of teaching reading to learners of English as a foreign language. The results contributed to the apparition of three main theories in this language area: The theories of bottom-up, top-down, and meta-cognitive.

Contrasting these theories has lead to developing a wide range of methods and techniques to be used by educators in language teaching. Although research and experience still continue looking for ways to improve the teaching of reading, educators can count on the work of former scholars to help second and foreign language students to comprehend reading materials.

Today, EFL and ESL textbooks offer a wide variety of reading activities. The role of teachers is to expose learners to them as a way to create interest in the class. Teachers should teach students how to use strategies in order to help them process ideas in the texts. The idea is to give learners the tools so they can read and understand materials by themselves.

Bottom-up Theory

This theory was introduced by B.F. Skinner (as cited in Wasilewski, 2009) and it was based on the idea that language learning was the product of automatic conditioning processes in which there are some patterns that are reinforced and others are not, but only the ones which are reinforced will remain. Omaggio (1993) also stated that the basis of learning is ''habit formation, brought about by the

repeated association of a stimulus with a response'' (as cited in Pardede, 2011, para. 6).

Behaviorist psychology of the 1950s influenced reading instruction which was considered at that time as a response to the printed words. There was little clarity behind how the human mind understands text. Although this theory shifted to others, it stills remains. One example of bottom-up theory is the phonics method that associates letters and sounds through repetition. According to Stanovich (1980), the bottom-up view does not use feedback to know what is happening while information is processed (as cited in Pardede, 2011, para. 9). As a matter of fact, this model uses basic skills such as those related to recognizing and recalling. The only interaction between the reader and the text is the process of decoding. Then, the reader becomes a passive character in learning the meaning of the target language.

Although Ellis and Sinclair (1989) found that researchers and educators considered reading as a ''bottom-up'' process (as cited in English, n.d.), this model was always attacked due to its weaknesses and after some time, there was an academic paradigm shift to top-down theory. The bottom-up model presents some weaknesses that continue being used in language learning activities in which there is an emphasis on automatic recognition and recalling of words and grammatical features.

Top-down Theory

The top-down theory, which is related to the schema theory, appeared in the 1960s. It was influenced by Goodman's (1967) psycholinguistic model in which he defines reading as ''receptive language process and used the metaphor of guessing game to describe a reading act'' (as cited in Wasilewski, 2009, para.6). Another important contribution to this theory was made by Ausubel (1968) who differentiated

between *meaningful learning* and *rote learning* (as cited in Pardede, 2011). He explained rote learning occurs when people memorize isolated words or rules in the target language, but meaningful learning takes place when new information is relevant and related to learner's background.

According to this model, reading becomes a process of connecting the text to what the readers know about it (Pardede, n.d.). Therefore, the reader becomes active by creating meaning. In contrast, with the bottom-up view, the top-down view makes learning meaningful and gets learners interested in topics that are important for them.

Eskey (1988) posits that there are some weaknesses in the top-down model which especially affect non-proficient learners. Thus, he emphasizes that the model could bring advantages for those readers who are skilled in perception and decoding that is already automatic but for those who focus on vocabulary recognition and cohesive devices it is not recommended (as cited in Wasilewski, 2009).

Wasilewski also cites that although there are different viewpoints on the bottom-up and top-down theories, there are opinions that balance both, such as the one given by Nuttall (1996), who states that both models are necessary for understanding texts.

As mentioned at the beginning of this section, schema theory has a lot to do with the top-down view. Gunning (1996) viewed schema as ''the organized knowledge that one already has about people, places, things, and events'' (as cited in Casper, Catton, and Westfall, 1998, para. 3). The degree of reading comprehension depends on learners' schemata. Prior knowledge is obtained in different contexts, and thus can be assumed to be varied. Ausubel (1968) proposed this view by stating, ''If I had to reduce all educational psychology to just one principle, I would say this:

The most important single factor influencing learning is what the learner already knows. Ascertain this and teach him accordingly'' (as cited in Wasilewski, 2009, para. 14).

The importance of background knowledge when reading was highlighted in Rosenblatt (1994). She states that ''The reader's attention to the text activates certain elements in his past experience…that have become linked with the verbal symbols'' (as cited in Gourlay, n.d., para. 27). She places importance on the reader's background by comparing it to a ''linguistic-experiential reservoir'' that the person links to a reading.

 Smith (1994), refers to *schemes* as ''extensive representations of more general patterns or regularities that occur in our experience'' (cited in Pardede, n.d., para. 16). This idea is reinforced by Anderson (1994) who states that ''a reader comprehends a message when he is able to bring to mind a schema that gives account of the objects and events described in the message (para. 16)''. This belief is also supported by other researchers such as Chodkiewicz (2001), Cobb (1999), Hirsh and Nation (1992) (as cited in Wasilewski, 2009).

In addition, Anderson and Pearson (1988), conclude that ' To say that one has comprehended a text is to say that she has found a mental 'home' for the information in the text, or else that she has modified an existing mental home in order to accommodate that new information (cited in Pardede, n.d. para 16). Therefore, new experiences and old ones combine to give access to learning.

Schema Theory

Schema theory distinguishes between formal schemata and content schemata. According to Carrell and Eisterhold (1988), formal schemata include knowledge about the structure of a text and differences in genre. That is, the way texts are

organized structurally. Texts could appear in different formats as for example science fiction works, scientific papers, and letters among others. The way readers connect their prior knowledge to the text will ensure that comprehension takes place or not. On the other hand, content schemata refer to knowledge about the subject matter of a text. If there is familiarity with the events that occur in the text, then reading becomes meaningful (as cited in David & Norazit, 2000).

Both schemata contribute to infer meaning from context. Therefore, it is essential that educators activate them in order to enable their students to construct meaning from context. It is important to take into account learners' age, gender, experience, needs, preferences, individual differences, and culture.

According to Carrell (1988), teachers should be ready to activate prior knowledge in their students as well as help them to build new knowledge (as cited in Pardede, n.d.). If they do not do this, then lack of comprehension will lead to problems in reading and other skills.

One of the main problems that learners face when learning another language, is related to cultural differences. Thus, when a student encounters these differences, he/she cannot activate schemata and reading becomes a process in which ideas are totally isolated.

One example of the lack of cultural schemata can be found in the work of Sylvia Ashton-Warner (1963) in her work with Maori students in New Zealand. In one of her most important books, *Teacher*, she narrates her experience with Maori children who found that books used that featured the lives and experiences with New Zealanders were boring and confusing for Maori learners. Ashton-Warner's methods were a great influence for reflective teachers who faced cross-cultural settings (as cited in Clemens, 2007).

McDonough's (1995) studies confirm this situation. His reports reveal that students from different cultures may misunderstand events with unfamiliar cultural connotations (as cited in Pardede, n.d.). As a result, learners may not integrate knowledge, struggle when reading, and become passive learners. Also, Carrel (1988) explains this lack of cultural schemata by stating ''some students' apparent reading problems may be the result of insufficient background knowledge'' (as cited in Wasilewski, 2009).

The formation of cultural schema becomes necessary for social interactions. When students have the opportunity to interact with other cultures, then cultural schema becomes more compact and usable in their daily lives. Thus, cultural schemas can be used if learners feel motivated and then they adapt their cognitive structures to the cultural schemas, but they can also abandon the schemas if they do not find them usable (Gudykunst, 2005).

Metacognitive Theory

This theory emphasizes the use of strategies that allow learners to think about what they are doing while reading. Learners interact with the text in pre-reading, during-reading and post-reading activities. During the first stage, they identify the purpose of reading and the kind of text. The second stage includes the identification of the general features of the form or type of the text. In the last stage, learners work on summary, conclusions and inferences of the text. According to Cropley (1996), metacognitive strategies can be implemented while planning, using a strategy, monitoring, and evaluating (as cited in Clinger, 2008). Boekaerts and Simons (1993) considered this kind of knowledge important in planning the learning process and during the reflection stage (as cited in Jager, B., 2002).

Many studies have been made in the area of metacognitive awareness and strategy use, revealing that metacognition correlates with reading ability in L1 and L2. That is the case of Carrel (1989), Monteiro (1992), and Barnett (1988), whose research confirms these results. Nonetheless, Spoonen, *et al.* (1998) asserts that more studies should be done in this area because metacognitive awareness is developed once a threshold level is achieved (as cited in Hassan, 2003).

The Stages of Reading Instruction

Pre-reading, during-reading and post reading activities should enhance the process of reading, and although all three stages in teaching reading are important, pre-reading activities should be given special emphasis because it is here where learners' schemata will be activated. Nonetheless, there are some researchers who criticize pre-reading activities. For example, Stott (2001) refers to these activities as beneficial when reading, but that they are useful in part (as cited in Wasilewski, 2009).

It is important to take into account pre-reading activities in order to caught learners' attention. Drucker (2003) suggests the following procedure to create interest in reading:

> …relate the passage students are going to read to something that is familiar to them. Next, provide a brief discussion question that will engage the students and, after that, provide an overview of the section they are about to read. Name the selection, introduce the characters, and describe the plot (up to, but not including, the climax). Last, direct the students to read the story and look for particular information. (as cited in Suleiman, 2005 p.149).

Teachers should make use of reading activities that activate students' backgrounds. They need to consider topics of their interest, according to their age

and proficiency level. Teachers' methodology should include all the reading models in order to use different kind of strategies. In addition, teachers should create a comfortable learning environment in which students could see reading as pleasure.

Further studies on reading led to the consideration of the use of strategies in the reading process, such as Goodman (1988) defines it: ''…an active process of comprehending where students need to be taught strategies to read more efficiently (e.g. guess from context, define expectation, make inferences about the text, skim ahead to fill the context, etc.)'' (as cited in Wasilewski, 2009, para. 7).

Goodman's opponents, Paran (1996) and Weber (1984) among others, reject his point of view and defend the idea that sentences are never read in the same way and cannot cover all the learners' reading needs. (as cited in Wasilewski, 2009). As a matter of fact, individual learning differences play an important role in learning to read. Therefore, it is vital to analyze these individual learning differences fill this gap in learners' reading needs to improve their use of reading strategies and consequently learners' reading comprehension.

The Reading Process

Over time, reading has been recognized as an important skill in language learning. Karbalaei & Rajyashree (2010), recognize the importance of reading comprehension in academic success. Definitions of the reading process have been based on the different theories that have arisen. Nonetheless, it has been difficult to understand what is behind this process, that is, what readers do in order to understand a text. Connected research processes over the world in this field have led researchers to keep doing studies in order to understand the mental process behind reading comprehension.

In the early 80s, reading was defined as a complex process where readers utilize their background knowledge of the topic, linguistic knowledge, and their knowledge of the cognitive and metacognitive reading strategies. This new approach to reading led to research on strategies used by readers to comprehend written texts. Many of the research done on identifying lists of strategies used in this process have not been completely clear due to the use of limited research instruments.

Further research on reading instruction, has been carried out such as those by Afflerbach (1990), Barnett (1988), and Carrel (1983) which have linked the strategies learners use when reading to their learning styles, age, aptitudes, background knowledge, gender and learning environments (as cited in Nambiar, 2009). Indeed, these are factors that interact in the reading process and provide insight into its nature.

According to the U.S. National Reading Panel's report (2000), there are three important aspects to be considered when studying the field of reading: a) Vocabulary development and instruction; b) comprehension as an active thoughtful process in which prior knowledge plays an important role; c) strategies teachers should show students how to use in order to succeed in the process (Lawrence, 2007). All of these aspects give support in monolingual or bilingual reading environments.

Vocabulary is one of the aspects of learning how to read. Dudley, and Evans et.al. highlighted the importance of vocabulary study when they wrote: ''In comprehension, deducing the meaning of vocabulary from the context and from the structure of the actual word is the most important method of learning new vocabulary. For production purposes, storage and retrieval are significant'' (as cited in Kavalaiauskiene, 2010, para. 14). Vocabulary instruction should be explicit and

combined with strategies that show students how to learn independently (Texas Education Agency, 2002).

The bottom-up model influenced the definition and perception of the reading process. Thus, Gough (1972) refers to reading as a unidirectional process that starts with letters, continue with sounds and ends with meaning (as cited in Kong, 2006). On the other hand, the top- down model also took part on defining the process. According to Sarig (1987) and Anderson (1991), reading has to do with an individual and private process in which readers create meaning from a text (as cited in Nambiar, 2009).

Reading strategies in L1 and L2

Oxford and Crookall (1989) define strategies as ''learning techniques, behaviors, problem-solving or study skills which make learning more effective and efficient'' (as cited in Singhal, 2001, para. 2). According to Oxford (1990), learning strategies are divided into 6 groups: Memory, cognitive, compensation, metacognitive, social and affective. Memory strategies refer to storing, retrieving and moving data from fact to skill level, as for example, the use of semantic maps to understand the use of personal nouns and verbs. Cognitive strategies include reasoning, analyzing and summarizing. Compensation strategies compensate the lack of knowledge in relation to grammar and vocabulary. Metacognitive strategies give control over the person's learning by monitoring and evaluating the process. Social strategies foster communication. Finally affective strategies control, motivation, attitudes, emotions and values towards learning (as cited in Nambiar, 2009).

Research on reading has focused on comparing reading strategies in the L1 and L2. Singhal (1998) cites some researchers such as Segalowitz (1986), Grabe

(1991) Lindeberg (1988), Kaplan (1966) and Carrell (1984) who highlight that reading in the L2 is very complex due to many factors that influence the process. Sometimes, readers do not use the same reading strategies in their native language and second language. According to Pang (2004), this difference is considered to be related to orthographic systems (as cited in Nambiar, 2009). Studies have confirmed that this difference has an influence on lower levels of the cognitive reading process such as word recognition.

The relationship between L1 and L2 strategies depends on the theory they are based on. Thus, if the bottom-up view influences the reading process, then L2 readers may not be able to transfer higher L1 reading strategies to L2 reading. On the other hand, if the reading process is based on the top-down view, then L1 reading knowledge would be important in L2 reading. Recent studies show that reading is a process in which readers make use of different sources and that this interaction compensates for those weaknesses at any level of the process.

Readers make use of reading strategies that approach different tasks. Takeuchi (2002) mentions this particular situation by saying that strategies used at the lower levels of learning are not the same used at the higher levels (as cited in Tercanlioglu, 2004). One of the most difficult tasks is at the level of academic contexts. Thus, many universities emphasize the ability to read academic texts in both the L1 and L2, which has lead to do more research in reading skills in academic context. This is certainly the case in university level education in Ecuador, where students are often required to study from English language texts.

Resnick (1989) distinguishes reading activities used in traditional and new schooling. On the one hand, in traditional schooling, reading is associated to recognizing, pronouncing words, scanning text and saying it aloud. The new

conception of schooling proposes constructive activities such as formulating

questions, summarizing, predicting, analyzing, clarifying points, and others. During

the current study, participants made use of strategies from both trends, focusing

especially on the cognitive ones. This was revealed on the interviews' outcomes and

observation notes taken during the think-alouds.

Proficiency in the L1 has an important role in L2 reading, but does not always

assure comprehension in L2 reading. Cummins distinguishes the use of interpersonal

communication skills (BIC) and cognitive/academic language proficiency (CALP) in

proficiency language, giving more emphasis to the last one mentioned. He states that

if reading abilities are developed in L1, then it is easier to learn how to read in L2.

This suggests that experience in either language, is vital for developing proficiency

and therefore academic skills in order to understand texts (as cited in Nambiar,

2009).

Research Using the Think-Aloud Process

The think-aloud process has parts of its roots in Vygotsky's (1962) *Thought*

and Language and its concept of ''inner speech''. What Vygotsky tried to explain in

his theory was that the inner speech of verbalized thoughts is linked to the

''egocentric speech'' of toddler monologues. That is, verbalized thoughts evolve

from the time of childhood when the first words are uttered. Vygotsky also adds that

egocentric speech is accessible to experiments, but inner speech faces barriers for

research studies (as cited in Charters, 2003).

Vygotsky (1962) continued contributing to his theory by focusing on the

relationship between abstract thought and inner speech. He explained the process

starts when people create mental networks which make their thoughts more complex

and abstract. These thoughts are not completely the same as the words we produce

after inner speech goes on. In this case, thought processes slow down due to the time that thoughts and speech take to develop.

Another important contribution to the theoretical basis of think-aloud methods, was the one that Ericsson and Simon (1980) did in their study, *Verbal Reports as Data*, by making a distinction between working memory and long-term memory, and related introspective research techniques. Also Cooper (1999), Olson, Duffy & Mack (1984); highlighted the importance of participants' immediate awareness (as cited in Charters, 2003).

The use of think aloud techniques should reflect researchers' care to design research methodologies which do not influence participants. They need to consider the type and level of task, as well as the use of extra resources to support data, and the method of analysis. Charters (2003), recommends using a language-based activity at an intermediate level. Ericsson and Simon also noticed that if tasks are ''high cognitive load'', they affect verbalization (as cited in Charters, 2003). On the other hand, Pressley and Afflerbach stated if they are too simple, they could come to automacity (as cited in Charters, 2003).

As seen, the think-aloud strategy is important in creating awareness in the use of reading strategies. Hassan (2003), highlights the benefits of this strategy by stating that think-alouds help students to be aware of what they are thinking, what they understand, what they do not understand, and what they should do to overcome problems related to comprehension. In order to achieve this, learners should be confident when using the think-aloud strategy. It is vital to provide them with training and practice to overcome reading comprehension problems.

Reading Attitudes

According to Yamashita (2004), Smith defines reading attitude as ''a state of mind, accompanied by feelings and emotions, that make reading more or less probable''. Reading attitude has been classified by Reeves into three components: Cognitive (personal, evaluative beliefs), affective (feelings and emotions), and conative (action readiness and behavioral intentions). The current study considered the cognitive and affective components in the interview taken by the participants. The conative component was not taken into account due to the limitation of availability of EFL text materials.

Learning to read requires an adequate learning environment, which promotes positive attitudes towards the process. Regarding the reading materials, it is important to choose 'culture-based texts' that promote familiarity and comprehension. Social and affective factors appear to affect reading comprehension, giving more support to Gardner's (1983) findings related to the learners' cultural milieu and cultural beliefs (as cited in Abu-Rabia, 1998). The current study proposes a reading curriculum which considers culture as a way to create sympathy for the reading process, due to the fact that texts are not always familiar to L2 learners.

From studies, it has been found that L2 learners' attitudes toward L1 speakers influence L2 learning. According to Gardner and Lambert (1959, 1972), there are two kinds of motivation in second language: Integrative and instrumental motivation. Integrative motivation is defined as L2 learner's preparedness to become part of L1 culture and language. This type of motivation has revealed that it leads to more proficient L2 learners, as Gardner and Lysynchuk (1990) found in a French immersion program. On the other hand, instrumental motivation emphasizes the purpose of mobility that L2 learners set (as cited in Abu-Rabia, 1998).

As seen, there is evidence that reading attitude is a factor that influences reading comprehension. Students who have a positive attitude towards their reading in their L1 have the potential to have the same attitude in L2 due to their willingness to get input from reading. This has been found in studies such as Butler (2007), who found that affective attitudes were highly correlated between L1 and L2 reading, and cognitive attitudes displayed moderate correlations. Also, Day and Bamford's (1998) model mentions that L1 reading attitudes influence L2 reading attitudes (as cited in Yamashita, 2004).

Reading Comprehension and Academic Performance

Rice (2009) defines reading comprehension as a process in which the reader interacts with the text in order to get meaning. This complex process includes problem-solving skills that engage the reader with the text. A careful look at literacy in Ecuador, shows that there are many people who do not know how to engage in this process. A local newspaper from Portoviejo, the city in which this study was carried out, mentions that videogames are displacing reading. Chonlong (2011), suggests reading by using techniques that show children how to read and develop their abilities to think and analyze (as cited in *El Diario Manabita*, 2011).

Even those who have attended school or college face serious reading difficulties. This problem could be related to the poor habit of reading, has affected students' academic performance. Sometimes, even though automacity is developed in their decoding skills, they struggle because of the lack of higher level skills of understanding texts. At this point, it is important that teachers monitor students' comprehension. They can do ''action research'' replicating studies such as those as Flavell's (1981), Brown's, Bransford's, (Ferrara's and Campione's ,1983 as cited in Maryland Public Television, 2003).

Many schools lack of complete libraries and access to internet what makes more difficult to work on this skill. Because reading is vital in academic performance, it should be given the importance that it deserves as Jardine (1986) mentions when she sets reading as the most important skill to be acquired if one wants to get through tertiary education (as cited in Lukhele, para. 31).

In addition, for developing the ability of reading, many researchers suggest extensive reading, such as Day & Bamford (1998), Koda (2004), Horst and Robb (2005), and others. Thus, Day & Bamford (1998) suggest 4 ways for including extensive reading into the reading curriculum: a) as a separate stand-alone course; b) as part of an existing reading course; c) as a non-credit addition to an existing course and d) as an extracurricular activity (as cited in Lili, 2009). Extensive reading helps in the acquisition of vocabulary, rapid word recognition and fluency in reading.

During the reading process, it is also important to consider learners' attitudes, motivations and interests, because these factors constitute a pillar in their success in the reading process. If students are interested and motivated in the reading materials presented to them, then they will have the intention to read and continue reading. Gee (1999) highlights the relationship between affect and reading (as cited in Lukhele, n.d.) and research also suggests that having positive attitudes towards reading influence positively in learners' ability to read.

Emphasis on reading comprehension, reading strategies, and attitudes towards the L1 and L2 have been tried to be covered in this chapter. It presents weaknesses and strengths of reading theories, the stages of reading instruction, reading strategies used in L1 and L2, reading attitudes, reading comprehension and academic performance, and the think-aloud process. In sum, the chapter tries to give support to this study and contribute to the area of reading research.

Research Methodology

Reading in the L1 and L2 can be analyzed under the concepts of the process of reading and the product of reading. Yamashita (2004), mentions some researchers who have utilized this paradigm: the product and the process of reading, as for example Bernhardt and Kamil (1995), Bossers (1991; 1992), Brisbois (1995) and others have used test scores to examine the relationships between L1 and L2 reading abilities. Davis and Bistodeau (1993), Sarig (1987), Zwaan and Brown (1996) are examples of those who have used interviews and other instruments to understand the internal processes of reading.

In order to understand the relationship between L1 and L2 reading, there are other theories to take into account. Cummins' (1979) threshold theory compares bilingualism to a 3-floor house divided by 2 levels. On the first floor, students do not have enough age-level bilingual competence, which is known as subtractive bilingualism. The second floor represents those learners who are proficient in at least one of the two languages. This proficiency may have both positive and negative cognitive effects. This type of bilingualism is known as dominant bilingualism. Finally, the third floor shows those learners who are proficient in both languages and experience positive cognitive effects, which are known as additive bilingualism (as cited in Montes., Botero, & Pechthalt (May 2009.).

Another theory developed by Cummins was the Developmental Interdependence Theory or common underlying proficiency theory (CUP). This theory proposes that a child develops skills and knowledge in the L1 which will help him or her to scaffold when learning the L2. According to Cummins, L1 instructions should help to develop proficiency in L1. Also, L2 can occur if exposure and

stimulation are fostered in this language (as cited in Montes, Botero, & Pechthalt, May, 2009.).

Close to Cummins theories, Thomas and Collier (2007) proposed a model called Prism which fosters language acquisition: socio-cultural, linguistic, academic and cognitive. The socio-cultural component influences academic language proficiency transfer. The linguistic component focuses on the domain of speaking, listening, reading, and writing. The academic component states that academic development in the L1 transfers to L2 immediately. Finally, the cognitive component refers to the process of learning that starts at birth and continues beyond schooling (as cited in Montes, Botero, and Pechthalt, n.d.).

These theories give a picture of the relationship between L1 and L2 reading, emphasizing the importance of experiences, appropriate academic language instruction and exposure to the L1 in order to transfer this proficiency to the L2. There is still a lot of research to do in this area due to the many factors that are associated with it, as for example learners' ages, cultural backgrounds, learning styles, attitudes, beliefs, learning conditions, among others. These theories are connected to this research study because many of these factors may be culture-specific, and not so much formal research on reading has been carried out, and documented.

The research methods used in this study were both quantitative and qualitative. This research study made use of some instruments that try to understand the diverse points of view upon the topic. Before using the survey, I sent a letter to Mr. Neil Anderson in order to get his permission for using and adapting his survey taken from the book Exploring Second Language Reading. Also, I asked permission to Mr. Robert Jiménez, Mr. David Pearson, and Mrs. Earnest García for using the

interview protocol that Kamhi-Stein used in her study. In addition to these instruments, there were used observation notes and think-alouds.

The use of mixed methods has been used before to validate information in different disciplines. Thus, Lenin made use of triangulation when writing his classic research monograph, *The Development of Capitalism in Russia*. He used discourse analysis and survey data to study the end of the Russian peasantry and the start of working class fighting with employers in Russia (Olsen 2004).

Other researchers who have used methodological pluralism have been Carter (2003), Danemark (2002), Sayer (2000), Crompton (1998), Marshall (1989), Skeggs (1997) and others. All of them recognize the value of qualitative and quantitative data. But, others such as Sarantakos (1993) and Silverman (1993) contrast the two main methodologies and state they are incompatible (as cited in Olsen, 2004).

Silverman states that qualitative research is subjective. He contrasts positivism, which uses facts, random samples, standardized questions, and tabulations, with qualitative interactionism that uses real experiences, unstructured interviews, and open-ended questioning to gain knowledge. The same point of view was made by Gubrium and Holstein (1995) who defend the subjective nature of interview data. These views bring the idea that subjectivity, which must be acceptable and understood in depth (Olsen, 2004).

Bryman (1996) pointed out that when the theory of knowledge identifies as valid one type of data, it is not appropriate to use two types of data. He suggests that one kind of technique will usually be primary but enriched by other techniques. This is reflected in his book *Quantity and Quality in Social Research* in which he argues that quantitative methods always rest upon qualitative frameworks and need to

answer to what is happening in the qualitative social research tradition (as cited in Olsen, 2004).

As result of this, debates between empiricists and statisticians have arisen. On the one hand, the scientific method has weaknesses that relate to validity of theory to generate hypothesis and to use it to a new region or time, among others. On the other hand, social statistics has been criticized because of its apparent objectivity, which makes it too authoritative and subject to untested universalism.

Although researchers can select among any of the three traditions for triangulated research: Constructivism, Empiricism, and Realism, the realist position makes use of constructivism and empiricism to join theory and practice, although they are not considered as useful theories for what exists.

Empiricism and realism are different from each other. Empiricists consider the world as facts. This is not real if we analyze that information we get from reality is incomplete because some things are difficult to observe. On the other hand, realists maintain that social scientists should go further from induction and deduction. Induction, in which theories arise from examining information, does not provide a basis for true statements. Deduction, in which hypotheses come from theories, does not guarantee that theories are valid.

Continuing to contrasting empiricism and realism, realists state that many things in the world are unobservable and they propose abduction and retroduction. Olsen (2004) explains that the first one refers to the attempt to become immersed in the thing being researched, and retroduction refers to understanding the causes of observations in the data. However, abduction creates a barrier in communication with other researchers and does not allow access to features of society that appear at macro level such as globalization.

Although all these viewpoints in which realism appears to be the best approach to mixed-methods research methodology, triangulation arises as cutting across the division of qualitative and quantitative methods. It can be achieved by an individual, or used by government and academic research teams to understand and improve their knowledge of the world.

Figure 1 represents the timeline for the current research. It displays the months and the weeks of each month in which the mixed methods were carried out.

Figure 1.

Research Timeline

	November 2010				December 2010				January 2011				February 2011				April 2011				May 2011				June 2011				July 2011				November 2011				December 2011			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Pretest and Survey Data Collection		■																																						
Interview data collection				■																																				
activities						■			■																															
Postest data																																								
Think-aloud practices													■	■																										
Analysis of data															■	■	■																							
Transcriptions and writing																	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■				
Research Delivery																																					■			

Participants

Sixteen students, whose ages ranged from 18 to 38, participated in this study. They were in their sixth semester studying in a public university in Ecuador. Two of them drop out during the process of the study. They were selected randomly based on their abilities to speak in L2 and their willingness to improve their L1 and L2 reading comprehension. Before taking part of this study, they signed consent forms (See Appendix E) which indicated their willingness to try to improve their reading comprehension in Spanish and English. They were aware that the information

provided on this study would be anonymous. All of them were bilingual who learned

English in their native country (Ecuador). Also a letter was sent to the director of the

school of languages in which it was mentioned the title of the research, its process,

the participants' consent forms and time dedicated to it.

Instruments

The present study examines both the concepts of the process of reading and

the product of reading. On the one hand, participants' understanding was measured

in both tests, English and Spanish. That is, their reading comprehension

improvements were tested at the end of the process. On the other hand, the process

of reading was examined by conducting a survey, interview and think-aloud

activities.

In order to determine students' English level, participants took an online

placement test from Cambridge website. This test included 68 questions graded from

beginner to advanced level and that consisted on choosing the correct answer from

different options. In addition, they took a pretest in English and another in Spanish

to assess their reading comprehension in both languages. The same tests were used

at the end of the study. The Spanish test included vocabulary, inference, and reading

comprehension sections.

The study, was modeled on Kamhi-Stein's (2003) work about how attitudes

toward home language and beliefs about reading affect the behaviors of

''underprepared'' L2 college readers. I used a Spanish version of an interview

protocol (adapted from Jiménez et al., 1995). Students were interviewed by

answering 13 open-ended questions about their backgrounds as readers and their

views on L1 and L2 reading (See Appendix G). Also, they responded to a survey,

adapted from Anderson (1999) that included 14 questions which provided more information about the students' beliefs and attitudes about reading (See Appendix F).

Another research instrument used during this process was the think aloud, a method employed for many years by many researchers such as Ericsson and Simon (1980) both to understand cognitive processes and for knowledge acquisition in the context of building knowledge-based computer systems (as cited in Charters, 2003).

During the current study, the readings used by participants were assessed by having them retell what they read and by taking notes on their think-aloud tasks. They were exposed to reading articles in both English and Spanish. They were free to use the reading strategies that helped them to understand the text. The think-aloud protocol was first explained and then practiced with students by using an assortment of reading material. Once the students felt confident using think aloud, they started to read the materials chosen for the study.

These reading materials were based on the survey's answers that students gave in Spanish. After completing the survey, their preferences were considered in the selection of reading as a way of engaging them in the study. Several passages from the book American English File 3 were chosen, and also from National Geographic en Español.

These reading materials presented short articles in a simple language. The book American English File 3 was selected because participants were using it in another class at the same time the study was being carried out. The magazine National Geographic en Español was selected randomly by taking into account that language used in the text was neither very simple nor too difficult for them.

Data Collection Sources

A survey and an interview were given to the participants to students' views and perceptions about reading in Spanish and English. They had the option to answer in either of the languages. These instruments as well as observation notes were analyzed to address the research questions. The outcomes helped to understand students' attitudes towards English and Spanish reading, the strategies used to understand texts in both languages as well as the problems that they faced when reading in English. A placement test was first given to determine students' language level. English and Spanish tests (pre and post-tests) were analyzed and compared to see students' reading comprehension improvements. Think-aloud activities were used in both languages. They were transcribed and used to analyze data.

Procedures

For collecting data, students first took a survey in which they expressed their perceptions about the meaning of reading in Spanish and English. This survey helped me to choose the reading materials based on their preferences, students had to read in class. In addition to their preferences, texts were selected based on the English level test that participants took. I tried to use texts, which employed a simple language in English and Spanish.

After this, they were interviewed individually. They answered 13 questions that provided more information about their views on reading in both languages. In addition, they were given a paper with definitions related to reading strategies in order to choose the ones they use when reading in English (See Appendix H). This paper about reading strategies was read and explained in Spanish. I modeled the strategies by using simple cases that took no more than 15 minutes total to exemplify. Also, they used their L1 (Spanish) to answer the survey as well as for the

interview in order to give them more confidence to express themselves and therefore to get more reliable information.

The think-aloud tasks were used for taking notes on students' attitudes towards the reading materials. First the researcher modeled how participants were supposed to do a think aloud protocol, as follows:

1. You will read a text

2. As you read, say aloud

    a. Anything that comes to your mind about what you understand.

    b. Questions that you have about what you are reading

    c. What you find particularly interesting

3. Practice for a while

4. When you are ready for me to record you tell me.

5. When you are ready, I will ask you a few questions about the text you will be reading, before you have the passage. We will record this.

6. Now, let's get started!

The students were allowed to use the language in which they felt more comfortable, as well as to use dictionaries. Two dictionaries were available when doing the think-aloud task: a) a Spanish-Spanish dictionary *Diccionario El Pequeño Larousse Ilustrado* (2004), b) an English dictionary *Webster's New Collegiate Dictionary* (1975). After doing the think-aloud activities, they were told to retell the text and answer some reading comprehension questions.

Kamhi-Stein's study, on the other hand, emphasizes the relationship between readers' attitudes toward their L1 and reading behavior. Her study was based on the relationship between L1 and L2 reading strategy use and affective factors, including readers' views of their home language and their beliefs about reading. Four

bilingual, native-Spanish-speaking female college freshmen participated in this study.

Participants' prior knowledge was evaluated by defining key vocabulary and answering open-ended questions and those about the topic. After that, their comprehension level was measured by retelling texts and answering to multiple-choice, true-false and fill-in-the blank questions. They were also interviewed about their views of reading. Finally, their correct answers were analyzed and the four participants' reading behaviors and attitudes toward reading.

One of the students explained in an interview that she used the strategy of translating into Spanish when reading in English. She also considered that readers read for meaning. Besides, because she had comprehension problems she used to reread the text. When reading, she used paraphrasing and summarizing.

Another student showed her lack of vocabulary in English. Sometimes, she employed mental translation unsuccessfully. And when constructing meaning she used a multistrategic approach but they were not sufficient to characterize her as a good reader.

The next student had problems understanding the meanings of words. She was unaware of prefixes and suffixes. She used to stop when not understanding the text and the only text-based strategy she employed was paraphrasing.

The last student avoided mental translation and she was focused on pronunciation. When she had trouble understanding the text, she either reread or continued reading it. She was a strategic reader in Spanish because she made predictions about the topic.

All these four cases help to understand how attitudes can affect students'
views about reading and how teachers could help underprepared students to consider
a goal in order to improve their reading comprehension.

The current study, based on Kamhi-Stein's work, presented some changes
that were basically on the instruments used. Thus, for example, participants'
comprehension level was not measured by retelling texts and answering to true-false
and fill-in-the blank questions, as it was done in Kamhi-Stein's study. But, instead
of these activities, a survey, online tests, and think-aloud activities were used.

Data Analysis

The data collected were analyzed by calculating the scores obtained on the
online reading comprehension tests (English and Spanish). Descriptive statistical
methods (means and standard deviations) were used to calculate and summarize the
results from their scores.

Students' behaviors and attitudes towards reading were analyzed by focusing
on the information gathered in the survey, interview, think-aloud tasks, and
observation notes, which contributed to get more reliable data.

All the instruments were used to code and analyze the data. They were useful
for classifying the strategies students used when reading in the L1 and L2, the
problems they faced when reading in L2 and the approaches to reading.

Chapter 4

Results

The purpose of this research was to learn the strategies used by Ecuadorian learners in L1 and L2, their attitudes towards reading, and the relationship between reading comprehension and the use of reading strategies in both, Spanish and English. Data included quantitative data from tests, and qualitative data from the survey, interview and think-aloud activity.

Quantitative Data Results

The results showed that average students had a pre-intermediate English level (mean= 28.5). So, from the seven levels displayed on the website, they were on average in level 3. Only one of the participants had an upper-intermediate level (level 5), and two of them elementary levels (level 1), as summarized in Table 1.

This table shows the four English levels in which students were placed according to their tests' outcomes. In addition, it presents their correct answers from 68 questions that they had to respond. The mean, standard deviation, and number of participants are also shown in this table.

Table 1.

Results of the participants' English level test

LEVEL (PLACEMENT TEST)

Level	Correct answers (Total Possible 68)
Basic	13
	20
Pre-intermediate	23
	23
	25
	28
	28
	29
Intermediate	32
	33
	34
	34
	36
Upper-Intermediate/first certificate	41

MEAN	28.5
s	30.46
n	14

Figure 2 shows in a pie graph the results of participants' English placement tests. Here we can see that a great percentage of them were placed in the pre-intermediate level, followed by the intermediate, elemental and upper-intermediate levels.

Figure 2.
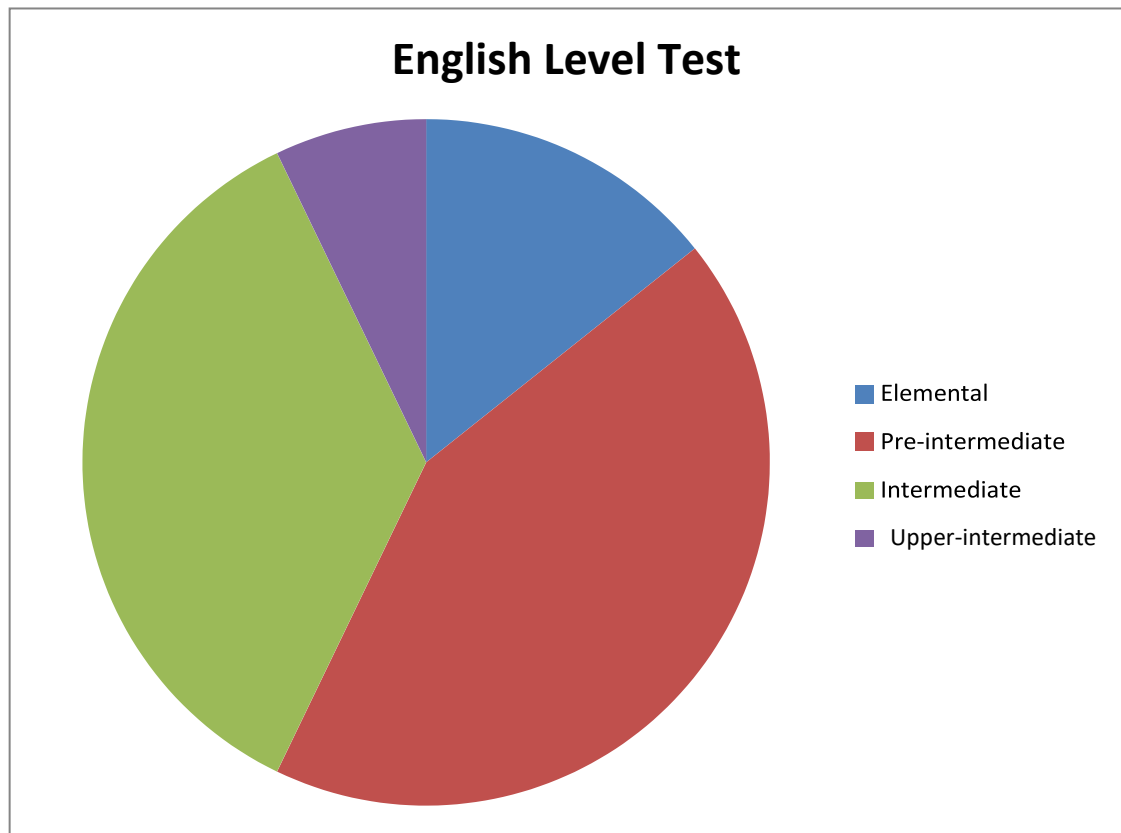
According to the outcomes in the English tests, there was a little improvement in the scores. Thus, the mean in the pretest (22.29) changed in the posttest (22.43). Out of 14 participants, 6 improved their scores, 1 stayed the same and 7 went down. The same occurred in the Spanish tests, in which the mean changed from 117.14 to 118.93. From the same sample, 4 participants went down and 10 improved the scores. There were more visible improvements in Spanish tests, as summarized in Tables 2 and 3.

Table 2 presents the results students got in their English pretests and posttests. It also shows a scale score that represents the outcomes they got in both tests. The means for the pretests and posttests are displayed, as well as their standard deviations and number of participants.

Table 2.

Participants' scores in the English pretests and English posttests.

ENGLISH PRETEST		ENGLISH POSTTEST	
	Scale score		Scale score
9/36	1833	13/36	1910
16/36	1961	14/36	1927
17/36	1977	14/36	1927
17/36	1977	16/36	1961
21/36	2043	18/36	1993
24/36	2100	20/36	2029
24/36	2100	22/36	2059
24/36	2100	23/36	2077
25/36	2113	25/36	2113
25/36	2113	27/36	2152
25/36	2113	29/36	2197
27/36	2152	30/36	2223
28/36	2174	31/36	2253
30/36	2223	32/36	2287
MEAN= 22.29		MEAN= 22.43	
s= 23.81		s= 24.23	
n= 14			

Figure 3 presents in bar graphs the results of the English pretests and posttests. Scores for the English pretests are represented by color blue, and scores for the English posttests are displayed in red. The graph shows that there were more students that went down in the test.
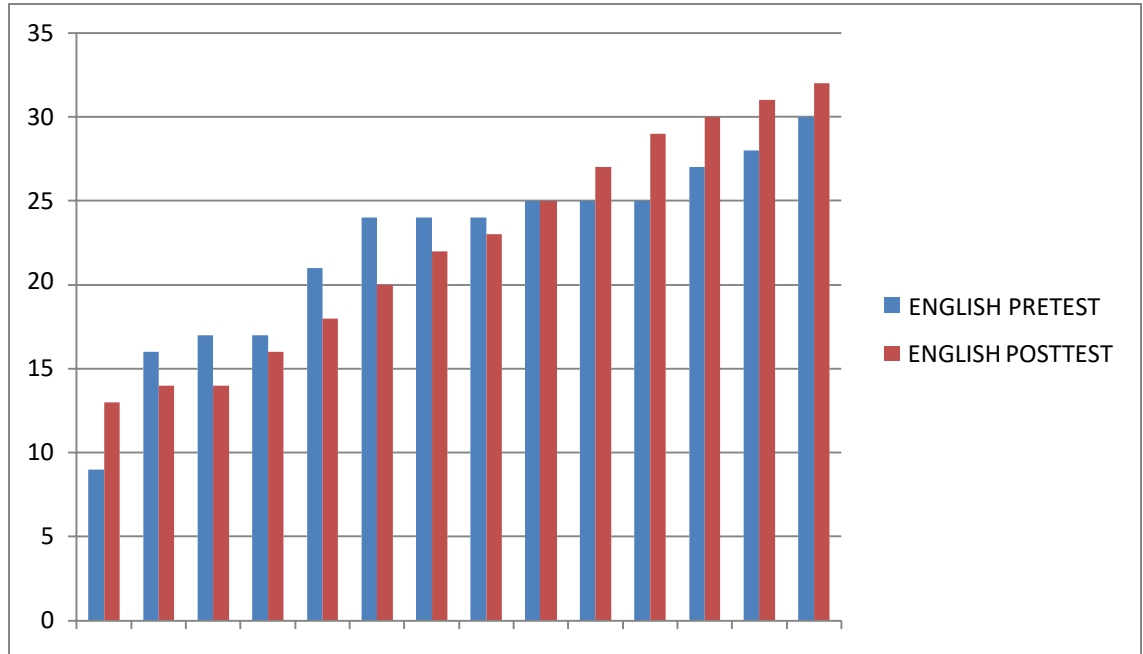
Figure 3.

Table 3 presents the results students got in their Spanish reading comprehension pretests and posttests. It displays the scores they got in both tests, their Spanish proficiency level and the percentage that represents each score. The means for the pretests and posttests are displayed, as well as their standard deviations and number of participants.

Table 3.

Participants' scores in the Spanish reading comprehension pretests and posttests.

| Spanish Pre-Test | | | Spanish Post-Test | | |
| 150 Total Possible Points | | | 150 Total Possible Points | | |
Score	Level	Percent	Score	Level	Percent
97	Beg	65%	101	Beg	67%
105	Adv Beg	70%	107	Adv Beg	71%
105	Adv Beg	70%	110	Adv Beg	73%
107	Adv Beg	71%	110	Adv Beg	73%
117	Adv Beg	78%	116	Adv Beg	77%
117	Adv Beg	78%	119	Adv Beg	79%
118	Adv Beg	79%	120	Adv Beg	80%
119	Adv Beg	79%	122	Adv. Beg	81%
120	Adv Beg	80%	123	Adv. Beg	82%
121	Adv Beg	81%	124	Adv Beg	83%
127	Adv Beg	85%	125	Adv Beg	83%
128	Adv Beg	85%	125	Adv Beg	83
129	Adv Beg	86%	128	Adv Beg	85%
130	Adv Beg	87%	135	Intermed	90%
MEAN	117.14		MEAN	118.93	
S=	121.99		S=	123.76	
N=14					

Figure 4 shows in bar graphs the outcomes of the Spanish pretests and posttests. Scores for the Spanish pretests are represented by color blue, and scores for the Spanish posttests are displayed in red. The graph shows that there were more students that improve in the test.

Figure 4.
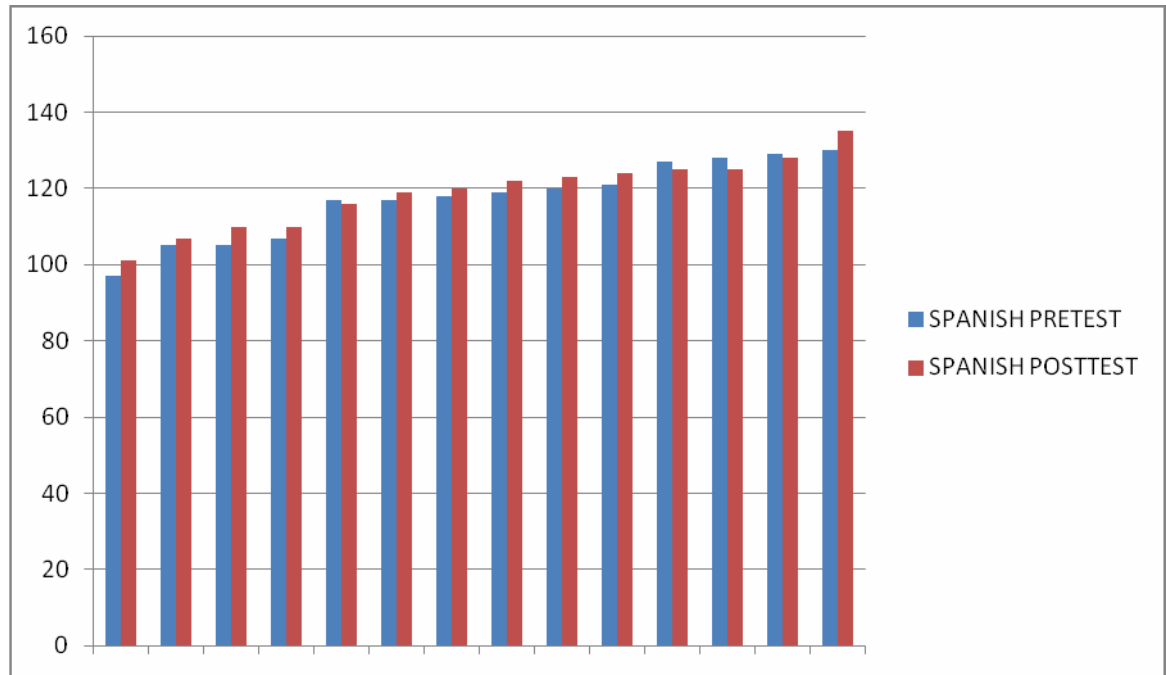
Qualitative Data Results

Interviews and think-aloud activities provided answers to Research Question 1: How do strategies used by a group of Ecuadorian university students in L1 and L2 affect learners' comprehension and attitudes towards reading. In some way, the use of reading strategies improved learners' comprehension in L1 and L2.

Outcomes from the interviews revealed that participants are exposed to English when they are at the university or when they listen to music. They also seemed to have a narrow concept of what reading is. When they were asked what

the differences between good and poor readers are. In their answers, they focused on punctuation.

Here are some representative comments from this pattern that emerged from the data:

Susana: Good readers have an idea of what reading is, not only translating. Bad readers do not focus on what the reading is about.

Martha: Good readers express well. Bad readers stutter when they are reading, do not follow punctuation.

Luis: Good readers do not pause too much. Bad readers are afraid of reading aloud.

Pedro: Good readers understand the first time and use punctuation. Bad readers have to be reading 2 or 3 times and do not use punctuation.

Lucía: A good reader reads by using punctuation correctly. Bad readers are not conscious of what they read.

 In addition, most of the participants considered themselves good readers in Spanish and a few of them good readers in English, but they did not explain the reason why they described themselves as good readers in these languages. Neither, were they clear about the difference between native English learners and foreign language learners. Thus, they considered that the difference was on pronunciation, idiomatic expressions and writing. The same answers were given when asked about what a person needs to know to be a good English reader, but they added other elements such as comprehension of the context and vocabulary. Here are some of their comments:

María: The difference is because we do not have the same idiomatic expressions.

Lucía: For non-native speakers it is difficult to pronounce, write in any language.

Valeria: The difference is they know how to pronounce words well and the meaning of words.

A pattern emerged in the data regarding a confusion the participants had about reading and reading aloud. They thought that to be good readers in Spanish they needed to know about pronunciation. These participants' comments illustrate these points:

Luis: ''It is important to know about pronunciation.''

Rebeca: ''To know about pronunciation.''

Roberto: ''Pronunciation.''

Moreover, they did not recognize the ability to transfer the skill of reading from English to Spanish. They focused on meaning of unknown words what they considered as the difference between reading in English and Spanish. Three participants gave representative comments about the following answers that revealed their limited understanding of the reading process:

Rosa: No, because grammar is different. Terminology is different.

María: No, because they are not the same language. There are not the same words.

Pedro: No, because in English there are idiomatic expressions that are not in our language.

On the other hand, when asked about the transfer of the skill of reading from Spanish to English, only three participants out of fourteen gave the following answers:

Lucía: Yes, because if a have good skills to read in Spanish, those skills are useful to read in English.

Silvia: Yes, if one can read in a language, he/she can do it in another because reading is communication.

Lina: Yes, because learning to read in a language also can help to read in another one.

From the interviews, I retrieved information about the kind of material they liked to read and the strategies they used. Their comments showed that they read because they wanted to get more knowledge. In Spanish, they preferred to read newspapers. In English, they liked to read stories, novels, magazines, and books. On the other hand, their attitudes to their home language were positive and all of them agreed enjoying reading in L1. Here are some excerpts that reveal why they like reading in Spanish:

Valeria: Because it is more understandable.

Rosa: I learn new things.

Roberto: I enjoy reading things I like.

Results also revealed that they used more cognitive strategies than metacognitive. The strategy that they used the most was: *using the dictionary*. Others were *translating, paraphrasing, guessing, word recognition, using context, using prior knowledge, summarizing, questioning, evaluating comprehension, rereading, and reading aloud*. The metacognitive strategies they mentioned using were *questioning and reacting to text*.

From the survey, I retrieved some information that agreed with the interview outcomes. The survey showed that most of them read more than an hour daily in both languages, and that they found comprehension problems in L2. Regarding

their strengths in Spanish, they answered reading comprehension was their main strength. In English, their strengths were pronunciation, vocabulary, and reading comprehension. Both, in English and Spanish, they would have liked to improve vocabulary and comprehension. In sum, they had a limited perception of the reading process by focusing especially on pronunciation and punctuation.

Also, the group of students in the study showed poor reading habits especially in the L2. This was observed during the think-alouds when they brought magazines and simple stories in order to practice the strategy. Their English and Spanish test scores also revealed their poor reading habits. In the English test, 6 students improved their scores, 1 stayed the same and 7 went down. In the Spanish test, 4 participants went down and 10 improved the scores. In addition, they answered they did not read in English when they found it difficult to comprehend as the following excerpts reveal:

Valeria: ''Because of lack of practice I cannot develop this skill.''

Rosa: ''I become bored when reading is difficult.''

Lucía: ''I do not understand a lot.''

Silvia: ''I read because of obligation.''

During the think-aloud activities, they showed more background knowledge when reading the English text than the Spanish one, but when giving answers to comprehension questions, they elaborated much more on the Spanish text, as shown in Tables 4 and 5. This reveals that prior knowledge is important for developing reading comprehension regarding an understanding of L1 and L2 in all their functional levels.

Table 4 shows the answers for the background knowledge assessment in the Spanish text. The table displays two background questions, participants' answers, and number of students that gave each answer.

Table. 4

Background knowledge assessment for the Spanish text.

¿Conoce algo sobre la familia de Tutankamón?			¿Qué significa la palabra incesto?		
Yes	No	More or less	Definitions	# of students	No answer
	12	2	-Relaciones sexuales con familiares cercanos.	4	6
			-Procrear con familias, hermanos, primos.	2	
			-No tener relaciones con familiares, hermanos, parientes cercanos.	1	
			-Algo relacionado con la propia familia.	1	

Table 5 shows the answers for the background knowledge assessment in the English text. The table displays four background questions, students' answers, and number of students that gave each answer.

Table 5.

Background knowledge assessment for the English text

What does 'Give up'' mean?			Do you know someone who has had an accident and lost any part of his/her body?		Should he/she have taken challenges after this?		What does amputated mean?	
Definitions	# of students	No	Yes	No	Yes	No	Definitions	# of students
Nunca te rindas.	1	1	5	9	3	11	Amputado.	4
							Amputarse.	1
							To cut a	3
Rendirse.	10						part of our	
							body.	5
Dar.	2						Amputar.	1
							Delete.	

During the think-aloud activities, students were given a model to follow. Once they felt confident using the strategy, they answered some background questions for each one of the texts (English and Spanish). Their think-alouds were recorded and then classified into categories that displayed the strategies they used when reading. Strategy' classification was based on Wiggins and McTighe's (2005) rubric, *Understanding by Design.*

In the English text, the students in the study, showed more emotional reaction to the text, followed by empathy, lack of understanding, and interpretation beyond the text (See Table 6). Here are some excerpts from the participants who reacted emotionally to the text:

Luis: *''Ella mejoró a pesar del accidente, a pesar que la gente pensó que ella no iba a poder nadar sí lo hizo. Es algo de admirarse.''* [She recovered in spite of the accident, although people thought she would not swim, she did it. It is something to admire.]

Ignacio: This part is interesting, too: ''My dream is to swim faster than I did before the accident.'' She was with a problem but never gave up.

Pedro: *''800 metros y 9 minutos. Ni alguien con pierna lo puede hacer.''* [800 meters and 9 minutes. Even someone with leg can not do it.]

Andrés: *''Y fue tomada en cuenta no para las personas discapacitadas sino para los que tienen cuerpo completo.''* [And she was valued for those who had complete body and not for disabled people.]

Yadira: *''Increíble ser la misma persona antes del accidente.''* [Incredible to be the same person before the accident.]

Participants also showed empathy to the text, as the following phrases reveal:

María: *''Estoy de acuerdo en la parte que dice que todo lo que pasa sucede por una razón.''* [I agree in the section that says that everything happens for a reason.]

Jorge: *''Tiene una buena ambición, nadar más rápido que cuando nadaba antes del accidente.''* [She has a good ambition; swim faster than when swimming before the accident.]

Carlos: ''I think she is a good example for us or me. Sometimes, I stop my goals. I was studying English in 2001 and I had a surgery and stop studying for six years.''

Marcos*: ''Esto debe haber sido bien duro.''* [This must have been very hard.]

Most of them also demonstrated lack of understanding, as the following excerpts show:

Rebeca: *''No recuerdo qué significa gift.''* [I do not remember what the meaning of *gift* is.]

Luis: *''Esta palabra no está en el diccionario ''Commonwealth''. Debe ser el nombre del juego. Riqueza común.''* [This word is not in the dictionary

Ignacio: *''Commonwealth''.* It should be the name of the game. *Riqueza común.*]

María: *''No entiendo la palabra disabled.''* [I do not understand the word *disabled.*]

Finally, another strategy commonly used by participants in the English text was interpretation beyond the text. Here are some examples that illustrate this point:

Luis: *''Regresó solamente a los tres meses. Es una recuperación muy rápida.''* [She just came back after three months. It is a very fast recovery.]

Valeria: *"Hay que tener bastante amor a la natación para hacerlo porque después de que hayan cortado la pierna continúa con la natación."* [One should have enough love for swimming to do it because she continues swimming after cutting the leg.]

Mayra: *"Yo creo que sí puede nadar más rápido de lo que puede ahora."* [I think she can swim faster than she can swim now.]

Jorge: *"Es capaz de competir nuevamente a pesar de su defecto físico."* (never be able to swim competitively again). [She is able to compete again although her physical defect.]

In contrast, when using the Spanish text, they expressed more lack of understanding, followed by emotional reaction to the text, interpretation beyond the text, empathy, and recognizing important points (See Table 7). Here are some excerpts that illustrate this:

Lack of understanding:

José: *"No entiendo esta parte "un rey o faraón también tenía la posibilidad de compensar el riesgo de la 'ruleta incestuosa' extendiendo su apuesta."* ¿No entiendo a qué se refiere apuesta?"* [I do not understand this part "a King or pharaoh also had the opportunity to offset the risk of the 'incestuous roulette' by extending his commitment" I do not understand what *bet* refers to.]

Roberto: *"No entiendo por qué era aceptado el incesto en las familias reales?"* [I do not understand why incest was accepted in the royal families.]

María: *"No entiendo por qué el incesto protegía los bienes del monarca."* [I do not understand why incest protected the property of the monarch.]

Emotional reaction to the text:

Lucía: *''¿En la familia real había incesto?''* [Was there incest in the royal family?]

Jaime: *''Me parece interesante la explicación de incesto, en donde sugieren una explicación del tabú casi universal.''* [I find interesting the explanation of incest in which it is suggested an explanation about the almost universal taboo.]

María: *''Me llamó la atención que una de estas relaciones incestuosas terminó en amor.''* [I noticed that one of these incestuous relationships ended in love.]

Interpretation beyond the text:

Javier: *''Osea que ciertos gobernantes para proteger el trono se casaban entre familia para que sus riquezas no pasen a otra familia.''* [That means that certain rulers got married with their family to protect the throne and their wealth do not pass to another family.]

Roberto: *''A veces no era por proteger la monarquía sino que se enamoraban.''* [Sometimes it was not to protect the monarchy but they fell in love.]

Rosa: *''Carlos II tuvo problemas por esto del incesto; fue engendrado por incesto.''* [Charles II had problems because of incest; he was born as a product of incest.]

Empathy:

María: *''Se me vino a la mente que mi papá tuvo relaciones con la hija y el niño le salió sano, es una excepción.''* [It came to my mind that my dad had an affair with her daughter and the boy came out healthy, it is an exception.]

Luis: *''No me parece es que cómo existen personas que puedan engendrar muchos hijos con sus propios hermanos y parientes cercanos tan solo para poder tener más riqueza y que quede en la monarquía''* [I do not agree in how there are people who can beget many children with their own siblings and close relatives only to have more wealth and be kept in the monarchy.]

Rosa: *''Me parece algo mal que se unan entre familias y tengan hijos y trae consecuencias negativas como el caso del rey Carlos. Ellos lo hacían por ambición, me parece muy mal. Las consecuencias que tiene en la salud son muy graves.''* [I think is something wrong that families get together and have children and it has negative consequences as in the case of King Charles. They did it because of ambition, it seems very wrong. The consequences on health are very serious.]

Recognizing important points

Roberto: *''Lo que me pareció aquí importante es de cómo ellos hacían paradojas del incesto.''* [What I thought was important here is how they did paradoxes of incest.]

Javier: *''Otro punto interesante es que si la monarquía sabía del riesgo que podía ocasionar el incesto simplemente los ignoraba.''* [Another interesting point is that if monarchy knew about the risk that incest could lead, they just ignored it.]

Luis: *''Me pareció interesante aquí la ruleta incestuosa.''* [Here I found interesting the incestuous roulette.]

In I have included a sample of two full think aloud transcripts, one in English and one in Spanish, so that the reader can get a picture of how the participants interacted with the text they were reading.

English think-aloud activity

Background knowledge

Du toit es un apellido francés.

Decoding

Como que el agua le regresa la pierna que le falta.[The water is the gift that gives me back my leg]''

Emotional reaction to the text

- *Ella mejoró a pesar del accidente, a pesar que la gente pensó que ella no iba a poder nadar sí lo hizo. Es algo de admirarse.* [She recovered in spite of the accident, although people thought she would not swim, she did it. It is something to admire.]

- This part is interesting, too: ''My dream is to swim faster than I did before the accident.'' She was with a problem but never gave up.

- *800 metros y 9 minutos. Ni alguien con pierna lo puede hacer.* [800 meters and 9 minutes. Even someone with leg can not do it.]

- *Y fue tomada en cuenta no para las personas discapacitadas sino para los que tienen cuerpo completo.* [And she was valued for those who had complete body and not for disabled people.]

- *Increíble ser la misma persona antes del accidente.* [Incredible to be the same person before the accident.]

- She swam 800 meters in 9 minutes. *Es asombroso*. [She swam 800 meters in 9 minutes. It is amazing.]

- *¡Interesante!* [Interesting]

- *Tres meses después volvió a nadar.* [She returned swimming three

months later.]

- *Aunque no ganó una medalla, hizo historia.* [Although she did not win a medal, she made history.]

- She was very young when the accident happened.

- She recovered her health so fast.

- She swam so fast even though she did not have a leg.

- ''The water is the gift that gives me back my leg'' ''Her leg had to be amputated at the knee''.

- *!Sorprendente! Ella era una nadadora de Sudáfrica y de manera repentina tuvo un accidente. Perdió su pierna pero en ese momento ella era una de las más prometedoras nadadoras de Sudáfrica y las personas pensaron que ella no volvería a competir.* [Surprising! She was a South African swimmer and suddenly she had an accident. She lost her leg but at that moment she was one of the most promising South African swimmers and people thought she would not return to compete.]

- *Las personas pensaban que ella no iba a ganar por su incapacidad pero hizo historia.* [People thought that she would not win because of her disability but she did history.]

- *Era joven pero calificó.* [She was young, but she qualified.]

- *Lo que más me llamó la atención que después de que se recuperó del accidente fue a nadar. Tuvo el valor de seguir adelante a pesar de que las personas pensaban que ella no volvería a competir.* [What caught my attention was that she went to swim after she recovered from the accident. She had the courage to continue even though people thought she would not get back to swim.]

Observation/interpretation beyond the text

- *Regresó solamente a los tres meses. Es una recuperación muy rápida.* [She just came back after three months. It is a very fast recovery.]

- *Hay que tener bastante amor a la natación para hacerlo porque después de que hayan cortado la pierna continúa con la natación.* [One should have enough love for swimming to do it because she continues swimming after cutting the leg.]

- *Yo creo que sí puede nadar más rápido de lo que puede ahora.* [I think she can swim faster than she can swim now.]

- *Es capaz de competir nuevamente a pesar de su defecto físico* [She is able to compete again despite her physical defect.]

Empathy

- *Estoy de acuerdo en la parte que dice que todo lo que pasa sucede por una razón.* [I agree in the section that says that everything happens for a reason.]

- *Tiene una buena ambición, nadar más rápido que cuando nadaba antes del accidente.* [She has a good ambition; to swim faster than when swimming before the accident.]

- I think she is a good example for us or me. Sometimes, I stop my goals. I was studying English in 2001 and I had a surgery and had to stop studying for six years.

- *Esto debe haber sido bien duro.* [This must have been very hard.]

- *Pasó a la final pero no la calificaron como discapacitada sino como normal.* [She went to the finals but did not qualify as disabled but as normal.]

- *''Se sintió como si mi pierna estuviera ahí'' Ponerse a pensar en que a uno le*

faltase un miembro del cuerpo. [''I felt as if my leg was there'' I started to think about missing a part of the body.]

- *Valentía porque ella después del accidente regresó a la piscina y justamente un año después en los juegos es que ella fue capaz de nadar 800 metros en 9 minutos. Ya que ella compitió con personas que sí tenían su físico completo.* [Courage because she returned to the pool after the accident and just a year later she was able to swim 800 meters in 9 minutes in the games. She competed with people who had their full physical capabilities.]

- *Fuerza y emoción: Ella recuerda que fue una de las primeras que nadó después de la operación. Ella sentía su pierna ahí cuando estaba nadando. Se había olvidado de su incapacidad.* [Strength and emotion: She remembered she was one of the first who swam after the operation. She felt her leg there when she was swimming. She had forgotten her disability.]

- *Ella cree que le pasó eso por una razón y eso no puede cambiar. Lo mejor para ella es nadar, el sueño de ella. Ella quería nadar más rápido antes del accidente pero no pasó eso.* [She believes that happened for a reason and that cannot change. The best for her is to swim, her dream. She wanted to swim faster before the accident but that did not occur.]

- *Ella dijo que por alguna razón le pasó el accidente. Siempre pasan las cosas por algo. Dios pone pruebas.*[Everything happens in life for a reason].

- *Esta frase me llamó la atención ''The water is the gift that gives me back my leg''*[This phrase caught my attention: ''Water is the gift that gives me back my leg'']

- *Ella trata de recuperarse, ella no ganaba una medalla pero aún así sigue haciendo historia.* [She tries to recover, she did not win a medal but she still

continues doing history.]

Moral observation

- ☐ For example, this part is interesting, that everybody thought that she would never be able to swim competitively again, but she all the time to persevere.

- *La gente pensó que no podría nadar nuevamente.* [People thought she could not swim again.]

Expressing lack of understanding

- *No recuerdo qué significa gift.* [I do not remember what the meaning of *gift* is.]

- *Esta palabra no está en el diccionario ''Commonwealth''. Debe ser el nombre del juego. Riqueza común.* [This word is not in the dictionary *''Commonwealth''.* It should be the name of the game.]

- *No entiendo ''Commonwealth''* [I do not understand *''Commonwealth'']*

- *No entiendo qué significa commonwealth.* [I do not understand the meaning of c*ommonwealth.*]

- *No entiendo la palabra disabled.* [I do not understand the word *disabled.*]

- *Commonwealth no lo entiendo. Significa comunidad. Thrilled significa emocionada.* [I do not understand *Commonwealth. It means community. Thrilled means excited.*]

Translating

- Nunca rendirse/Never give up.

Associating

- *La nadadora que perdió la pierna. Aquí está en el dibujito.*[The swimmer who lost her leg. Here she is in the little drawing.]

- *La canción también tiene que ver con el título ''Puedes conseguir esto si*

realmente quieres'' Es como de autoestima. [The song also has to do with the title. ''You can get this if you really want it.'' It is like self-esteem.]

Correcting comprehension problems

- *Perdió la pierna en un accidente de carro y uno piensa que iba en un carro pero más abajo uno ve que iba en moto.* [She lost her leg in a car accident and one thinks she was riding a car but later one can see she was riding a motorcycle.]

Using context

- *La última frase que ella dice es también interesante. ''Poder nadar más rápido de lo que hacía antes del accidente'' De ahí el título ''Never give up''.* [The last phrase she says is interesting, as well. ''To be able to swim faster than before the accident.'' Hence the title ''Never give up.'']

I have also included a Spanish think-aloud, and the translation in English to illustrate the differences and similarities in the response of one of the university level English students.

Spanish think-aloud activity-Spanish

Background knowledge/decoding

- *Para mi imbricación de genes me da a entender que no son compatibles los genes.* [For me, genes overlapping suggests that genes are not compatible.]

- *Tutankamón… sólo había escuchado esa música que dice la momia de Tutankamón.* [Tutankamon… I have just heard that song that says Tutankamon's mummy.]

Emotional reaction to the text

- *En la familia real había incesto?* [Was there incest in the royal family?]

- *Me parece interesante la explicación de incesto, en donde sugieren una explicación del tabú casi universal.* [I find interesting the explanation of incest in which it is suggested an explanation about the almost universal taboo.]

- *Me llamó la atención que una de estas relaciones incestuosas terminó en amor.* [I noticed that one of these incestuous relationships ended in love.]

- *Relaciones cercanas con sus parientes cercanos me llamó la atención.* [It caught my eye the close relationships with their close relatives.]

- *¿Osea que aquí el incesto era exclusivo de las familias gobernantes?* [That means that here incest was exclusive of the ruling families.]

- *Esta parte me parece interesante que la cruza de parientes cercanos conlleva un riesgo elevado de heredar genes recesivos dañinos.* [This part I find it interesting, that the cross between close relatives carries a high risk of inheriting harmful recessive genes.]

- *Me pareció interesante que la elevada incidencia de imbricación genética*

presente en los hijos de hermanos pueden producir más niños saludables que enfermos. [I found interesting that a high incidence of genetic overlap present in siblings' children can produce healthier children than sick.]

- *Me parece interesante que los hermanos carnales así como los progenitores y sus hijos comparten cerca de la mitad de sus genes, en tanto que la superposición genómica entre primos hermanos es de alrededor de 12.5%. Por esta razón, la cruza de parientes cercanos conlleva a un riesgo de heredar genes recesivos dañinos a la descendencia.* [I find it interesting that blood siblings as their parents and children share about half their genes, while genomic overlapping between cousins is about 12.5%. For this reason, breeding close relatives leads to a risk of inheriting harmful recessive genes to offspring.]

- *Otra parte que me parece interesante que aun la elevada incidencia de imbricación genética presente de hermanos puede producir más niños saludables que enfermos.* [Another section I find it interesting that even the high incidence of genetic overlap of siblings can produce healthier children than sick.]

- *Me pareció interesante la parte del incesto en Hawái que no solamente era aceptado el incesto sino que se fomentaba. Aunque en algunas sociedades se daba el incesto a pesar de las prohibiciones.* [I found interesting the part of the incest in Hawai that incest was not only accepted but encouraged. Although in some societies, incest was given despite the bans.]

- *También me pareció interesante que uno comparte el 12,5% entre primos y hermanos.* [It also looks to me interesting that one shares 12.5% between cousins and siblings.]

- *También me llamó la atención saber en qué lugares existían estas costumbre y con qué personas.* [It also caught my attention to know in which places these

customs existed and with what kind of people.]

- *A mí me sorprende que entre las familias reales europeas tuvieron incesto fraterno, matrimonios entre primos.* [It surprises me that among European royal families had sibling incest, marriage between cousins.]

- *Me sorprende que los hermanos carnales, progenitores e hijos cruzaban genes.* [I am surprised that blood brothers, parents and children crossed genes.]

- *Lo que me parece también interesante de que al casarse con los miembros de la familia se aseguraban de sus riquezas.* [What I think is also interesting is that by marrying family members, they assured their wealth.]

- *Lo que más me interesó cuando llegó el misionero a Hawai era que el incesto era no solo aceptado sino fomentado.* [What I was most interested when the missionary arrived Hawai, was that incest was not only accepted but encouraged.]

- *Me llama la atención cómo un hombre puede tener varios hijos.* [I am struck by how a man can have several children.]

Observation/interpretation beyond the text

- *Osea que ciertos gobernantes para proteger el trono se casaban entre familia para que sus riquezas no pasen a otra familia.* [That means that certain rulers got married with their family to protect the throne and their wealth do not pass to another family.]

- *A veces no era por proteger la monarquía sino que se enamoraban.* [Sometimes it was not to protect the monarchy but they fell in love.]

- *Carlos II tuvo problemas por esto del incesto; fue engendrado por incesto.* [Charles II had problems because of incest; he was born as a product of incest.]

- *Aquí dice que los reyes hacían esto por interés de mantener el nombre de la familia. Lo que les preocupaba era tener descendientes.* [Here it says that the kings did this because of keeping the family name. What they cared about was having descendants.]

- *A causa de los matrimonios entre primos, Carlos II tuvo problemas de salud.* [Because of marriages between cousins, Charles II had health problems.]

- *En los tiempos de antes se practicaba el incesto para proteger los bienes de la familia.* [Incest was practiced in the old days to protect family assets.]

- *Le veían el lado positivo haciendo la ruleta de incesto porque ellos veían que el dinero se mantenía no solo en la realeza sino que se le daba educación y cargos políticos a sus descendientes. Lo negativo era que normalmente no estaba bien y porque genéticamente los hijos podían salir con defectos físicos.* [They saw the positive side by doing the wheel of incest because they saw that money was kept not only in the royalty but education and political positions were given to their offspring. The negative side was that usually it was not correct and because genetically children could go with physical defects.]

- *Algo que me pareció importante es que el incesto en la realeza en esa época era aceptado y fomentado. En la actualidad es considerado como un fenómeno. De aquí viene lo que pasó con Carlos II que tuvo problemas por el incesto.* [Something I thought was important is that at that time incest in the royal was accepted and encouraged. Nowadays, it is regarded as a phenomenon. Here comes what happened to Charles II who struggled for incest.]

- *Algo que me llamó la atención aquí es que esta práctica no solo era aceptada sino fomentada como un privilegio exclusivo. Yo entiendo como que inducían a otros de la misma familia a hacerlo.* [Something that caught my attention here is

that this practice was not only accepted but encouraged as an exclusive privilege. I understand as they induced others of the same family to do it.]

- *La unión de genes puede traer repercusiones nefastas.* [The union of genes can bring terrible consequences.]

- *El faraón podía procrear con cualquier persona que se le viniera en gana.* [The pharaoh could procreate with anyone he wanted.]

- *Me llama la atención lo que le pasó al rey Carlos II, esto de aquí tuvo una explicación debido al incesto.* [I am struck by what happened to King Charles II. This had an explanation due to incest.]

- *Yo opino que a la monarquía más le interesaba el poder. Eran unas sociedades con prepotencia. En el Perú también se daba eso.* [I think that monarchy was most interested in power. They were societies with arrogance. This also happened in Peru.]

Empathy

- *Se me vino a la mente que mi papá tuvo relaciones con la hija y el niño le salió sano, es una excepción.* [It came to my mind that my dad had an affair with his daughter and the boy came out healthy, it is an exception.]

- *No me parece es que cómo existen personas que puedan engendrar muchos hijos con sus propios hermanos y parientes cercanos tan solo para poder tener más riqueza y que quede en la monarquía* [I do not agree in how there are people who can beget many children with their own siblings and close relatives only to have more wealth and be kept in the monarchy.]

- *Me parece algo mal que se unan entre familias y tengan hijos y trae consecuencias negativas como el caso del rey Carlos. Ellos lo hacían por*

ambición, me parece muy mal. Las consecuencias que tiene en la salud son muy graves. [I think is something wrong that families get together and have children and it has negative consequences as in the case of King Charles. They did it because of ambition, it seems very wrong. The consequences on health are very serious.]

- *No me parece que se aceptara esto en las familias reales. Yo no digo que se acepte en otras personas.* [I do not agree that this was accepted in the royal families. I am not saying this should be accepted in other people.]

- *Me llama la atención cómo pudo tener tantos hijos ese hombre y pobres hijos.* [It catches my attention how that man could have many children and poor children.]

- *Lo que sí me parece es que la cruza de parientes cercanos conlleva a heredar genes recesivos dañinos.* [I agree in that crossing of close relatives leads to inherit harmful recessive genes.]

Expressing lack of understanding

- *No entiendo esta parte ''un rey o faraón también tenía la posibilidad de compensar el riesgo de la 'ruleta incestuosa' extendiendo su apuesta.'' ¿No entiendo a qué se refiere apuesta?* [I do not understand this part ''a King or pharaoh also had the opportunity to offset the risk of the 'incestuous roulette' by extending his commitment'' I do not understand what *bet* refers to.]

- *No entiendo por qué era aceptado el incesto en las familias reales?* [I do not understand why incest was accepted in the royal families.]

- *No entiendo por qué el incesto protegía los bienes del monarca.* [I do not understand why incest protected the property of the monarch.]

- *No sé lo que es imbricación genética.* [I do not know what genetic overlap is.]

- *¿Qué es genómica?* [What is genomics?]

- *No sé qué es idolatría.* [I do not know what idolatry is.]

- *No sé a qué se refiere incesto aquí en la lectura.* [I do not know what incest refers to here in the reading.]

- *No entiendo la parte que dice las imbricaciones de genes pueden tener repercusiones nefastas.* [I do not understand the section that says the overlapping of genes can have terrible consequences.]

- *¿A qué se refiere con ruleta incestuosa?* [What do you mean by incestuous roulette?]

- *El rey Rama V, a qué le llama consortes?* [What does King Rama V call consorts?]

- *¿Cómo interpreto incesto?* [How do I interpret incest?]

- *Algo que es como una contradicción es que el incesto trae repercusiones nefastas y por otro lado que puede traer niños más saludables que enfermos.* [Something that is like a contradiction is that incest brings terrible consequences and on the other hand, it can bring healthier children than sick.]

- *Una palabra que no entiendo es genómica.* [A word I do not understand is genomics.]

- *Yo no entiendo qué es idolatría.* [I do not understand what idolatry is.]

- *No entiendo qué significa lecho y consortes.* [I do not understand what bed and consorts mean.]

- *No sé qué significa dinastía.* [I do not know what dynasty means.]

- *No sé qué significa imbricación.* [I do not know what overlapping means.]

- *No entiendo por qué a una elevada incidencia de imbricación genética presente en los hijos de hermanos puede producir más niños saludables que enfermos.* [I

do not understand why a high incidence of genetic overlap present in the siblings' children can produce healthier children than sick.]

- *No entiendo la palabra concubina.* [I do not understand the word concubine.]

- *No entiendo la palabra incesto.* [I do not understand the word incest.]

- *No entiendo cómo las personas por ambición se unían con sus propios familiares.* [I do not understand why people joined their relatives due to ambition.]

- *No entiendo cómo el incesto pueda traer niños más saludables que enfermos.* [I do not understand how incest can bring healthier children than sick.]

Recognizing important points

- *Lo que me pareció aquí importante es de cómo ellos hacían paradojas del incesto.* [What I thought was important here is how they did paradoxes of incest.]

- *Otro punto interesante es que si la monarquía sabía del riesgo que podía ocasionar el incesto simplemente los ignoraba.* [Another interesting point is that if monarchy knew about the risk that incest could lead, they just ignored it.]

- *Me pareció interesante aquí la ruleta incestuosa.* [Here I found interesting the incestuous roulette.]

- *Lo que me pareció interesante es que los hermanos carnales como los progenitores comparten como cerca de la mitad de sus genes.* [What I found interesting is that blood brothers and parents share about half their genes.]

Rereading

- *Leí unas 4 veces incesto porque entendía ingesto.* [I read about four times because I understood intake.]

Expressing lack of knowledge

- *Yo no sabía que entre primos se casaban.* [I did not know that among cousins they got married.]

Chapter 5

Discussion and Conclusions

The purpose of this study was to understand the strategies used by Ecuadorian learners in L1 and L2 reading, their attitudes towards reading, and the relationship between reading comprehension and the use of reading strategies in Spanish and English. The study was based on Kamhi-Stein's (2003) work about how attitudes toward home language and beliefs about reading affect the behaviors of ''underprepared'' L2 college readers.

Findings from the interviews and the use of the think-aloud strategy, supported the findings from the quantitative data. Nonetheless, there was a contradiction between their perceptions of their reading abilities in both languages and their tests results. Although they considered themselves as spending a considerable part of their time reading, the outcomes from the English and Spanish tests showed a little improvement.

The first research question about how strategies affect learners' comprehension and attitudes towards reading in L1 and L2 was evidenced in the Spanish and English test scores in which participants showed that through the practice of other reading strategies in addition to translating, they improved in some extent their reading comprehension. Also, their attitudes towards reading changed in a positive way, as it was observed during the think alouds in which they participated with more enthusiasm along the process.

The second research question about how learners can make better use of reading strategies to improve their comprehension, proposes to foster changes in Ecuadorian reading instruction in which students be exposed to and aware of the

benefits from the use of these strategies. Also further research should be done in this area to improve reading teaching.

As in Kamhi-Stein's study, their attitudes towards reading and use of reading strategies influenced in some way their comprehension of texts. Also, outcomes from her study and the current one show that in both cases participants' tests results were better in their L1 than in L2.

As stated before, the outcomes showed that participants improved their scores by increasing their awareness of the use of reading strategies. At the beginning of the study, most of them answered in the interview that translating was their preferred strategy when reading in English, as the following pattern shows:

''Yes, I look for the word in the dictionary and translate the phrase in the translator and look for synonyms of the word.''

Also, they showed that they preferred to use the dictionary when translating from Spanish into English, as it is presented in the statements below:

Valeria: ''Yes, sometimes to see how I say the word in English and I use the dictionary.''

María: ''Yes, I look for synonyms.''

Roberto: ''Yes, when there are words I am interested to know how to say them in English.''

At the end of the study and having more practice with other strategies that they did not know how to use them, I observed that the use of strategies such as using context, rereading, reading aloud and others, helped participants to improve their tests' scores. Also, they showed an inclination to speak in Spanish when answering reading comprehension questions and depended on bilingual dictionaries when reading L2 texts.

Their poor vocabulary in Spanish and English created a barrier when they tried to express their thoughts and answer comprehension questions. Also, the use of the bottom-up model was evident in this study, because the students were inclined to use the dictionary any time they did not understand a word. Their attitudes were influenced by the poor reading habits, which seem to have affected their reading comprehension in both languages.

In addition, the scarce use of cognitive reading strategies, which was shown in the interview choices, may have been the cause of their limited improvement in their test scores. Here are some samples from the survey that confirm participants' poor reading habits:

Valeria: ''Because of lack of practice I cannot develop this skill.''

Rosa: ''I become bored when reading is difficult.''

Lucía: ''I do not understand a lot.''

Another point to mention is that they are not constantly exposed to English and as observed during the think-aloud activity, they do not always have reading material available that they enjoy reading. Also, they depend on bilingual dictionaries. On the other hand, students showed not to be completely confident using the strategy of thinking aloud when reading because they had ever used it before.

In sum, they had a limited perception of the reading process by focusing especially on pronunciation and punctuation what reveals their low level of metacognitive understanding.

This study found that students have a poor habit of reading in Spanish and English, affecting their comprehension of texts in both languages, as data from chapter 4 shows. Although test scores did not show strong improvement, I think that

students who went down need more practice on using reading strategies because due to the limited time spent on this study, they did not progress in their comprehension. Based on the outcomes of this study, educators suggested to fostering reading in class and out of it since students' attitudes towards reading depend on their reading habits.

Implications for teaching and learning

This research highlights some implications for the teaching and learning of reading. The findings that resulted from studying this small group of Ecuadorian university students, though they cannot be generalized to the entire population, suggest that there is a profound need to focus on the explicit instruction of reading strategies to promote the development of skills in both the L1 and L2. One of the pedagogical implications of this study is that educators who are teaching English in a university EFL context in Latin America can provide students with reading materials that create in them the habit of reading.

Cognitive strategies support learners when they work on solving complex tasks. Educators should first fit the task to the learner by content enhancement that according to Bulgren, Deshler, and Schumaker (1997) should include the following points (as cited in Jordan, para. 6). Teachers should:

1. Evaluate the content they cover.

2. Determine the necessary approaches to learning for student success.

3. Teach with routines and instructional supports that assist students as they apply appropriate techniques and strategies.

It was shown in the current study that students were not aware of the reading process. They did not know how to use some reading strategies and often depended

on translation. Instruction at the lower levels should focus on automaticity so students can use upper level reading strategies in the future.

Therefore, Ecuadorian education should focus on quality reading instruction from the elementary school so people can create the habit of reading and the pleasure of selecting and reading materials that catch their attention. Reading instruction should consider all reading models in order to give students the tools that will lead them to become independent and successful readers.

Implications for Future Research

Further research on the topic of the use of reading strategies and the effects on learners' comprehension and attitudes towards reading, needs to be done which will include a larger number of participants. Second, time was not enough to get deep information from the interviews and think-aloud activities. Third, it would have been proper to search for more background information on reading attitudes from the participants. Thus, it is shown that for further research in this area it would be necessary to make some changes in the research design in order to have more substantive results.

According to UNESCO, Latin American readers have been identified as having problems with reading comprehension. Ramírez (2006) infers that a high percentage of people who have learned how to read and write limit the practice of reading to editorial products, which do not increase or foster the development of people's reading capacities. On the other hand, distribution of cultural possibilities and infrastructure to get books are unequal. Some institutions sign contracts that benefit themselves and editorials, or in other cases, offers are not financially suitable that lead to poor investment in books.

In addition to this problem, the lack of scientific studies about reading in Latin American communities has limited access to reliable information that could help to improve reading in these countries. Due to the variety of communities in which the activity might be promoted, it is vital to know their cultural characteristics, reading habits, and the ways to get to each written culture in order to formulate correct choices that overcome reading problems.

Having mentioned the difficulties that Latin America, especially Ecuador, faces regarding reading, the current study sought to understand the strategies used by Ecuadorian learners in L1 and L2, their attitudes towards reading, and the relationship between reading comprehension and the use of reading strategies in Spanish and English. As mentioned before, there were some limitations that could be overcome in future research especially should their be collaboration from other researchers in other Latin American countries.

Final Reflections on the Process of Doing Research

During the execution of this research study there were some limitations. First, the sample size was not representative enough to generalize the findings to all university students who are learning English in Ecuador. Also, time spent on the study was not sufficient to get deep information.

This study showed me that reading research can help to improve this skill if its design takes into account mixed methods, and if the environment contributes to do this kind of activity. During the execution of this study, I was aware that changes could have been done, such as giving a survey or using an interview at the end of the research to get more information about participants' attitudes towards reading in the L1 and L2. In addition, participants could have taken a Spanish level test and given more information about their reading background. I learned that research gives us a

deeper understanding of an educational area that in this case was reading comprehension.

Also I consider that research needs the contribution of other researchers, people who have experience in doing research. In my case, I got the contribution from several researchers who gave me their permission for using a survey and interview protocol. Here are the letters and communications from the experts:

Email sent to Mr. Anderson

On 6/7/10 8:46 PM, "María Piedad Rivadeneira Barreiro"

<piedad_rivadeneira@yahoo.com> wrote:

Hello Mr. Anderson,

I am an Ecuadorian student who has interest on reading comprehension. My thesis will be focused on this area and I would like to know if I can make use of your questions. I attach the survey to this e-mail. I have made some changes. Also my tutor (Dara Shaw) has suggested me to use Spanish when asking these questions to the participants. Then, I would like to know if I can do this under your permission. Thanks!!!

Ma. Piedad Rivadeneira

Portoviejo-Ecuador

From: Neil Anderson <neil_anderson@byu.edu>

To: María Piedad Rivadeneira Barreiro <piedad_rivadeneira@yahoo.com>

Sent: Mon, June 7, 2010 10:16:16 PM

Subject: Re: permission for using your questions for my research

Thank you for checking with me on the use of these questions. You can certainly use them for your research. I would be very interested to see a copy of your thesis when

you have completed your work.

Best wishes,

Neil J Anderson

Re: permission for using your questions for my research

From: María Piedad Rivadeneira Barreiro

       <piedad_rivadeneira@yahoo.com>

       View Contact

To: Neil Anderson <neil_anderson@byu.edu>

Of course you will get a copy of my work. Thanks again.

Email sent to Mr. Jiménez, Mrs. García and Mr. Pearson

On May 16, 2010, at 10:22 AM, María Piedad Rivadeneira Barreiro wrote:

Hello Mr. Pearson,

I study at ESPOL (Guayaquil, Ecuador). I need to get your approval for using the interview attached to this mail. I wrote to Mr. Robert Jiménez but there is no answer, yet. I would appreciate if you answer this mail and provide me guidance. Also I would like to know if I can translate it into Spanish. I took the interview from Kamhi-Stein article: Reading in two languages: How attitudes toward home language and beliefs about reading affect the behaviors of "underprepared" L2 college readers.

Best regards,

María Piedad Rivadeneira

----- Forwarded Message ----

From: María Piedad Rivadeneira Barreiro <piedad_rivadeneira@yahoo.com>

To: gegarcia@illinois.edu

Sent: Sun, May 16, 2010 12:07:17 PM

Subject: Fw: Permission for using your Interview

Hello Mrs. García

I study at ESPOL (Guayaquil, Ecuador). I need to get your approval for using the interview attached to this mail. I wrote to Mr. Robert Jiménez but there is no answer, yet. I would appreciate if you answer this mail and provide me guidance. Also I would like to know if I can translate it into Spanish. I took the interview from

Kamhi-Stein article: Reading in two languages: How attitudes toward home language and beliefs about reading affect the behaviors of "underprepared" L2 college readers.

Best regards,

María Piedad Rivadeneira

----- Forwarded Message ----

From: María Piedad Rivadeneira Barreiro <piedad_rivadeneira@yahoo.com>

To: robert.jimenez@vanderbilt.edu

Sent: Sat, May 15, 2010 12:28:52 AM

Subject: Permission of using your Interview

Hello Mr. Jimenez,

The reason I am writing this email is for asking you permission to use your interview about students' views about reading in Spanish or English. The document is attached to this mail.

Also I would like to know if it is possible to translate the interview into Spanish in order to use it with my students at Portoviejo-Manabí-Ecuador. My tutor who is Dara Shaw has indicated that if you allow me to use the interview and translate it, I should send you my research when I finish it.

I will be waiting for your answer.

Best regards,

María Piedad Rivadeneira

From: "Jimenez, Robert" <robert.jimenez@Vanderbilt.Edu>

To: María Piedad Rivadeneira Barreiro <piedad_rivadeneira@yahoo.com>

Cc: Georgia Garcia <gegarcia@illinois.edu>; P. David Pearson
<ppearson@berkeley.edu>

Sent: Sun, May 16, 2010 2:02:30 PM

Subject: Re: Permission for using your Interview

Hello María,

I apologize for not responding sooner. I thought I had done so but I guess not.
Anyhow, yes, you are welcome to use the protocol. Were I to conduct a study today
of similar phenomena I would probably not use the same questions that we used 20
years ago given the changes that have occurred in sociolinguistic circumstances and
theoretical understandings. At any rate, your situation in Ecuador will, I am sure,
require modifications to the protocol. Good luck with your work and I and my co-
authors look forward to reading your results.

Robert Jimenez

GPC #330

Vanderbilt University, Peabody College

Nashville, TN 37203

615 343-8444

robert.jimenez@vanderiblt.edu

----- Forwarded Message ----

From: María Piedad Rivadeneira Barreiro <piedad_rivadeneira@yahoo.com>

To: "Jimenez, Robert" <robert.jimenez@Vanderbilt.Edu>

Cc: P Pearson <ppearson@berkeley.edu>; Georgia Earnest García

<gegarcia@illinois.edu>

Sent: Sun, May 16, 2010 2:21:07 PM

Subject: Re: Permission for using your Interview

Thanks a lot. I will let my tutor know about this. Thanks, again.

On May 16, 2010, at 1:42 PM, P. David Pearson wrote:

I am not sure why you are writing to me. Is it because the interview protocol came

from one of the triply authored Jiménez-García-Pearson articles in RRQ and AERJ

respectively? If so, Robert is the first author and the one to provide permission for

translation.

David

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APPENDIX A

Participant Consent Form

The use of L1 and L2 reading strategies and their relationship to

Ecuadorians learners' reading comprehension and attitude towards

reading: A mixed research study

Please indicate your position: check all that apply.

( )   Program Administrator

( )   Student Participant (

)   Teacher / Professor ( )

Other (explain)

_____

I_____, have been invited to participate

in this research study, which has been explained to me by **María Piedad**

Rivadeneira B.

This research is being conducted in partial fulfilment of the requirements for a

Master's degree in the **Master's Program in Teaching English as a Foreign**

Language.

The purpose of this research study is to describe the strategies that Ecuadorian

learners use in Spanish and English as well as the difficulties they encounter when

reading in English.

Description of the research study methods

This study will include reading comprehension tests which will be taken via online. In addition, data will be collected from interviews and surveys that will provide information of students' beliefs and attitudes about reading, their views on L1 and L2, and also their background as readers. The think-aloud activities will also be recorded to analyze invisible cognitive processes.

Requirements of the participants

Participants will be asked to attend meetings during five sessions of two hours each one. During this time, students will be given reading materials that will show them how to use reading strategies and improve their reading comprehension.

Benefits to the participants

The group of volunteers who would be interested in collaborating on this research will receive some reading strategies in order to improve this skill.

Risks and Discomforts

The only possible discomfort will be the time and effort required of the participants to attend the meetings and carry out the reading activities.

Contact person

piedad_rivadeneira@yahoo.com

Confidentiality

This study will keep any information about me under confidentiality.

Voluntary participation

By signing this form, I demonstrate my will of voluntary participation, understanding that my withdraw of the study will affect it. Therefore, I accept and understand all the terms related to this research. The information that you provide in this study will be anonymous.

_____   _____

Signature of the Participant   Date

_____   _____

Signature of the Researcher   Date

APPENDIX B

SURVEY (English version)

1. Do you enjoy reading in your native language? Explain why.

¿Disfruta leer en su lengua nativa? Explique

2. How long do you read daily (on average) in your native language?

¿En promedio cuánto tiempo dedica a la lectura por día en su lengua nativa?

3. What types of materials do you read in your native language?

¿Qué tipo de información lee en su lengua nativa?

4. Do you enjoy reading in your second language? Why? Why not?

¿Disfruta leer en su segunda lengua? ¿Por qué? ¿Por qué no?

5. How long do you read daily (on average) in your second language?

¿En promedio cuánto tiempo dedica a la lectura por día en su segunda lengua?

6. What types of materials do you read in your second language?

¿Qué tipo de información lee en su segunda lengua?

7. List five things you consider strengths about your reading in your first language.

Mencione cinco cosas que usted considere fortalezas sobre su lectura en su lengua nativa

8. List five things you consider strengths about your reading in your second language.

Mencione cinco cosas que usted considere fortalezas sobre su lectura en su segunda lengua

9. List five things you would like to improve in your first language reading.

Mencione cinco cosas que le gustaría mejorar en su lectura en su lengua nativa

10. List five things you would like to improve in your second language reading.

Mencione cinco cosas que le gustaría mejorar en su lectura en su segunda lengua

11. Do you know someone you would say is a good reader?

¿Conoce a alguien que considere un buen lector?

12. What makes this person a good reader?

¿Qué características hacen que esta persona sea un buen lector?

13. Do you know someone you would say is a poor reader?

¿Conoce a alguien que considere un mal lector?

14. What makes this person a poor reader?

¿Qué características hacen que esta persona sea un mal lector?

APPENDIX C

Interview protocol (English version)

1. How did you learn English?

¿Cómo aprendió Inglés?

2. What are the characteristics of good and poor readers? What are the differences between good and poor readers? Are you a good reader in Spanish? Are you a good reader in English? Please explain.

¿Cuáles son las características de buenos y malos lectores? ¿Cuáles son las diferencias entre los buenos y malos lectores? ¿Es usted un buen lector en Español? ¿Es usted un buen lector en Inglés? Favor explique.

3. What are the characteristics of a reader who has learned English in a country where English is not the official language and a reader who is a native English speaker? Are there any differences between the two?

¿Qué características tiene un lector que aprendió inglés en un país en el que Inglés no es la lengua oficial y un lector cuya lengua nativa es Inglés? ¿Existe alguna diferencia entre los dos?

4. What does a person need to know to be a good English reader? To be a good Spanish reader? Is there a difference?

¿Qué necesita saber una persona para ser un buen lector en Inglés? ¿Para ser un buen lector en Español? ¿Hay alguna diferencia?

5. Does the ability to read English help you read Spanish? Explain.

¿Considera que la habilidad de leer en Inglés lo ayuda a leer en Español? Explique.

6. Does the ability to read Spanish help you read English? How?

¿Considera que la habilidad de leer en Español lo ayuda a leer en Inglés? ¿Cómo?

7. Is the fact of being bilingual an advantage or a disadvantage to read?

¿Considera que ser bilingüe es una ventaja o desventaja para leer?

8. Is reading English different from reading Spanish? If so, how?

¿Considera que leer en Inglés es diferente que leer en Español? Si es así, explique.

9. Why do you read?

¿Por qué lee?

10. What kind of materials do you read in Spanish? And in English?

¿Qué clase de información lee en Español? ¿Y en Inglés?

11. Do you ever translate from English into Spanish when reading English? If so, please describe what you do.

¿Usted traduce de Inglés al Español cuando lee en Inglés? Si es así, por favor describa lo que hace.

12. Do you ever translate from Spanish into English when reading Spanish? If so, please describe what you do.

¿Usted traduce del Español al Inglés cuando lee en Español? Si es así, por favor describa lo que hace

13. What kind of strategies do you use when reading in English?

¿Qué clases de estrategias aplica cuando lee en Inglés?

    Translating

    Paraphrasing

    Questioning (idea related)

    Guessing

    Inferencing

    Recognition of word

    Using context

    Using prior knowledge

Summarizing

Scanning

Using dictionary

Questioning (word-related)

Using structure

Evaluating comprehension

Rereading

Reading aloud

Reacting to text

APPENDIX D

DEFINICIÓN DE TÉRMINOS:

Traducción: Sentido o interpretación que se da a un texto. (Diccionario Enciclopédico Ilustrado Océano Uno)

Parafraseo: Explicación o interpretación amplificativa de un texto para ilustrarlo o hacerlo más claro o inteligible. (Diccionario Enciclopédico Ilustrado Océano Uno)

Cuestionamiento (relacionado a la idea): Controvertir un punto dudoso. (Diccionario Enciclopédico Ilustrado Océano Uno)

Adivinación: Acertar el significado de un enigma. (Diccionario Enciclopédico Ilustrado Océano Uno)

Inferencia: Proceso discursivo por el que se concluye una proposición de otra u otras. (Diccionario Enciclopédico Ilustrado Océano Uno)

Reconocimiento de palabra: Dentro de los modelos de reconocimiento de palabras que postulan dos etapas diferenciadas en el procesamiento léxico, el reconocimiento propiamente dicho y el acceso al léxico:

a. Todos coinciden en señalar que hay un código de acceso o representación preliminar de la señal (visual o auditiva) que pone en marcha los procesos de reconocimiento.

b. Las diferencias entre las propuestas de unos y otros autores estriban en la definición de cuál es la representación constante que sirve de código de acceso (la sílaba inicial, la sílaba ortográfica, la porción acentuada de la palabra ...).

c. Todos plantean que no es necesario postular representaciones lingüísticas de acceso al léxico. (Universidad Nacional de Educación a Distancia, para. 6)

http://www.uned.es/psico-5-psicologia-del-pensamiento-y-lenguaje/guia_curso/Comprension_procesamiento.htm

Uso de contexto: Consiste en analizar la situación comunicativa en que se inscribe el texto a producir y en definir la intención comunicativa y el destinatario. (Santurtziko Udal Euskaltegia, para. 31)

http://www.santurtzieus.com/gela_irekia/materialak/laguntza/nolaikasi/claves_aprender.html

Uso de conocimiento previo: Conocimiento que tiene el alumno y que es necesario activar por estar relacionados con los nuevos contenidos de aprendizaje que se quiere enseñar. (Monografias.com S.A., para. 109)

http://www.monografias.com/trabajos19/estrategias-aprendizaje/estrategias-aprendizaje.shtml

Resumen: Exposición resumida de un asunto o materia. (Diccionario Enciclopédico Ilustrado Océano Uno)

Escaneo: La exploración es una habilidad que requiere que usted lea rápidamente en la búsqueda de información específica. Para escanear un texto de lectura, usted debe comenzar en la parte superior de la página y luego mover los ojos rápidamente hacia la parte inferior. En general, la exploración es una técnica que es útil cuando usted está buscando una respuesta a una pregunta conocida. Esto es especialmente útil a la hora de tomar una prueba.

Escaneo significaba originalmente para leer de una manera superficial o apresurada - echar un vistazo a. Sus orígenes están en latín, a subir. Hoy en día los medios de exploración para ver y reproducir todo lo que ve: un escáneróptico es rápido pero no se pierde nada. Una resonancia magnética produce una versión exacta de lo que lo examina. Cuando "escanear" en la velocidad de lectura que leemos todos y cada

palabra, marca de puntuación y el símbolo en la página. No construyan sobre las palabras para comprender las ideas, completa a través de palabras y oraciones y dejar que los unen significados. (Monografias.com S.A., pp. 2, para. 9)

http://www.monografias.com/trabajos82/skimming-scanning-tecnicas-lectura/skimming-scanning-tecnicas-lectura2.shtml

Uso de diccionario: El uso del diccionario es una práctica conveniente cuando necesitamos aclarar conceptos, cuando queremos aclarar dudas de significado, de ortografía o de sinonimia. (Red Escolar Nacional, para. 4)

http://www.rena.edu.ve/TerceraEtapa/literatura/diccionario2.html

Cuestionamiento (relacionado a la palabra): Controvertir un punto dudoso. (Diccionario Enciclopédico Ilustrado Océano Uno)

Uso de estructura: Para comprender y captar el texto con mayor facilidad debemos dividirlo en unidades de lectura a las que se debe enfatizar por separado. Estas unidades son extensas o cortas de acuerdo a la capacidad del autor para desarrollar una idea, el volumen de información presente y el tipo de texto de que se trata. Una unidad de información abarca todas las frases que desarrolla una idea, incluidos los ejemplos. En la mayoría de los casos, la unidad de información es el párrafo. (Monografias.com S.A., para. 7)

http://www.monografias.com/trabajos17/desarrollo-habilidades-metacognitivas/desarrollo-habilidades-metacognitivas.shtml

Evaluar comprensión: Supone juzgar, hacer un juicio crítico, y esto implica comparar las ideas del autor con las nuestras. Lo que se lee pasa por el juicio crítico del lector que lo acepta o lo rechaza en todo o en parte. (Llopis, C., Gant, Ma. D.; pp. 25)

http://books.google.com.ec/books?id=c3Aq7A3SxH0C&pg=PA25&lpg=PA25&dq=Supone+juzgar,+hacer+un+juicio+cr%C3%ADtico,+y+esto+implica+comparar+las+

Releer: Leer de nuevo. (El Pequeño Larousse Ilustrado, pp. 873)

Lectura en voz alta: Es una forma empleada con mucha frecuencia por la mayoría de los docentes. Se produce cuando leemos en voz alta.

La lectura oral o expresiva nos permite mejorar la pronunciación de los sonidos que conforman las palabras, así como el ritmo o la entonación que tiene un texto. En general, contribuye enormemente a mejorar nuestra comunicación porque nos habitúa a hablar en voz alta ante un público con soltura y naturalidad.

(Monografias.com S.A., para. 15)

http://www.monografias.com/trabajos45/estrategias-lecto-escritura/estrategias-lecto-escritura2.shtml

Reacción al texto: "Leer, interpretar es trabajar; es someter el texto, un libro, párrafo por párrafo a una interpretación en el sentido fuerte y no propiamente examinar cuál es la intención del autor, para acomodarnos a su ideología. Cuando enfrentamos un texto efectivamente tenemos un código, el del texto, pero no tenemos un código común. Al iniciar no podemos identificar un código propio del texto. Las palabras

tienen, sin duda, un sentido, pero en un libro cada palabra se define por las relaciones

con las demás, es decir, el contexto". (Zuleta, para. 4)

http://www.buenastareas.com/ensayos/La-Importancia-Del-Ensayo/28541.html

APPENDIX E

Complete transcript from the English think-aloud activity

Background knowledge

- Du toit es un apellido francés.

Decoding

- ''The water is the gift that gives me back my leg'' Como que el agua le regresa la pierna que le falta.

Emotional reaction to the text

- *Ella mejoró a pesar del accidente, a pesar que la gente pensó que ella no iba a poder nadar sí lo hizo. Es algo de admirarse.* [She recovered in spite of the accident, although people thought she would not swim, she did it. It is something to admire.]
- This part is interesting, too: ''My dream is to swim faster than I did before the accident.'' She was with a problem but never gave up.
- *800 metros y 9 minutos. Ni alguien con pierna lo puede hacer.* [800 meters and 9 minutes. Even someone with leg can not do it.]
- *Y fue tomada en cuenta no para las personas discapacitadas sino para los que tienen cuerpo completo.* [And she was valued for those who had complete body and not for disabled people.]
- *Increíble ser la misma persona antes del accidente.* [Incredible to be the same person before the accident.]
- She swam 800 meters in 9 minutes. *Es asombroso.* [She swam 800 meters in 9 minutes. It is amazing.]
- *¡Interesante!* [Interesting]
- *Tres meses después volvió a nadar.* [She returned swimming three months later.]
- *Aunque no ganó una medalla, hizo historia.* [Although she did not win a medal, she did history.]
- She was very young when the accident happened.
- She recovered her health so fast.
- She swam so fast even though she did not have a leg.
- ''The water is the gift that gives me back my leg'' ''Her leg had to be amputated at the knee''.
- *!Sorprendente! Ella era una nadadora de Sudáfrica y de manera repentina tuvo un accidente. Perdió su pierna pero en ese momento ella era una de las más prometedoras nadadoras de Sudáfrica y las personas pensaron que ella no volvería a competir.* [Surprising! She was a South African swimmer and suddenly she had an accident. She lost her leg but at that moment she was one of the most promising South African swimmers and people thought she would not return to compete.]

- *Las personas pensaban que ella no iba a ganar por su incapacidad pero hizo historia.* [People thought that she would not win because of her disability but she did history.]
- *Era joven pero calificó.* [She was young, but she qualified.]
- *Lo que más me llamó la atención que después de que se recuperó del accidente fue a nadar. Tuvo el valor de seguir adelante a pesar de que las personas pensaban que ella no volvería a competir.* [What caught my attention was that she went to swim after she recovered from the accident. She had the courage to continue even though people thought she would not get back to swim.]

Observation/interpretation beyond the text

- *Regresó solamente a los tres meses. Es una recuperación muy rápida.* [She just came back after three months. It is a very fast recovery.]
- *Hay que tener bastante amor a la natación para hacerlo porque después de que hayan cortado la pierna continúa con la natación.* [One should have enough love for swimming to do it because she continues swimming after cutting the leg.]
- *Yo creo que sí puede nadar más rápido de lo que puede ahora.* [I think she can swim faster than she can swim now.]
- *Es capaz de competir nuevamente a pesar de su defecto físico* (never be able to swim competitively again). [She is able to compete again although her physical defect.]

Empathy

- *Estoy de acuerdo en la parte que dice que todo lo que pasa sucede por una razón.* [I agree in the section that says that everything happens for a reason.]
- *Tiene una buena ambición, nadar más rápido que cuando nadaba antes del accidente.* [She has a good ambition; swim faster than when swimming before the accident.]
- I think she is a good example for us or me. Sometimes, I stop my goals. I was studying English in 2001 and I had a surgery and stop studying for six years.
- *Esto debe haber sido bien duro.* [This must have been very hard.]
- *Pasó a la final pero no la calificaron como discapacitada sino como normal.* [She went to the finals but did not qualify as disabled but as normal.]
- *''Se sintió como si mi pierna estuviera ahí'' Ponerse a pensar en que a uno le faltase un miembro del cuerpo.* [''I felt as if my leg was there'' Think about missing a part of the body.]
- *Valentía porque ella después del accidente regresó a la piscina y justamente un año después en los juegos es que ella fue capaz de nadar 800 metros en 9 minutos. Ya que ella compitió con personas que sí tenían su físico completo.* [Courage because she returned to the pool after the accident and just a year later she was able to swim 800 meters in 9 minutes in the games. She competed with people who had their full physical.]
- *Fuerza y emoción: Ella recuerda que fue una de las primeras que nadó después de la operación. Ella sentía su pierna ahí cuando estaba nadando. Se había olvidado de su incapacidad.* [Strength and emotion: She remembered she was

one of the first who swam after the operation. She felt her leg there when she was swimming. She had forgotten her disability.]

- *Ella cree que le pasó eso por una razón y eso no puede cambiar. Lo mejor para ella es nadar, el sueño de ella. Ella quería nadar más rápido antes del accidente pero no pasó eso.* [She believes that happened for a reason and that cannot change. The best for her is to swim, her dream. She wanted to swim faster before the accident but that did not occur.]
- Everything happens in life for a reason. Ella dijo que por alguna razón le pasó el accidente. Siempre pasan las cosas por algo. Dios pone pruebas.
- *Esta frase me llamó la atención ''The water is the gift that gives me back my leg''*[This phrase caught my attention: *''The water is the gift that gives me back my leg''*]
- *Ella trata de recuperarse, ella no ganaba una medalla pero aún así sigue haciendo historia.* [She tries to recover, she did not win a medal but she still continues doing history.]

Moral observation

- For Example, this part is interesting, that everybody thought that she would never be able to swim competitively again, but she all the time to persevere.
- *La gente pensó que no podría nadar nuevamente.* [People thought she could not swim again.]

Expressing lack of understanding

- *No recuerdo qué significa gift.* [I do not remember what the meaning of *gift* is.]
- *Esta palabra no está en el diccionario ''Commonwealth''. Debe ser el nombre del juego. Riqueza común.* [This word is not in the dictionary *''Commonwealth''.* It should be the name of the game. *Riqueza común.*]
- *No entiendo ''Commonwealth''* [I do not understand *''Commonwealth''*]
- *No entiendo qué significa commonwealth.* [I do not understand the meaning of c*ommonwealth.*]
- *No entiendo la palabra disabled.* [I do not understand the word *disabled.*]
- *Commonwealth no lo entiendo. Significa comunidad. Thrilled significa emocionada.* [I do not understand *Commonwealth. It means community. Thrilled means excited.*]

Translating

- Nunca rendirse/Never give up.

Associating

- *La nadadora que perdió la pierna. Aquí está en el dibujito.*[The swimmer who lost her leg. Here she is in the little drawing.]
- *La canción también tiene que ver con el título ''Puedes conseguir esto si realmente quieres'' Es como de autoestima.* [The song also has to do with the title. ''You can get this if you really want it.'' It is like self-esteem.]

Correcting comprehension problems

- *Perdió la pierna en un accidente de carro y uno piensa que iba en un carro pero más abajo uno ve que iba en moto.* [She lost her leg in a car accident and one thinks she was riding a car but later one can see she was riding a motorcycle.]

Using context

- *La última frase que ella dice es también interesante. ''Poder nadar más rápido de lo que hacía antes del accidente'' De ahí el título ''Never give up''.* [The last phrase she says is interesting, as well. ''To be able to swim faster than before the accident.'' Hence the title ''Never give up.'']

APPENDIX F

Complete transcript from the Spanish think-aloud activity

Background knowledge/decoding

- *Para mi imbricación de genes me da a entender que no son compatibles los genes.* [For me, genes overlapping suggests that genes are not compatible.]

- *Tutankamón… sólo había escuchado esa música que dice la momia de Tutankamón.* [Tutankamon… I have just heard that song that says Tutankamon's mummy.]

Emotional reaction to the text

- *¿En la familia real había incesto?* [Was there incest in the royal family?]

- *Me parece interesante la explicación de incesto, en donde sugieren una explicación del tabú casi universal.* [I find interesting the explanation of incest in which it is suggested an explanation about the almost universal taboo.]

- *Me llamó la atención que una de estas relaciones incestuosas terminó en amor.* [I noticed that one of these incestuous relationships ended in love.]

- *Relaciones cercanas con sus parientes cercanos me llamó la atención.* [It caught my eye the close relationships with their close relatives.]

- *¿Osea que aquí el incesto era exclusivo de las familias gobernantes?* [That means that here incest was exclusive of the ruling families.]

- *Esta parte me parece interesante que la cruza de parientes cercanos conlleva un riesgo elevado de heredar genes recesivos dañinos.* [This part I find it interesting, that the cross between close relatives carries a high risk of inheriting harmful recessive genes.]

- *Me pareció interesante que la elevada incidencia de imbricación genética presente en los hijos de hermanos pueden producir más niños saludables que enfermos.* [I found interesting that a high incidence of genetic overlap present in siblings' children can produce healthier children than sick.]

- *Me parece interesante que los hermanos carnales así como los progenitores y sus hijos comparten cerca de la mitad de sus genes, en tanto que la superposición genómica entre primos hermanos es de alrededor de 12.5%. Por esta razón, la cruza de parientes cercanos conlleva a un riesgo de heredar genes recesivos dañinos a la descendencia.* [I find it interesting that blood siblings as their parents and children share about half their genes, while genomic overlapping between cousins is about 12.5%. For this reason, breeding close relatives leads to a risk of inheriting harmful recessive genes to offspring.]

- *Otra parte que me parece interesante que aun la elevada incidencia de imbricación genética presente de hermanos puede producir más niños saludables que enfermos.* [Another section I find it interesting that even the high incidence of genetic overlap of siblings can produce healthier children than sick.]

- *Me pareció interesante la parte del incesto en Hawai que no solamente era aceptado el incesto sino que se fomentaba. Aunque en algunas sociedades se daba el incesto a pesar de las prohibiciones.* [I found interesting the part of the incest in Hawai that incest was not only accepted but encouraged. Although in some societies, incest was given despite the bans.]

- *También me pareció interesante que uno comparte el 12,5% entre primos y hermanos.* [It also looks to me interesting that one shares 12.5% between cousins and siblings.]

- *También me llamó la atención saber en qué lugares existían estas costumbre y con qué personas.* [It also caught my attention to know in which places these customs existed and with what kind of people.]

- *A mí me sorprende que entre las familias reales europeas tuvieron incesto fraterno, matrimonios entre primos.* [It surprises me that among European royal families had sibling incest, marriage between cousins.]

- *Me sorprende que los hermanos carnales, progenitores e hijos cruzaban genes.* [I am surprised that blood brothers, parents and children crossed genes.]

- *Lo que me parece también interesante de que al casarse con los miembros de la familia se aseguraban de sus riquezas.* [What I think is also interesting is that by marrying family members, they assured their wealth.]

- *Lo que más me interesó cuando llegó el misionero a Hawai era que el incesto era no solo aceptado sino fomentado.* [What I was most interested when the missionary arrived Hawai, was that incest was not only accepted but encouraged.]

- *Me llama la atención cómo un hombre puede tener varios hijos.* [I am struck by how a man can have several children.]

Observation/interpretation beyond the text

- *Osea que ciertos gobernantes para proteger el trono se casaban entre familia para que sus riquezas no pasen a otra familia.* [That means that certain rulers got married with their family to protect the throne and their wealth do not pass to another family.]

- *A veces no era por proteger la monarquía sino que se enamoraban.* [Sometimes it was not to protect the monarchy but they fell in love.]

- *Carlos II tuvo problemas por esto del incesto; fue engendrado por incesto.*

[Charles II had problems because of incest; he was born as a product of incest.]

- *Aquí dice que los reyes hacían esto por interés de mantener el nombre de la familia. Lo que les preocupaba era tener descendientes.* [Here it says that the kings did this because of keeping the family name. What they cared about was having descendants.]

- *A causa de los matrimonios entre primos, Carlos II tuvo problemas de salud.* [Because of marriages between cousins, Charles II had health problems.]

- *En los tiempos de antes se practicaba el incesto para proteger los bienes de la familia.* [Incest was practiced in the old days to protect family assets.]

- *Le veían el lado positivo haciendo la ruleta de incesto porque ellos veían que el dinero se mantenía no solo en la realeza sino que se le daba educación y cargos políticos a sus descendientes. Lo negativo era que normalmente no estaba bien y porque genéticamente los hijos podían salir con defectos físicos.* [They saw the positive side by doing the wheel of incest because they saw that money was kept not only in the royalty but education and political positions were given to their offspring. The negative side was that usually it was not correct and because genetically children could go with physical defects.]

- *Algo que me pareció importante es que el incesto en la realeza en esa época era aceptado y fomentado. En la actualidad es considerado como un fenómeno. De aquí viene lo que pasó con Carlos II que tuvo problemas por el incesto.* [Something I thought was important is that at that time incest in the royal was accepted and encouraged. Nowadays, it is regarded as a phenomenon. Here comes what happened to Charles II who struggled for incest.]

- *Algo que me llamó la atención aquí es que esta práctica no solo era aceptada sino fomentada como un privilegio exclusivo. Yo entiendo como que inducían a otros de la misma familia a hacerlo.* [Something that caught my attention here is that this practice was not only accepted but encouraged as an exclusive privilege. I understand as they induced others of the same family to do it.]

- *La unión de genes puede traer repercusiones nefastas.* [The union of genes can bring terrible consequences.]

- *El faraón podía procrear con cualquier persona que se le viniera en gana.* [The pharaoh could procreate with anyone he wanted.]

- *Me llama la atención lo que le pasó al rey Carlos II, esto de aquí tuvo una explicación debido al incesto.* [I am struck by what happened to King Charles II. This had an explanation due to incest.]

- *Yo opino que a la monarquía más le interesaba el poder. Eran unas sociedades con prepotencia. En el Perú también se daba eso.* [I think that monarchy was most interested in power. They were societies with arrogance. This also happened in Peru.]

Empathy

- *Se me vino a la mente que mi papá tuvo relaciones con la hija y el niño le salió sano, es una excepción.* [It came to my mind that my dad had an affair with her daughter and the boy came out healthy, it is an exception.]

- *No me parece es que cómo existen personas que puedan engendrar muchos hijos con sus propios hermanos y parientes cercanos tan solo para poder tener más riqueza y que quede en la monarquía* [I do not agree in how there are people who can beget many children with their own siblings and close relatives only to have more wealth and be kept in the monarchy.]

- *Me parece algo mal que se unan entre familias y tengan hijos y trae consecuencias negativas como el caso del rey Carlos. Ellos lo hacían por ambición, me parece muy mal. Las consecuencias que tiene en la salud son muy graves.* [I think is something wrong that families get together and have children and it has negative consequences as in the case of King Charles. They did it because of ambition, it seems very wrong. The consequences on health are very serious.]

- *No me parece que se aceptara esto en las familias reales. Yo no digo que se acepte en otras personas.* [I do not agree that this was accepted in the royal families. I am not saying this should be accepted in other people.]

- *Me llama la atención cómo pudo tener tantos hijos ese hombre y pobres hijos.* [It catches my attention how that man could have many children and poor children.]

- *Lo que sí me parece es que la cruza de parientes cercanos conlleva a heredar genes recesivos dañinos.* [I agree in that crossing of close relatives leads to inherit harmful recessive genes.]

Expressing lack of understanding

- *No entiendo esta parte ''un rey o faraón también tenía la posibilidad de compensar el riesgo de la 'ruleta incestuosa' extendiendo su apuesta.'' ¿No entiendo a qué se refiere apuesta?* [I do not understand this part ''a King or pharaoh also had the opportunity to offset the risk of the 'incestuous roulette' by extending his commitment'' I do not understand what *bet* refers to.]

- *No entiendo por qué era aceptado el incesto en las familias reales?* [I do not understand why incest was accepted in the royal families.]

- *No entiendo por qué el incesto protegía los bienes del monarca.* [I do not understand why incest protected the property of the monarch.]

- *No sé lo que es imbricación genética.* [I do not know what genetic overlap is.]

- *¿Qué es genómica?* [What is genomics?]

- *No sé qué es idolatría.* [I do not know what idolatry is.]

- *No sé a qué se refiere incesto aquí en la lectura.* [I do not know what incest refers to here in the reading.]

- *No entiendo la parte que dice las imbricaciones de genes pueden tener repercusiones nefastas.* [I do not understand the section that says the overlapping of genes can have terrible consequences.]

- *¿A qué se refiere con ruleta incestuosa?* [What do you mean by incestuous roulette?]

- *El rey Rama V, a qué le llama consortes?* [What does King Rama V call consorts?]

- *¿Cómo interpreto incesto?* [How do I interpret incest?]

- *Algo que es como una contradicción es que el incesto trae repercusiones nefastas y por otro lado que puede traer niños más saludables que enfermos.* [Something that is like a contradiction is that incest brings terrible consequences and on the other hand, it can bring healthier children than sick.]

- *Una palabra que no entiendo es genómica.* [A word I do not understand is genomics.]

- *Yo no entiendo qué es idolatría.* [I do not understand what idolatry is.]

- *No entiendo qué significa lecho y consortes.* [I do not understand what bed and consorts mean.]

- *No sé qué significa dinastía.* [I do not know what dynasty means.]

- *No sé qué significa imbricación.* [I do not know what overlapping means.]

- *No entiendo por qué a una elevada incidencia de imbricación genética presente en los hijos de hermanos puede producir más niños saludables que enfermos.* [I do not understand why a high incidence of genetic overlap present in the siblings' children can produce healthier children than sick.]

- *No entiendo la palabra concubina.* [I do not understand the word concubine.]

- *No entiendo la palabra incesto.* [I do not understand the word incest.]

- *No entiendo cómo las personas por ambición se unían con sus propios familiares.* [I do not understand why people joined their relatives due to ambition.]

- *No entiendo cómo el incesto pueda traer niños más saludables que enfermos.* [I do not understand how incest can bring healthier children than sick.]

Recognizing important points

- *Lo que me pareció aquí importante es de cómo ellos hacían paradojas del incesto.* [What I thought was important here is how they did paradoxes of incest.]

- *Otro punto interesante es que si la monarquía sabía del riesgo que podía ocasionar el incesto simplemente los ignoraba.* [Another interesting point is that if monarchy knew about the risk that incest could lead, they just ignored it.]

- *Me pareció interesante aquí la ruleta incestuosa.* [Here I found interesting the incestuous roulette.]

- *Lo que me pareció interesante es que los hermanos carnales como los progenitores comparten como cerca de la mitad de sus genes.* [What I found interesting is that blood brothers and parents share about half their genes.]

Rereading

- *Leí unas 4 veces incesto porque entendía ingesto.* [I read about four times because I understood intake.]

Expressing lack of knowledge

- *Yo no sabía que entre primos se casaban.* [I did not know that among cousins they got married.]