



**Facultad de
Ciencias Sociales y Humanísticas**

PROYECTO DE TITULACIÓN

**“SELECTING MEANINGFUL READING STRATEGIES TO INCREASE
READING COMPREHENSION ON TEENAGERS IN EFL CLASSROOMS IN A
PUBLIC SCHOOL IN GUAYAQUIL”**

Previa la obtención del Título de:

MAGISTER IN TEACHING ENGLISH AS A FOREIGN LANGUAGE

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Guayaquil – Ecuador

2021

ACKNOWLEDGEMENTS

We would like to thank to God for His many blessings.

Thank to our families for their support.

Thanks to our master's professor, his patience and expertise guidance

Thanks to master Karen Yambal, for her supporting words.

May the Lord bless you all!!!

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ABSTRACT

The mastering of language skills in a second or foreign language like English has a paramount need to determine professional academic and personal success to face the challenges of this demanding and globalized world.

Reading is a struggling skill not only in English but also in Spanish; thus, it requires implementing strategies to empower the learning process. The present qualitative study posits the selection of meaningful reading strategies to increase reading comprehension on teenagers in EFL classrooms in a public school in Guayaquil.

We selected five reading strategies we applied during six sessions. The participants were tenth grader-students who eagerly worked for six weeks. Then, after getting their parents' permission, they were interviewed to know their opinions concerning the applied strategies.

Key findings determined that these learners developed practical reading comprehension skills by implementing the selected reading strategies. Moreover, they got preferences for a strategy. Additionally, they recognize the usefulness of reading techniques in other subjects.

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ABBREVIATIONS

EFL	English as a Foreign Language
L1	Native Language
L2.	Foreign Language
P	Participant

CHAPTER 1

1 INTRODUCTION

1.1 Antecedents

In Ecuador and all over the world, English has paramount importance in all areas. Worldwide facts as globalization and technological advances have led these millennium societies to learn languages studied for academic purposes. English proficiency is required to enter university to do higher-level studies, to do business people need to understand commercial documents. Last decades Ecuador became a destination from people worldwide; hence English could facilitate interaction with tourists who do not understand Spanish.

English as a Foreign Language (EFL) teaching in Ecuador has increased notably. For most of them, reading in English is more than a need these days, it is a must, a requirement to get a job, people who have a job to keep it or get a promotion. Noor (2016), states that reading is an essential skill in modern societies, and it is crucial for learning in school and beyond.

According to Oberholzer (2005) and Oyetunji, (2011), Reading is crucial to pupils' academic success and a nation's growth. The lack of reading practice is an issue that worries not only professionals involved in the education field.

1.2 Definition of the Problem

Learning English could be a complicated process that involves the development of language skills that have great importance in language acquisitions development. Reading, which is the subject of this project seems to be one of the most challenging skills to develop. Reading continues being subject of investigations. People read for enjoyment, to have better development in reading, writing, grammar and vocabulary. It has been demonstrated that people who read have a better result in reading and writing skills.

Reading is an essential part of language learning. However, for some students, the act of reading is an obligation, not a pleasurable activity. They think the act of reading is tedious, and they consider the material unattractive. Most students show their displeasure in any situation when they are asked to read individually, making them believe that they

are reading, but they are not. If they are asked to read aloud, they produce sounds without getting any input from reading.

When teachers give a reading assignment, students cannot finish since it; they get distracted easily. This fact affects not only their academic scores but also their behaviour. As a consequence, students tend to develop a negative attitude towards reading. Students need to be aware that reading is a dynamic process people need in every aspect of their lives.

1.3 Objectives

The implementation of reading strategies will help students to become independent readers. Consequently, it is essential for teachers not only to understand reading strategies but also it is essential that applying them in their teaching practice. According to Zhou and Zhao (2014), reading has generally held a necessary place for foreign and second language learning and teaching. This qualitative study explores the effect of selected motivational reading strategies to increase reading comprehension on teenagers in EFL classrooms in a public school in the city of Guayaquil in Ecuador.

It also aims to explain some reading strategies and concepts regarding methodology, reading tasks and resources used to enhance developing reading skills and recognize the importance of applying the selected reading strategies in the learning process by using motivational approaches.

1.4 Justification or Importance

Developing reading comprehension will guarantee success in other subjects. For example, Darrel (2005) and Grams (2003) pointed out that successful pupils in a school build interest in reading because many of the subjects taught and class assignments are given require reading comprehension. According to the UNESCO Global Education Monitoring Report, if all students in low-income countries left school with elementary reading skills, 171 million people could be lifted out of poverty.

There are educational institutions where students struggle reading for many reasons, they do not know the meaning of some words, or the passages are not according to their levels. Hence, students get bored, besides they do not have reading habits, and teachers do not apply effective strategies. Lillyman and Bennet (2014) stated that the learning experience is essential not only for the student but also for those involved in the facilitation and teaching processes.

Motivation is one of the main principles to take into account in any learning process. It has a great influence that is connected with reading. The reason why the research question is, how can the selection of motivational reading strategies increase reading comprehension on teenagers in EFL classrooms? It was chosen, it is because most of the students do not have reading habits in L1 much less in L2. This aspect affects negatively in the students' cognitive knowledge and restraint their competence to build reading skills.

Applying reading strategies is essential in the teaching practice process. Singhal (2001) has concluded that strategy training led to improve reading performance. There are diverse forms to instruct to read. However, defining and selecting effective and motivational reading strategies is one of the areas that a small group of teachers in EFL classrooms are continually working on to identify or create encouraging ways to develop motivational forms of reading in a foreign language.

This research aims at providing reading awareness on teenagers in a public school by selecting motivational reading strategies and by doing so, we expect teenagers to develop a more meaningful reading experience according to their level.

Reading comprehension plays an essential role in the reading process, previous studies show that students continue to struggle with it; therefore, promoting reading habits among students could help them developing strong reading skills and bring lifelong benefits. It is one of the most difficult goals to achieve for most English teachers. For this qualitative study we selected 36 students of tenth grade at a public school in Guayaquil. six men and eight women, aged between fifteen and sixteen years old.

To carry out this study, we included some previous studies that have been read. It is focused on current important reading theories and motivational, cognitive as well as metacognitive strategies. We have also considered the importance of prior knowledge to improve reading, the relation of culture and reading as well as the factors that affect reading comprehension

1.5 Ethical Considerations

For the development of this study, we asked permission from the authorities through a letter. Thus, they gave us the facilities we need to work on our project. We also

asked students' parents permission to allow their children to work in our plan. The authorities of the institution and participants were aware of the purpose of the research. They expected their confidentiality to be protected before signing their participation approval.

CHAPTER 2

2. LITERATURE REVIEW

For decades researchers and academics have expounded their ideas regarding reading. We have read literature to set foundations appropriately to support our study. We have also reviewed the topic of ethnographic research methods to learn to analyze the collected data and state our findings and conclusions.

In this review, we have gone over the definition of some terms, the historical background as well as some reading theories. We have reread several previous studies, some of them referred to in our research. We have found out some reading strategies such as cognitive, metacognitive, motivational and the role of motivation in the development of reading skills.

In addition, we have analysed the factors that affect reading comprehension. We have also explored the relation of reading with culture, literacy, and the importance of knowledge to improve reading abilities. Finally, we have also included different reading topics, such as knowledge, thinking and writing.

2.1 Definition of some terms

Culture: It refers to the cumulate of significant psychological structures learned, practiced, and shared among individuals or groups of individuals through generations. (Samovar & Porter, 2000).

Ethnography: “It is a qualitative methodology that lends itself to the study of the beliefs, social interactions, and behaviours of small societies” (Naidoo, 2012, p. 1).

Motivation: Motivation is an intrinsic desire, need or condition that guides and supports behavior to perform personal goals. (Kleinginna and Kleinginna, 1981a).

Metacognition: ‘one’s knowledge concerning one’s own cognitive processes and products or anything related to them’ Flavell (1976).

Metacognitive awareness: “It is the knowledge, awareness and control of individual’s own thinking and learning path, activities and processes” (Doganay & Kara, 1995; Kramarski, Mevarech & Arami, 2002).

Reading: “It is a complex mixture of rapid, efficient, comprehending, interactive, strategic, flexible, purposeful, evaluative, learning, and linguistic processes” (Grabe, 2009, p.14).

Reading skill: “A cognitive ability which a person is able to use when interacting with texts”. (Urquhart & Weir, 1998).

Self-efficacy: A belief in one’s own personal ability; it reflects confidence in the ability to exert control over one’s motivation behaviour and social environment. (Bandura, 1997).

Strategy and technique: Experts in the educational field, differ slightly about what a strategy and a technique is. According to Brown, 2001 techniques are the specific activities manifested in the classroom, they are consistent with a method and therefore in harmony with an approach as well. Techniques are also defined as a wide variety of exercises, activities or devices used in the language classroom for achieving lesson objectives.

2.2 Historical background

Historical antecedents of reading methods and material play an essential role to view the progress made in reading ability over time. Arlene Barry, 2008 considers that the methods used during the colonial period shifted due to the society’s approach to children and because teachers decided that memorization without meaning was not effective.

There have always been strategies for reading, but they lacked agreement. However, there are no most effective methods of instruction. Fortunately, a great deal of research has been carried out and significant evidence from classrooms, which leads to select reading strategies to enrich reading teaching practices.

2.3 Previous studies

Several studies have been conducted on EFL reading strategies around the world. Waheeb S. (2018) carried out a study to explore adult language learners’ perspectives regarding the most effective and beneficial reading strategies that can be used to develop their reading competency. Twenty adult learners were part of three focus group sessions, and semi-structured questions guided them to perform this study. The data were collected by gathering participants who have similar characteristics to share their opinions and thoughts. And to build upon each other’s ideas about the study topic. Then those sessions were transcribed and coded. The analysis of this study revealed five reading strategies. These strategies were: Reading Aloud, Silent Reading, Shared Reading, Scanning or

Skimming, and Timed Reading. According to this study understanding the use of different reading strategies is essential.

Zahir Adam Daff-Alla Ahmed, (2016) conducted in some universities in Sudan. The study was aimed to examine how motivation affects comprehending English texts through the Descriptive Analytical method. The participants were university teachers who were selected randomly. The researcher applied pre and post-test used and a questionnaire to collect the data of this study, which was then gathered and tabulated. The findings revealed motivational techniques improve the EFL intrinsic motivation, and they help comprehend English texts. Moreover, the researchers suggest that reading strategies should be taught to EFL students.

A study conducted by Reza M, Sadeghdaghighi A and Liaghat F (2015) examined whether L1 and L2 readers used the same reading strategies while reading. The participants were fifteen non-native university students and fifteen native university learners; eight were males, and twenty-two were females. The quantitative data was collected through a questionnaire called strategy inventory for language learning which contained eighty items with five alternatives for each item and six main parts. The researchers reached three conclusions: non-natives used "memory and cognitive strategies" more than natives, native students used social strategies more than cooperation strategies. The findings of this study advise ways to incorporate reading strategies into the curriculums to improve the teaching process. Furthermore, they recommend teachers to lead learners to use strategies to become independent readers.

Ozek & Civelek (2006) conducted a study aimed to find out which reading strategies are generally employed by ELT students while reading a text. It also analyzed which reading strategies are needed to be developed to understand the text better. The participants were 185 students from the first and fourth-year students in ELT Department at Dicle University.

The data were collected through a self-report questionnaire with 25 items was administered to 185 students. The results were similar and contradictory regarding the cognitive strategy use of the students. The results analysis demonstrated that students used only one strategy in the pre-reading phase, "relating the title to the text content".

For the "while-reading phase" strategies such as using the dictionary parsimoniously, guessing the meaning of a word from the context, skipping some unknown

words, thinking aloud during reading, and assimilating the text with the background knowledge was the most used. They did not use any strategy for the post-reading phase.

2.4 Reading theories

Reading has been studied for decades by a variety of cognitive disciplines, yet no theories exist which sufficiently describe and explain how people accomplish the complete task of reading real-world texts. In particular, a type of knowledge intensive reading known as creative reading has been largely ignored by the previous research.

2.4.1 The traditional view (bottom-up view)

The behaviorist influenced the traditional bottom-up view. According to this theory, readers are passive recipients of information in the text. For example, Nunan (1991) stated that reading is a matter of decoding a series of written symbols into their aural equivalents in the quest for making sense of the text.

2.4.2 The cognitive view (top-down processing)

This theory opposed to the behaviorists' view. In this view, reading is a dialogue between the reader and the text which involves an active cognitive process in which the reader's background knowledge plays a key role in the creation of meaning (Tierney and Pearson. Smith (1994: 2) summarizes as follows: reading is a psycholinguistic guessing game, a process in which readers sample the text, make hypotheses, confirm or reject them, make new hypotheses, and so forth.

2.4.3 The metacognitive view

According to Block (1992) referred that involves many activities along the reading process, before reading, while reading, and after reading. Before reading:

- Identify the purpose of the reading.
- Identify the form or type of the text.
- Think about the general character and features of the text.

While reading activities: Projecting the author's purpose for writing the text, choosing, scanning, or reading in detail and making continuous predictions about what will occur next, based on information obtained earlier, prior knowledge, and conclusions obtained within the previous stages, and in the last step, they attempt to form a summary, conclude, or infer what was read.

According to Pardede 2007, reading is crucial for students. Therefore, it is essential to develop their reading abilities by implementing suitable methods and techniques provided by theories.

2.5 The process of Reading

The reading process involves recognizing words, leading to the development of comprehension. Tierney (1982) states that to read with comprehension, developing readers must be able to read with some proficiency and then receive explicit instruction in reading comprehension strategies.

Berardo (2006) supported the idea that reading has three primary purposes; survival in response to our environment, finding out information in habitual situations, reading for learning in the classroom, whereas reading for pleasure does not have to be done.

2.6 Reading Culture

Reading culture among children and teenagers is essential for the development of reading comprehension and other skills. Wilson (2020) defines reading culture as an environment where reading is valued, promoted and actively encouraged. Promoting reading culture is essential for children, teenagers, and adults, taking into account the benefits reading provides.

Ailakhu and Unegbu (2017) cited that reading culture is to have the habit of reading in everyday routine, not only for school purposes. They concluded that the core of reading culture is to encourage students to read as part of their daily life, to get accustomed to reading for pleasure.

2.7 The importance of prior knowledge to improve reading

According to schema theory, prior knowledge is essential to understand the meaning. Li et al., 2007 has stated that schemata can be defined as cognitive knowledge and classified in three types; linguistic, formal and content which refers to prior knowledge.

Cognitive scientists strongly believe that successful readers relate their prior knowledge to the new information. (Armbruster, Anderson, & Ostertag, 1987) has stated that good readers activate their schema when they start reading

2.8 Factors that affect Reading Comprehension

Reading continues to be the subject of investigation. It has a pivotal role in a person's life. However, its importance is not considered for developing reading skill as a habit. People read for different purposes; to get information on a specific topic, enjoyment, and better development in reading, writing, grammar and vocabulary, among other reasons. Batur et al., 2010; Yilmaz-Aydn (2006) consider that one factor affecting the development of reading habits is the attention-grabbing productions on televisions that ruin people's little reading habits.

Reading leads a person to acquire creativity and improve critical thinking; reading habits is essential to expand mental abilities. Clark and Rumbold (2006) consider that to personal and cognitive developments, reading is an access to social economic and civil life.

2.9 Reading and Literacy.

For years, EFL teachers have recognized that the English language process involves developing the four skills of reading, writing, listening, and speaking, according to Vygotsky (1978) children learn literacy when they are immersed in literate societies, learning and development are interrelated from the child's very first day of life. Learning starts when children are first born; they acquire knowledge from their parents that prior knowledge will facilitate oral and written discourse in the classroom.

2.10 Relation between Reading and Writing

The relation between reading and writing has been the subject of study for years. Tsai (2006) declared that reading for writing and writing for reading are two strategies for reading comprehension that enable the learning of English (Marcelo Bernal1, 2020). Feyen (2014) mentions that students should prepare outlines or summaries of what they have read to increase writing.

2.11 Benefit of Reading

It is vital to bear in mind the benefits reading offer learners. According to Kartushina, Frauenfelder, & Golestani, 2016, reading endowment is an ideal development that provides autonomy in every field (Natalia Kartushina. As a result, learners can access different sources and help build vocabulary, understand grammar structures, and improve essential aspects of language such as communication.

2.12 The Importance of Reading

Teaching reading implies a meticulous process that requires vast knowledge from readers to interpret whole meaning from a text. Reading is an active and interactive activity aimed at reproducing the reader and writer's words, mentally and vocally, and understanding the content of the reading text. Umar (2016). Bali Rai (2020) cited that reading for pleasure is vital in leading readers to fulfil their dreams.

2.13 Reading Strategies

For years, several experts have heightened the relevance of reading strategies; for instance, Tram (2020) expressed that if students understand what they read, they are more likely to enjoy reading and engage in the learning process. As a result, reading will become a pleasurable adventure.

According to Schumaker & Deshler, 1992, 2009 a learning strategy is an individual's way of organizing and using a particular set of skills to learn content or accomplish other tasks more effectively and efficiently in school as well as in non-academic setting.

Some authors agree that teachers need to know the strategies they use when reading as it affects how teachers instruct comprehension. At this point, Dobler (2009) found out that teachers affect students' understanding. Therefore, the positive or negative experience of reading could create a positive reading environment.

Learning to read is a challenge for students who meet varied forms of texts, both in and out of school; consequently, using effective reading strategies to facilitate the learning process is paramount. In addition, it will prevent students from struggling or leaving behind when acquiring the skill to read.

Reading is essential not only for academic purposes but also for other issues. For the success of the reading process, it is vital the use reading strategies. Literature offers vast information on reading. However, the nature and use of reading strategies need to be explored thoroughly.

Alfassi (2004) referred to the importance of teachers training students to take active control of their comprehension processes. Küçükoğlu, 2013 analysed effective reading strategies to improve reading skills in language classes and concluded that reading is an

essential life skill; without reading well, opportunities for personal fulfilment and job success will inevitably be lost.

Researchers have not agreed on a definition of reading strategies. Nonetheless, there is a vast deal of research on this topic. Yet, they have concluded that reading strategies refer to conscious reading behaviour. Carrel (1998) argued that such strategies include skimming, scanning, predicting, guessing, making inferences, confirming or disconfirming inferences, identifying the main idea, rereading and using cognates.

The effectiveness of reading comprehension depends on vital elements such as the use of strategies where significance have been broadly recognized. This is confirmed by Grabe (2009), who states that the success of reading in the first or second language requires active use of reading strategies. However, in L2, they differ regarding mental translations, first language transfers and metacognitive advantage of second language readers. Grabe suggests eight different strategies as solid support for English reading comprehension in a first and second language.

Metacognitive and cognitive strategies are the most relevant strategies for reading. Metacognition monitors and evaluates the success of learning while cognition is related to mental processes. Many authors agree that the correct reading comprehension strategies help reading comprehension and effective learning at all levels of education, especially metacognitive reading comprehension strategies which have been considered to be of great importance. Memiş & Kandemir (2019) in their study conclude that reading attitude and metacognitive reading comprehension are relevantly related.

Motivation plays a paramount role that teachers must not take for granted. Based on research reading motivation appears to have universal underlying factors, with some variations found in the interrelationships between factors. Wang and Guthrie (2004) found an integration of both extrinsic and intrinsic motivation to read and a deeper level of processing of meaning by intrinsically motivated students. According to Guthrie et al., 2007 motivated readers with strong self-efficacy beliefs are expected to exhibit better performance in reading activities.

In her study, Alizadeh M. (2016) concluded that learners' motivation has a vital role in developing language skills; it can go up and down depending on the context of language learning. Therefore, teachers can play a significant role in motivating learners to learn the language and help them find motivation in the areas where they do not expect it.

2.13.1 Cognitive Strategies

From the Cognitive Perspective, there is a vast deal of research on reading strategies acquisition. According to Sheorey & Mokhtari, (2001) reading strategies are deliberate, conscious procedures used by readers to enhance text comprehension. (Chamot and Kupper (1989) refer to cognitive strategies as methods in which learners work and manipulate the task themselves toward completion.

2.13.2 Metacognitive Strategies

Metacognition is essential to the learning process since it requires the students to direct their cognitive learning process. They are responsible for identifying their strengths and weaknesses to take action to improve them.

“Metacognition consists of students' declarative knowledge about the elements of the reading process and cognition, or how well students understand their role in the reading act; procedural knowledge about self-regulation as students monitor the reading act moving toward a particular goal; and conditional knowledge or control over when and where to apply specific strategies” (Baker & Brown, 1984; Nist & Meeley, 1991; Paris et al., 1991).

Metacognitive strategies in reading help increase students' knowledge of awareness to improve their reading comprehension skill; each student can think about their improvements. Some authors, such as Schraw and Dennison (1994), describe metacognitive awareness as individuals' planning, ranking, monitoring and better-applying ability in a way that will directly boost their performance. Papaleontiou-Louca, (2003) considers that cognitive awareness is regulating a person's knowledge, learning process, knowledge of cognitive and affective situations, conscious control and knowledge of the individual, learning processes, cognitive and affective situations.

Mitchell (2015) has stated “When students practice metacognition, the act of thinking about their thinking helps them make greater sense of their life experiences and start achieving at higher levels”.

Mitchell (2015) suggested seven strategies to improve students' metacognition skills in the classroom.

a. Teach students how their brains are wired for growth.

- b. Give students practice recognizing what they don't understand.
- c. Provide opportunities to reflect on coursework. To recognize their own cognitive growth.
- d. Have students keep learning journals to help them monitor their own thinking
- e. Use a "wrapper" to increase students' monitoring skills.
- f. Consider essay vs. multiple-choice exams.
- g. Facilitate reflexive thinking.

2.13.3 Motivational Strategies

Many authors highlight the vital role of motivational strategies in the development of students reading comprehension skills. Wigfield, Guthrie, Tonks, & Perencevich, 2004 suggest that one of the three dimensions of L1 reading motivation was self-efficacy. Bandura, 1997, p. 21) defines self-efficacy as "people's judgments of their capabilities to organize and execute designated types of performances".

2.14 Reading Comprehension Strategies

For years, experts have studied the relevance of strategies in the development of reading skills. According to Mikulecky (2008), reading is both a conscious and an unconscious process in which the reader applies different strategies or techniques to discover the meaning the author intended. Kaya, E. (2015) notes that teachers must focus on language development and reading strategy practice, reading skills, and language problems; thus, students must be taught effective reading strategies to learn how to read.

2.14.1 Text Feature Strategy

Dymock & Nicholson (2010) believe that text structure is the ability to analyze text by looking at keywords, subheadings, graphs, charts, labels, and other text features that can reveal the structure the writer is using.

According to Kelley, M.J., & Clausen-Grace, N. (2021), the effectiveness of text features depends on the correct use of them, and it must be concise, related to the content and precise. The inappropriate use of the text feature can be harmful.

Hibbing and Rankin-Erickson (2003) evidence the significance of teaching students to use illustrations to enhance their comprehension. Likewise, Maderazo et al. (2010) cited

that both graphic and written text in picture books expand primary students' critical thinking and understanding of narrative texts.

Several authors give relevance to text features; for instance, Kelley, M.J., (2010) cited that when students recognize the importance of the text feature strategy to support a text, they learn how to use it. As a result, they will improve their understanding of a text. Then they can make better predictions, anticipate their learning and comprehend content accurately.

Hedin & Conderman, (2010) consider that rereading and paraphrasing lead the reader to recognize the sections of a text, resulting in a better reading understanding. Text features include the table of contents, index, glossary, headings, bold words, sidebars, pictures and captions, and labelled diagrams. They are physical features of a text that spotlight the relevance of the content. For example, Bluestein N. A. (2010) cited that the table of contents tells the students about the sections, what page each section starts, and how they are organized. It similarly allows students to determine what concepts the text will focus on and recall their background knowledge before reading. Thus, the table of content leads the students to decide what they are interested to know.

2.14.2 Skimming and Scanning Strategies

Skimming and scanning are both cognitive reading skills aimed to read for diverse purposes. Reading rapidly is skimming a text to get main ideas without reading in profound words. At this point, Nuttall (1996) poses that skimming is glancing rapidly through a text to determine its gist. Skimming can help the reader to familiarize themselves with the text. However, it is not advisable to use it for reading a full text. According to Mikulecky and Jeffries (2004), skimming is high-speed reading that can save time and help the reader get through lots of material quickly

Skimming helps the reader to understand the general points of the text and its relevance. In addition, skimming helps learners predict the main idea and what the text will discuss in general and scan the text for specific information to understand the overall meaning. (Khoshbouie, Abdorrahimzadeh, & Sorahi, 2014, p. 51).

In contrast, scanning deals with the ability to find specific information without reading word by word the whole text. When scanning, certain keywords, phrases and details are searched carefully to find out detailed information from a text. Nuttall (1996)

defines scanning as “glancing rapidly through a text either to search for a specific piece of information (e.g., a name, a date) or to get an initial impression of whether the text is suitable for a given purpose.

2.14.3 Main ideas and supporting details Strategies

The reliable implementation of main ideas and supporting details strategy has relevance in the development of reading skills. Boudah, 2012 expressed that the Main Idea Strategy enhances students' performance with and without disabilities and will lead students to become more successful readers.

2.14.4 Highlighting or underlining Strategies

Readers usually use highlighting to focus on essential details of a text. Leutner et al. (2007) stated that students who are trained in highlighting techniques perform better than students who do not receive the same training.

Several authors are in favor of text-highlighting on reading comprehension. For instance, Fowler & Barker, 1974; Rickards & August (1975) posted that deep processing of the text occurs prior to selection of a segment to highlight, enhancing the comprehension process.

2.14.5 Summarizing Strategy

Another way to improve reading comprehension is summarizing. According to Dole, Duffy, Roehler, and Pearson (1991) summarizing is the ability to summarize information that requires sifting through large units of text, differentiating essential from unimportant ideas, and then synthesizing those ideas and creating a new coherent.

Summarization is not an easy process; it involves excellent effort from students. From the amount of information, they are exposed to, they have to identify the most relevant and connect them. According to A. L. Brown, Campione, & Day (1981) successful summaries identify the main points of a text and capture the gist of it while excluding unimportant or repetitive material.

A significant fact is stated by Bretzing and Kulhavy's (1979) when arguing that summarization increase learning and retention because it encompasses attention and extraction of the higher-level meaning and gist of a text.

Adler (2001) defines a summary as a synthesis of the essential ideas in a text. This process requires students to identify main ideas by eliminating redundant information and remembering what they read.

CHAPTER 3

METHODOLOGY

3.1 METHOD

The present study employs qualitative research to collect the information needed to explore selected motivational reading strategies to increase reading, which is one of the main difficulties in developing language learning. In addition, this study attempts to explain some concepts regarding methodology, reading tasks and resources used to enhance this skill and recognize the importance of applying the selected reading strategies in the learning process by using motivational approaches.

We use the ethnographic qualitative approach. According to Richards (2003) p.16, ethnography focuses on describing and interpreting the common patterns of a culture-sharing group, and one of the data collection forms is the interview.

Data was triangulated and analyzed to obtain the findings and conclusions of this study. This section will refer to some of the literature that helped us identify the methods and procedures to be used for this research.

Anderson, Hiebert, Scott, and Wilkinson (1985) claimed that reading is an activity needed by a person to gain useful knowledge in their life, both in school and outside school; hence people who read more can solve problems more easily than those who do not. To get language competencies, students must develop their reading competencies; therefore, teachers must design a structured plan with clear reading strategies to achieve the learning process. We decided to explore the effect of selected motivational reading strategies to increase reading comprehension.

According to Blachowicz (1990:18), there is no single more important skill in school, work and life than reading. At the same time Brumfit (1980, p. 3) claimed that reading is seen as an extremely complex activity involving a combination of perceptual, linguistic and cognitive abilities.

The present research study examines the effects of selected strategies and explains motivational reading strategies and some concepts regarding methodology, reading tasks and resources used to enhance developing reading skills. It recognizes the importance of applying the selected reading strategies in the learning process by using motivational approaches.

3.2 Participants and Site

This qualitative study was conducted in a small public high school located in the south of Guayaquil. It holds around 250 students. Some of these learners live around the school, but most of them are from other city areas. They share similar needs since they have low economic resources. The participants in this study were a group of tenth graders. The two teachers were also researchers-observers. There were thirty-six tenth graders, ninety percent of the students have obtained their parents' permission to participate in the project.

Most of the learners in this group have pre-A1 level; just five of them have A2 level. They were able to write simple sentences and short paragraphs. The majority of them are well-behaved. However, they need to develop good study habits. A few of them are interested in learning English. They were very enthusiastic and participative.

3.3 Description of population and sample

According to Creswell (2012) qualitative data collection is more than simply deciding. It is observing or interviewing people. It is identifying the participants and site; gaining access; determining the types of data to use collected. It is developing data collection forms, and administering the process in an ethical manner.

Students participating in this study are fourteen to sixteen years old. They are tenth-grader group of forty-two, twenty-three participants were males, and nineteen were females.

3.4 Reading strategies activities

The activities that were part of the lessons are summarized in Table 1:

Table 1: Schedule Research

Week Number	Date of Weekly Session	Activities
WEEK 0	June 14, 2021	*Give directions to students about the program *Give request authorization form to participants' parents *Collect participants' authorization form signed *Introduce the teachers in charge of the program
WEEK 1	June 21, 2021	*Give guidance to students about the plan of action

		<ul style="list-style-type: none"> *Allow students' expectation about the program *Observe and explore students' reading motivation *Collect information about students' reading skills *Instructions about the first meeting *Apply first reading strategy *Provide guided practice *Equip the students with autonomous practice
WEEK 2	June 28, 2021	<ul style="list-style-type: none"> *Review the strategy learned *Instructions about the second meeting *Apply second reading strategy *Provide guided practice *Perceive strengths and weaknesses during reading activities
WEEK 3	July 5, 2021	<ul style="list-style-type: none"> *Review the strategy learned *Instruction about the third meeting *Apply the third strategy *Observe the interaction among student and the text *Collect data about reading stages observation
WEEK 4	July 12, 2021	<ul style="list-style-type: none"> *Review the strategy learned *Instruction about the fourth meeting *Apply the fourth strategy *Provide guided practice *Observe students' reading behavior *Collect data about students' learning strategies when they are reading
WEEK 5	July 19, 2021	<ul style="list-style-type: none"> *Review the strategy learned *Instruction about the fifth meeting *Apply the fifth strategy *Provide guided practice *Give feedback on the five strategies learned *Collect data about the goal of reading skills practice

3.5. Materials and procedures

The first step of our project was to ask permission from the institution's principal to do our project. Once she accepted our request via email, we contacted students' parents to ask their permission to allow their children to participate in our project. Previously, we selected a group of reading strategies to apply in our class periods that initially were going

to be face to face but were changed to be online, via zoom, due to the sanitary emergency we are living these days.

The next step was to prepare our lessons and the material to be used. We provided our students with a set of handouts containing activities of a lesson plan designed according to the selected reading strategy. We worked five sessions, using one reading strategy in each class which lasted forty minutes.

We observed minutely how the students responded to the activities. During the project we implemented reading comprehension strategies to develop cognitive processes in teenagers. From the group, we interviewed twelve students using open-ended questions previously designed.

3. 6 Data collection: Instruments and Analysis

Creswell (2012) states that interviews occur when researchers ask one or more participants general, open-ended questions and record their answers. In our study we used different qualitative techniques such as interviews, observations and questionnaires with a few open-ended questions that we designed.

3.6.1 Observation

According to Creswell (2012, p. 213) observation is the process of gathering open-ended, first-hand information by observing people and places at a research site, he considers that through observations, the researcher can study actual behaviour of individuals by recording the information. At the same time Creswell (2012) pointed out that observation requires good listening skills and careful attention to visual details.

3.6.2 Scores

Scores were also used as data collected from participants' record sheets from their portfolios and records of the material read during the study. We give details in a table per each criterion; it has information on students' number, range of scores, percentage and criteria. In addition, Creswell (2012) stated that tables might contain text information such as summaries of key studies

3. 6. 3 Interviews

Creswell (2012) states that a qualitative interview occurs when researchers ask one or more participants open-ended questions and record their answers then are analyzed. We designed an open-ended question interview to analyze the findings of our study.

1. How often do you read in English?
2. How difficult is it for you to understand when you read in English?
3. Do you use any reading strategy when you read in English?
4. Do you find it easy or difficult to answer short questions in reading comprehension tasks?
5. In which subject has your teacher used any strategy before?
6. Choose your best strategy (say why)
 - a. Text feature strategy
 - b. Skimming and scanning strategy
 - c. Main idea and supporting details strategy
 - d. Highlighting or underlining strategy
 - e. Summarizing strategy
 - f. Did you find it useful using strategies when reading?
 - g. Do you think it is useful to apply strategies in reading activities? (Why?) (Why not?)
 - h. Do you feel motivated to read in English using these reading strategies?
 - i. Are you going to apply these strategies in the future? (Why?) (Why not?)

3.7 Credibility and validity

Concerning the reliability of the instruments, Given (2008) cited that it has to do with the similar results that a method produces under different conditions. In our project, we used ten-open questions interview to know the students' reading strategies preferences. Regarding validity, it refers to the accuracy a method measures what it is intended to measure Given (2008). this project, has produces results that correspond to real properties and characteristics.

CHAPTER 4

FINDINGS AND RESULTS

In this section, we describe several patterns revealed in the data collection and analysis process. Our project aims to explore the effect of selected motivational reading strategies to increase reading comprehension on teenagers in EFL classrooms in a public school in the city of Guayaquil in Ecuador. We found out these patterns

- Preference to read in their native language, translation is a common practice to understand English.
- Unconsciousness of knowing reading comprehension strategies, difficult to transfer strategies in different context.
- Literature teacher has applied strategies.
- Strategies are learnt superficially not intensively.
- There is preference for one strategy over any other.
- Reading Strategies provide support and motivation to learn English.
- Difficulty to understand readings in English because of lack of vocabulary and structures.
- Most teachers are concerned on reading fluently than reading comprehension.
- Students apply strategies if they have a genuine interest to understand what they read.

4.1 Preference to read in their native language, translation is a common practice to understand English.

The students do not read in English; they prefer to read in their native language.

Thus, there is a strong inference of Spanish. The interviews provided relevant information about the participants' preferences.

When we asked them if they found it easy or difficult to give short answers in comprehension tasks, eleven of thirteen students consider it difficult to translate into Spanish. As a result, the use of a translator is a frequent habit.

Student P2 said the following: *...Más o menos fácil en lo que yo logro entender y me acuerdo pues lo pongo ahí y lo que yo no puedo entender lo busco en traductor y ahí lo que yo voy leyendo pues se me va quedando en la mente para poder continuar.* [More or less, easy, when I understand I remember, then if I don't understand I search in the translator, I read it, I understand it and continue.]. Other Student, P6 commented:

...ósea a veces fácil a veces difícil. Cuando hay algunas palabras que entiendo, cuando no entiendo nada lo que hago es buscar el traductor. [I mean...sometimes it is difficult. When there are words, I don't understand, what I do is search in the translator].

The class observation shows that students use the translator to understand a text. Although this is not a suggested practice to learn English, students consider it supportive, and they feel that translation plays an essential role in their English language learning. Liao (2006) cited those various strategies such as translation are used by English learners, including cognitive, memory, compensation, social, and affective strategies.

4.2 Unconsciousness of knowing reading comprehension strategies, difficult to transfer strategies in different context.

When we asked them if any teacher had used an approach before, four participants' answers showed us that they were unclear on a strategy. One student has heard about strategies before, here her words. Student P 11 expressed: *...No, no había escuchado estrategias de lectura, recién en sus clases como que he aprendido más, se me hacen más interesante el inglés. [I have never heard about Reading strategies, I have just learned more in your classes, English is more interesting for me now].* Another student, P8's words represent her misunderstanding: *...las estrategias de lectura, sí, porque ella es muy, como me explico, ella se concentra mucho en eso incluso cuando uno se equivoca ella trata de educar para que uno pueda leer bien. [Reading strategies, yes, because she is very..., how can I explain, she concentrates too much on that even when we make a mistake, she tries to teach us to read well]*

Nearly a half of the participants indicate that they have never heard about strategies before, while two of them said they did not remember having used any strategy before. Student P 7 commented: *...Casi no he visto, ahorita no me acuerdo, estoy perdido ahora. [I have almost not seen them, I do not remember, I am lost now]*

The class observation indicates that they have been taught reading comprehension strategies, but they are not conscious of that, they do not identify the strategy itself, so they cannot transfer them; they cannot apply strategies in different contexts. Pearson (2008) stated that the idea of metacognition had been seen in extensive research on learning strategies combined with structural schema theory to help students transfer one task to the next. In addition, students create positive interest by identifying their prior knowledge

about the use of a particular reading strategy and the procedure integrated with the feature of the text structure.

4.3 Literature teacher has applied strategies

We asked the students if they have used strategies before. These are some of their comments. Student P 2 expressed: P 2 *...Lenguaje. Porque ella nos dice que a lo que ella está leyendo busquemos también este como se puede decir la palabra que busquemos lo principal.* [Language, because she asks us to get the principal]. Student P 4 commented: *...Podría decirse que si la licenciada de Lenguaje la Master (...) porque ella cuando estamos en la clase ella nos cómo decirlo nos va, diciendo más o menos como leer expresarnos bien.* [I could say that the teacher, master () because when we are in class, she told us how to express well]. Student P 8 said: *Eh! Hasta el momento solo vendría a ser lenguaje por lo que practicamos lectura con ella casi siempre. Las estrategias de lectura, sí, porque ella es muy, como me explico, ella se concentra mucho en eso incluso cuando uno se equivoca ella trata de educar para que uno pueda leer bien.* [.. eh, for the moment, it could be the Language teacher, we almost always practice reading with her, she is very... How can I explain? She concentrates on that so much, even when we make mistakes, she corrects us and leads to read well]

In the interview, we found out that nearly the Literature area teacher applies reading comprehension strategies frequently. According to David (2020), reading with comprehension is the basis of all content areas; students must have the opportunity to read. Teachers must instruct them on understanding, comprehending, and using strategies that help them in any specific content area.

4.4 Strategies are learnt superficially not intensively.

A minority of two frequent readers spontaneously commented that they always read in English. Most of the rest of the group answers indicate that there is a lack of study habits or love for reading in English, even in Spanish in some cases. Student P 3 stated: *...Solamente cuando usted manda lo que es la materia y participar en clase nada más.* [I read when you send homework of your subject or to participate in class, no more.] another student, P 2 said: *No mucho, a veces, cuando usted nos manda a leer para poder responder los deberes.* [not much, sometimes, when to do homework when you send them.] Student P

10 expressed: *...entender es un poquito difícil, nosotros estamos acostumbrados a leer en español.* [to understand is a little difficult, because we do not use to read in Spanish]

When we asked the participants about the frequency in which they read in English. Student P5 said: *...pues normalmente no lo suelo hacer mucho, pero si se ha llegado a dar la ocasión en la que me ha tocado y he tenido que leer* [then I don't normally do it much, but if I have to, I do it.]

The interviews revealed that students do not apply reading strategies because they learn them superficially; they do not have the opportunity to fix the strategy in their minds. Reading habit boosts the academic students' performance Then; students should be encouraged to develop reading habits by providing enabling environment and infrastructures that will stimulate students to read. Bojuwoye (1993) stated that students need to develop ways to study, so the lack of good study habits is a joint educational problem among secondary school student.

4.5 There is preference for one strategy over any other

When the students were asked to select the strategy, they like the most, just under a half of participants went for a Highlighting or underlining approach. Student P 1 commented: *...Subrayar. Es porque me gusta subrayar las respuestas con colores, con marcadores o resaltador. Me ayuda a pensar y todas esas cosas, porque no entiendo el significado y lo busco.* [Highlighting, I like to underline the answers with different colors or highlighter. It helps me to think and everything, if I do not understand, I look up the meaning.] Student P3 indicated: *...La de subrayado. Porque si yo no entiendo porque lo que hago es subrayar la palabra que no entiendo o lo que significa.* [Highlighting, because I underline if I don't understand or don't know.] Student P 6 expressed: *...La de subrayado supongo, porque subrayo las palabras que no entiendo, porque la que no entiendo la busco en el traductor para poder saber el significado. Buscando en el traductor las palabras que no entiendo para poder comprender mejor.* [I think highlighting because I underline the words I don't understand, then I search on the translator the meaning, to understand it better.]

Name: Evelyn Rubio Miranda
Class: 10mo

Topic: Underline or Highlight Strategy
Learning Objective: Students will understand that we need to use different strategies to increase reading comprehension.
Curricular Threads: Reading.

WARMING ACTIVITY
Look at the picture. What do you think the reading will be about?

Task 1
a. Look at the picture and the title of the text. What do you think the reading will be about?
b. While you read, pay attention to any words you don't know and highlight or underline them.



People in Ecuador are exposed to risks in all three regions. People usually believe that the risks are limited to the Amazon and the coast due to the wild animals that inhabit those two regions. In the highlands, there are not many animals that cause as much fear as in the Amazon or on the coast. However, there is another risks in the highlands that does not come to stalk people. People often put themselves in dangers.

Beautiful in the landscape, the mountain seem harmless. However, the secretary of Security of Quito said that every weekend there are emergencies in the mountains. Especially cases of people who get lost. The main causes are that hikers take a path that is not marked, or prefer to start their own path and then find it difficult to return.

Some advice the experts give to not get lost and get back home safely are:

- *Report to your family where you are and where you are going.
- *Don't leave the marked paths.
- *Don't go alone.
- *Go with an expert guide if it is a risky path.
- *Safe strength for the return.
- *Bring snacks and water.
- *Use maps to orientate yourself.

Retrieved from: <https://www.ultimasnoticias.ec/las-ultimas/numero-personas-perdidas-cumbres-quito.html>

Text Features and Main ideas Strategies were the second choices, three students selected each one. Student P7 said: *...La primera me ayuda no más. Viendo imágenes usted dijo, no, el título y, con eso me puedo como se llama, este guiar para quizás entender.* [The first one, I see the images, as you said, the title with that I can understand]

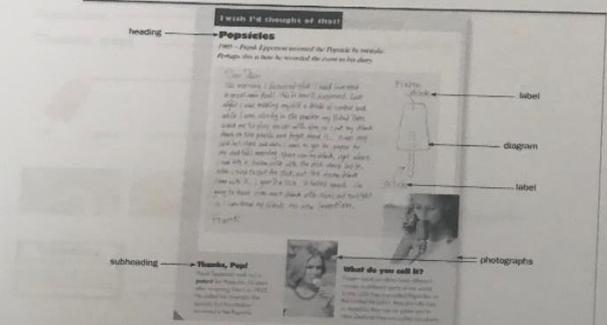
Another student, P 5 commented: *Diría que las de la idea principal y las de apoyo, Porque pues así al leer un texto, estas ayudan para que la gente llegue a comprender mejor. Si, si me ha llegado a ayudar para hacer los deberes.* [I would say Main idea and Supporting Details, then they will help people understand better.]

Name: Andrés Salazar
Class: 10mo

Topic: Understanding Text Feature Strategy
Learning Objective: Students will understand that we need to use different strategies to increase reading comprehension.
Curricular Threads: Reading.

WARMING ACTIVITY
• Do you know about the term "strategy"?

TASK 1
Look at the pictures, notice, and learn nonfiction text features.



Labels on the page include: heading, subheading, label, diagram, label, and photograph.

Student 5

Class: Tenth

Topic: Bats

Learning Objective: Students will understand that we need to use different strategies to increase reading comprehension.

Curricular Threads: Reading.

WARMING ACTIVITY

- Are you afraid about bats?

TASK 1

Read the text

Bats

Some kinds of bats eat many insects. Some bats can eat up to 600 mosquitos in one hour. Bats are helpful to the environment. They help us by eating insects. Without bats, we would have too many insects.

TASK 2

Choose the correct option

Write one supporting detail that is related with the main idea.

What is the main idea?

- Bats are mammals.
- Bats eat 600 mosquitos in one hour.
- Bats eat many insects.

What is one supporting detail?

Bats eat 600 mosquitos in one hour.

A small number chose Summarizing strategy. Student P 8 declared: Summarizing the most important. *¡Las estrategias, eh! Casi todas porque l siempre tengo que practicarlo muy, seguido para poder acordarme porque me falla mucho la memoria entonces antes de iniciar una clase o antes de iniciar una lectura siempre trato de revisar lo que me han enseñado para poder practicar mejor y lo que una de las más seguida he visto y he practicado de la lectura es Text Feature, Main idea y otras. Summarizing strategy yo creo que es una de las mejores estrategias y una de las más importantes porque de alguna manera si usted ve que a una palabra se le hace complicada o alguna oración o algo que no entienda la puede subrayar y simplemente decir esto no se y esto voy a investigar. [Strategies.... I almost all of them because I always practice, they help me remember before starting a lesson or a reading, I always try to check what I have been taught before for a better practice. Text Feature is the one I have practice more, Main Ideas and the others. I think Summarizing strategy is the best strategy, and it is the most important because if you see a complex word or sentence you don't understand, you can underline it to study it later.]*

The students' predilections are corroborated during the class observation, in their assignments as seen in this worksheet.

Class: 10mo

Topic: Summarizing Strategy
 Learning Objective: Students will understand that we need to use different strategies to increase reading comprehension.
 Curricular Threads: Reading.

Task
 Read each paragraph then detect the statement that summarizing them.

The little girl got to pick out new furniture and decorate her room. She really liked the white bed and dresser. She decided to paint her walls pink and get a pink carpet. She was so excited to be getting a new room!

What can you summarize about this little girl?

- She had always had a room to herself.
- She was excited to redo her room the way she wanted.
- She wanted to paint her room purple.
- Her mother wasn't happy with her decisions.

A boy embarked on a journey.
 Not knowing where he would end up.
 He packed his things and headed out west.
 It took him days and days to get to where he was going.
 He was nervous and scared about what may be out there.
 When the boys arrived, he wasn't sure if he was ready for what was to come.

What was the boy doing?

- The boy was moving and starting a new life.
- The boy was going to become an actor.
- The boy was going to find his long lost brother.
- The boy was going on a vacation.

Participant 8

Class: Tenth

Topic: Skimming and Scanning Strategy

Learning Objective: Students will understand that we need to use different strategies to increase reading comprehension.

Curricular Threads: Reading.

WARMING ACTIVITY

Does Ecuador have any Olympic champions? In what events?

Task 1

Read the text quickly and get an idea of what it is about

TOPIC: _____ History of the Olympics _____



The Olympic Games were started in ancient Greece 3,000 years ago and they were brought back to life in the 19th century. At the beginning, the Olympic Games were a celebration. People participated to honor the god Zeus, every four years from the 8th century B.C. to the 4th century A.D.

The first modern Olympic Games took place in Athens, in 1896 with only 280 athletes from 13 nations. The participants competed in 43 competitions in 1994, the Summer Olympic Games and the Winter Olympic Games were split. Today, the Olympics are the most important sports competition in the world with more than 300 events. In 1896, track and field, gymnastics, swimming, shooting, fencing, cycling, tennis, weightlifting, and others like figure skating and ice hockey were added.

Retrieved from: <https://www.penn.museum/sites/olympics/olympicorigins.shtml> and <https://www.history.com/topics/sports/olympic-games>

Task 2

Scanning the text

1. What do you think is the best topic for this reading?

- a. Zeus's history
- b. History of the Olympic
- c. My favorite free time

2. What is the text about?

- a. Music
- b. Sports
- c. Clothes

3. Who is Zeus?

- a. A god
- b. A politic
- c. A president

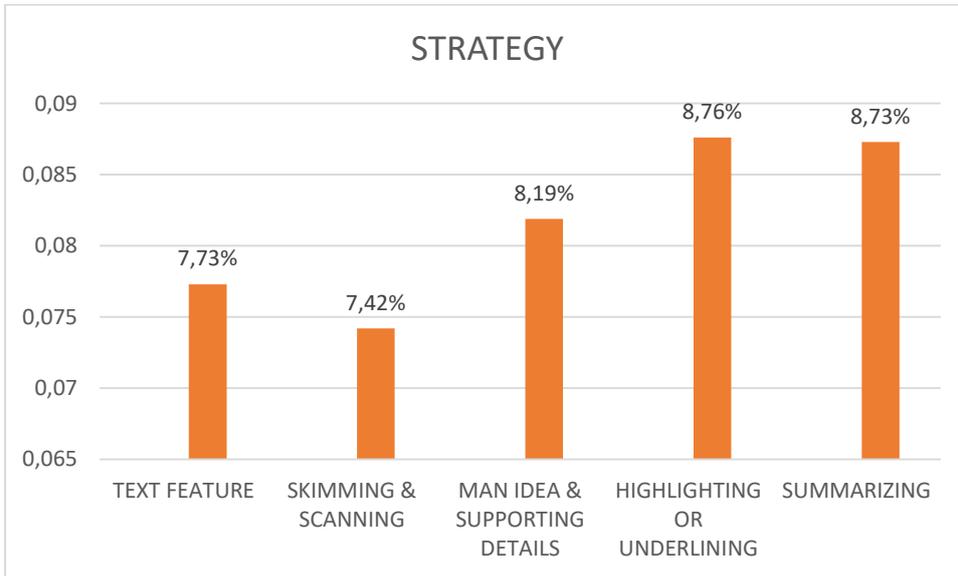
4. How many competitions were there in 1994?

- a. Thirty-four
- b. Forty-three
- c. Fifty-four

Table 2 shows the score each student got on each strategy activity, also the average per strategy

Student No.	Average by student	Strategy				
		Text feature score (out of ten)	Skimming & Scanning score (out of ten)	Main idea & Supporting details score (out of ten)	Highlighting or Underlining score (out of ten)	Summarizing score (out of ten)
Student 1	7.8	7	6	9	8	9
Student 2	8.2	9	7	7	10	8
Student 3	8.4	7	8	8	10	9
Student 4	7.8	7	9	7	8	8
Student 5	9.6	10	8	10	10	10
Student 6	7	6	6	8	7	8
Student 7	7.4	7	6	7	9	8
Student 8	10	10	10	10	10	10
Student 9	7.8	7	6	9	9	8
Student 10	7.6	8	8	7	7	8
Student 11	9.6	10	10	10	8	10
Student 12	8.4	8	6	9	10	9
Student 13	6.8	6	6	6	9	7
Student 14	8	9	8	7	7	9
Student 15	9	7	9	10	9	10
Student 16	6.4	6	6	6	7	7
Student 17	8.8	9	7	10	9	9
Student 18	6.4	6	6	6	7	7
Student 19	9.2	8	9	9	10	10
Student 20	6.4	6	6	6	7	7
Student 21	8.8	9	7	10	10	8
Student 22	8.6	10	8	7	10	8
Student 23	8.2	7	8	7	10	9
Student 24	8.2	7	7	10	9	8
Student 25	9.6	9	10	9	10	10
Student 26	6.6	6	6	6	7	8
Student 27	9.2	8	9	10	9	10
Student 28	6.2	6	6	6	6	7
Student 29	8.2	9	7	7	10	8
Student 30	9.2	7	9	10	10	10
Student 31	7.2	7	6	7	7	9
Student 32	8.6	9	6	10	9	9
Student 33	7.4	6	8	7	8	8
Student 34	9.2	9	9	10	9	9
Student 35	8.2	7	8	7	10	9
Student 36	7.2	6	6	8	7	9
Student 37	8.4	8	7	10	8	9
Student 38	9.2	10	7	10	9	10
Student 39	8.8	7	8	9	10	10
Student 40	9.6	9	9	10	10	10
Student 41	7.4	7	6	6	9	9
Student 42	8.6	9	8	7	10	9
Average per Strategy		7.73	7.42	8.19	8.76	8.73

Figure 1: Average score per strategy



When each strategy was assessed, the average score students got more than 7 points out of 10. It might indicate that students reached the learning objective of each strategy.

Highlighting and Summarizing's results are the best.

Table 3 shows the students' strategy preferences

Number of students	Text feature strategy	Skimming & scanning strategy	Main idea and supporting details strategy	Highlighting or underline strategy	Summarizing strategy
5				X	
3	X				
2			X		
1		X			
1	X	X	X	X	X

In the interview, we also found out that students have predilected reading strategies. Therefore, (Friend & Kelly (2005) cited teachers must have an understanding of students' reading attitudes and preferences to adopt appropriate teaching practices. Better readers also have an enhanced metacognitive awareness of their own use of strategies, which lead

them to more remarkable reading ability and proficiency (Baker and Brown, 1984; Garner, 1987; Pressley and Afflerbach (1995).

4.6 Reading Strategies provide support and motivation to learn English.

Ninety per cent of students reacted positively to strategies. Their comments reflect their motivation for reading. Student P8 comments: *...Por supuesto que, si y es muy, muy importante si usted quiere aprender y tener una lectura comprensiva un poco más avanzada es muy importante tener en cuenta estos tipos de estrategias o herramientas de lectura.* [Of course, yes, and it is vital if you want to comprehend reading, it is necessary to consider these strategies or reading tools] Student P 10 said: *...Me motiva porque es el hecho de que nosotros entenderemos mejor el inglés o español.* [It encourages me because we can understand better in English or Spanish.] Student P 11 expressed: *...Si, ahora si más que antes ... la verdad ya como que le estoy cogiendo más el golpe a leer en inglés, y practicarlo.* [Yes, more than before, the truth is that I am getting involved in reading in English.]

The students' answers show that reading strategies are supportive. Numerous studies have been done on the importance of English language proficiency in reading. For instance, Flege, Yeni-Komshian, & Liu, 1999; Jia, Aaronson, & Wu, 2002 found out that motivation, the incidence of speaking English at home, and others influence a learner's language proficiency.

4.7 Difficulty to understand readings in English because of lack of vocabulary and structures.

The students' answers in the interview are demotivating. Student P 2 said: *...porque a mí siempre se me ha complicado un poco el Inglés las partes más largas que no sé lo que significa.* [for me, English has always been difficult in long phrases, I don't understand what they mean.] Student P5 commented: *... pues más que nada algunas palabras que no sé lo que significan o que no las he visto.* [then, more than anything, some words I don't know what they mean or I have never seen before.] Student P8 said: *todavía no se mucho sobre el tema he ido aprendiendo algo. Pues más que nada algunas palabras que no sé lo que significan o que no las he visto.* [I still don't

know much about the topic, I have learnt something. Especially some words I don't know what they mean or I haven't seen them before.]

The interviews also revealed that the students struggle with reading. A vast majority of the students expressed that they have difficulty understanding texts in English because they do not know the words and sentences in the tasks.

Vocabulary knowledge and prior knowledge are strongly connected to increase reading comprehension are strongly associated. For instance, Kamil et al., 2008; Loftus & Coyne, 2013) cited that as students grow up, they need to increasingly enhance oral and written vocabulary to succeed at reading comprehension. Likewise, (Nuttall 2005) stated that students must have schemata or background knowledge to get the message delivered by the writer.

4.8 Students apply strategies if they have a genuine interest to understand what they read.

In the interview, we asked the students if they will apply strategies. Student P10 thought in her future studies, she said: *...Si, porque en los siguientes cursos y luego a la universidad y vamos a saber más inglés, vamos a aplicarlas en ese momento.* [Yes, in our following courses at school and university, we will learn more English so that we will apply strategies at that moment.] Student P 11 stated: *Si, si las voy a aplicar porque unas estrategias me ayudan mucho para aprender más.* [Yes, I am going to apply them because some strategies help me a lot to learn more.] Student P 4 commented: *...Como ya le dije me han hecho aprender mis padres más idiomas por lo que está pasando en el mundo y quieren que yo amplíe mis horizontes, entonces adquiriendo nuevos idiomas puedo ir a diferentes lugares y conocer más de cada país, personas y costumbres.* [As I told you before, my parents have made me learn languages because of everything that is happening in the world; they want me to expand my horizons, so learning new languages I can visit different places and meet people and learn about other cultures.]

Their answers revealed an inspiring finding that students who are interested in learning English apply reading strategies. In addition, most of the students in the group recognize that English is a globalized language and how vital it is to understand it. Albert Bandura (1986) commented that motivation results from an individual's self-efficacy related to a task. On the other hand, Robert Marzano (2019) states that the classroom is

linked to increases in student effort, task performance, and learning and make their decisions.

4.9 Most teachers and students are more concerned on reading fluency than reading comprehension.

Concerning this pattern, student P11 commented: ... *Si, yo siento que usando estas estrategias yo ya puedo leer más fluido y siento que se me hace más fácil.* [Yes, I think that applying strategies I can read fluently and easier.]

P 4 ella nos dice como leer y expresarnos bien, aunque a pesar a algunos de mis compañeros los han retado porque no respetan los signos. [he tells us that to read and express ideas well; we must respect punctuation; she gets upset when some classmates don't.]

We also found out that most teachers and students consider fluency more relevant than reading comprehension in the interview. Students think that applying reading strategies helps her read more fluently. Allington (1977) remarked that focusing on isolated skills could hinder the development of reading comprehension.

CHAPTER 5

In this section, we present the general conclusions, recommendations, limitations of the study and suggestions for further areas for research, based on the findings of the study.

5.1 Conclusions and Recommendations

The present research confirmed that the young learners' experience concerning learning and using selected strategies instruction without a doubt brought positive benefits to enhance developing reading skills in EFL classroom. Nevertheless, teaching the only technique is not enough—the stimulation of reading motivation influences teenagers' interest as readers.

The study of the specific group of sessions evidenced that we have applied some reading strategies in the learning process; the students think that the practice of method learned during each session can be effective to improve not only their reading abilities but also to feel motivated and engaged to read.

Moreover, the investigation gave important information about students' strategies preferences. For example, the underline or highlight strategy helped students get important information as they read. In addition, the text feature strategy aimed at students previewing the text, main idea and supporting details strategy assisted students in getting the gist of the passage. Finally, summarizing strategy aimed to enhance comprehension, and the skimming and scanning approach helped students increase reading speed. The application of each of these strategies leads to positive aspects and some limitations to be considered.

On the other hand, EFL teachers need to be conscious to find meaningful ways to raise teenagers' awareness of the importance, usage, and application of motivational reading strategies that help to increase their reading comprehension competency. Furthermore, young people need to be directed through their reading experience with reading exercises that help them learn challenging content to improve in vocabulary, problem-solving, focus, and cognitive development for a more active learning experience.

This study is essential because it provides language learners with the ability to perceive the reading strategies they prefer to use on the passage. The information can be used to select the specific goals for which these strategies are helpful and more. Motivating EFL students to use these learned reading strategies can improve relevant points in their

English reading skills. Similarly, EFL teachers can explore other teachers' viewpoints on the benefits of using a variety of reading strategies, which increases students' confidence and motivates them to develop basic reading skills.

5.2 Limitation of the study

Depending on the data, the investigation has some limitations related to second language reading teaching and learning strategies. First, the pandemic brought significant demand; the small number of students connected to online learning platforms was insufficient to present reading techniques during English sessions. Then, students who are learning a foreign language need to know the advantages and conditions of each strategy to use it according to their needs. Consequently, this affects student's motivation to read, and EFL teachers need to raise students' motivation strategies to use them in reading activities.

Second, the five weeks covered throughout the program were concise to encourage students to practice the strategies with essential and valuable exercises. Likewise, more lesson time should be provided. Finally, even though students may have recognized the five different methods, more should be performed to state that they are focusing on the possibilities of strategies choices applied to the text and the opportunity to solve reading tasks. For instance, recognize keywords in a text and describe what students can learn from those words.

Lastly, this study is essential because it provides language learners with the ability to perceive the reading strategies they prefer to use on the passage. The information can be used to select the specific goals for which these strategies are helpful and more. Motivating EFL students to use these learned reading strategies can improve relevant points in their English reading skills. Similarly, EFL teachers can explore other teachers' viewpoints on the benefits of using a variety of reading strategies, which increases students' confidence and motivates them to develop basic reading skills.

5.3 Further research

During this research, the five strategies instructed throughout the program allowed us to obtain data on various responses through interviews with adolescent learners of English as a foreign language. These significant reading strategies revealed that strategies have been beneficial to most students.

However, it is essential to consider future reflections about students' opinions concerning the impact of reading strategies instructed before and after participation. Some of them gained good experience of cognition of the techniques they used and practiced during the intervention and became familiar with the strategy type.

Regarding this, research about how EFL young learners should be aware of strategies to enhance their reading skills. There is a need to carry out more studies in different settings by incorporating meaningful reading comprehension strategies. The subsequent researchers can in-depth analyze the authentic teaching reading in EFL classrooms and more impact our students' progress and help them become lifelong readers.

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Guayaquil, junio del 2021

Nombre de la autoridad.
Rectora
Nombre de la Unidad Educativa
Presente.

De nuestra consideración

Por medio de la presente, solicitamos cordialmente su autorización para investigar en el marco de nuestra Tesis de Maestría sobre Seleccionar Estrategias de Lectura Significativas para Aumentar la Comprensión Lectora en Adolescentes en el Aula de Inglés como Lengua Extranjera. El Comité Académico de la Facultad de Ciencias Sociales y Humanística de la ESPOL aprobó el siguiente tema de Proyecto de Titulación:

SELECTING MEANINGFUL READING STRATEGIES TO INCREASE READING COMPREHENSION ON TEENAGERS IN EFL CLASSROOM IN A PUBLIC SCHOOL IN GUAYAQUIL

En el proceso de elaboración del informe de investigación se guardará la privacidad necesaria para salvaguardar la identidad de los sujetos estudiados. Anexamos la propuesta de tesis presentada y la respectiva aprobación.

Por la cordial acogida que diera a esta petición, le expresamos nuestros sinceros agradecimientos.

Atentamente,

.....

.....

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Guayaquil, junio del 2021

Yo, _____ representante de
_____ estudiante de Décimo curso paralelo
“B”, concedo el permiso para que mi representado(a) participe en las clases de
observación como parte del trabajo de tesis de las docentes Cecy Ochoa Zurita y
Victoria Montoya de la Rosa maestras de la Universidad Politécnica del Litoral
de la Maestría Teaching English as a Foreign Language (MTEFL).

Atentamente,

.....

Firma

Yo, **Fausto Eduardo Ramírez Crespín**, representante de **Fausto Alexander Ramírez Alvarado**, estudiante de Décimo curso paralelo "B", concedo el permiso para que mi representado(a) participe en las clases de observación como parte del trabajo de tesis de las docentes Cecy Ochoa Zurita y Victoria Montoya de la Rosa maestrantes de la Universidad Politécnica del Litoral de la Maestría Teaching English as a Foreign Language (MTEFL).

Atentamente,

Fausto Ramírez C.

Firma

ENTREVISTA

Prepared by: Victoria Montoya de la Rosa. & Cecy Ochoa Z. **Date:** ____ 2021

This interview is aimed to know the students' perception of the benefits of implementing strategies to enhance their reading skills.

Cuestionario semiestructurado para entrevista a estudiantes

1. How often do you read in English?
2. How difficult is it for you to understand when you read in English?
3. Do you use any reading strategy when you read in English?
4. Do you find it easy or difficult to answer short questions in reading comprehension tasks?

5. In which subject has your teacher used any strategy before?
6. Choose your best strategy (say why)
 - a. Text feature strategy
 - b. Skimming and scanning strategy
 - c. Main idea and supporting details strategy
 - d. Highlighting or underlining strategy
 - e. Summarizing strategy
7. Did you find it useful using strategies when reading?
8. Do you think it is useful to apply strategies in reading activities? (Why?) (Why not?)
9. Do you feel motivated to read in English using these reading strategies?
10. Are you going to apply these strategies in the future? (Why?) (Why not?)

Table 1: Schedule Research

Week Number	Date of Weekly Session	Activities
WEEK 0	June 14, 2021	<ul style="list-style-type: none"> *Give directions to students about the program *Give request authorization form to participants' parents *Collect participants' authorization form signed *Introduce the teachers in charge of the program
WEEK 1	June 21, 2021	<ul style="list-style-type: none"> *Give guidance to students about the plan of action *Allow students' expectation about the program *Observe and explore students' reading motivation *Collect information about students' reading skills *Instructions about the first meeting *Apply first reading strategy *Provide guided practice *Equip the students with autonomous practice
WEEK 2	June 28, 2021	<ul style="list-style-type: none"> *Review the strategy learned *Instructions about the second meeting *Apply second reading strategy *Provide guided practice *Perceive strengths and weaknesses during reading activities
WEEK 3	July 5, 2021	<ul style="list-style-type: none"> *Review the strategy learned *Instruction about the third meeting *Apply the third strategy *Observe the interaction among student and the text *Collect data about reading stages observation
WEEK 4	July 12, 2021	<ul style="list-style-type: none"> *Review the strategy learned *Instruction about the fourth meeting *Apply the fourth strategy *Provide guided practice *Observe students' reading behavior *Collect data about students' learning strategies when they are reading
WEEK 5	July 19, 2021	<ul style="list-style-type: none"> *Review the strategy learned *Instruction about the fifth meeting *Apply the fifth strategy *Provide guided practice *Give feedback on the five strategies learned *Collect data about the goal of reading skills practice

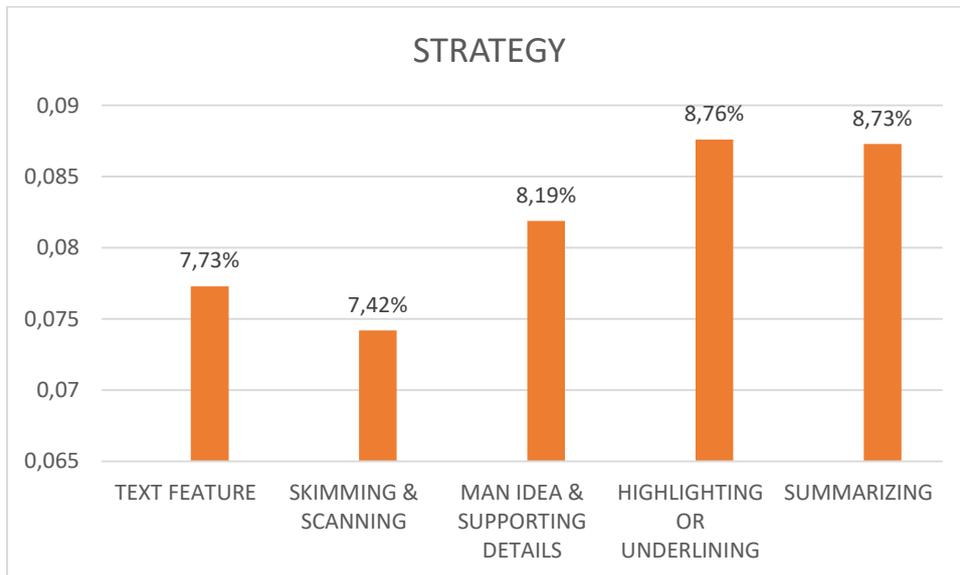
Table 2 shows the score each student got on each strategy activity, also the average per strategy

Student No.	Average by student	Strategy				
		Text feature score (out of ten)	Skimming & Scanning score (out of ten)	Main idea & Supporting details score (out of ten)	Highlighting or Underlining score (out of ten)	Summarizing score (out of ten)
Student 1	7.8	7	6	9	8	9
Student 2	8.2	9	7	7	10	8
Student 3	8.4	7	8	8	10	9
Student 4	7.8	7	9	7	8	8
Student 5	9.6	10	8	10	10	10
Student 6	7	6	6	8	7	8
Student 7	7.4	7	6	7	9	8
Student 8	9.2	10	7	10	9	10
Student 9	7.8	7	6	9	9	8
Student 10	7.6	8	8	7	7	8
Student 11	9.6	10	10	10	8	10
Student 12	8.4	8	6	9	10	9
Student 13	6.8	6	6	6	9	7
Student 14	8	9	8	7	7	9
Student 15	9	7	9	10	9	10
Student 16	6.4	6	6	6	7	7
Student 17	8.8	9	7	10	9	9
Student 18	6.4	6	6	6	7	7
Student 19	9.2	8	9	9	10	10
Student 20	6.4	6	6	6	7	7
Student 21	8.8	9	7	10	10	8
Student 22	8.6	10	8	7	10	8
Student 23	8.2	7	8	7	10	9
Student 24	8.2	7	7	10	9	8
Student 25	9.6	9	10	9	10	10
Student 26	6.6	6	6	6	7	8
Student 27	9.2	8	9	10	9	10
Student 28	6.2	6	6	6	6	7
Student 29	8.2	9	7	7	10	8
Student 30	9.2	7	9	10	10	10
Student 31	7.2	7	6	7	7	9
Student 32	8.6	9	6	10	9	9
Student 33	7.4	6	8	7	8	8
Student 34	9.2	9	9	10	9	9
Student 35	8.2	7	8	7	10	9
Student 36	7.2	6	6	8	7	9
Student 37	8.4	8	7	10	8	9
Student 38	10	10	10	10	10	10
Student 39	8.8	7	8	9	10	10
Student 40	9.6	9	9	10	10	10
Student 41	7.4	7	6	6	9	9
Student 42	8.6	9	8	7	10	9
Average per Strategy		7.73	7.42	8.19	8.76	8.73

Table 3 shows the students' strategy preferences

Number of students	Text feature strategy	Skimming & scanning strategy	Main idea and supporting details strategy	Highlighting or underline strategy	Summarizing strategy
5				X	
3	X				
2			X		
1		X			
1	X	X	X	X	X

Figure 1: Average score per strategy



SCHOOL'S NAME

LESSON PLAN

2021 – 2022

Class: 10 th .	Groups: B	Date: From June To July, 2021	Time: 40 minutes	No. of students: 45
Recent topic work: Underline or Highlight words Reading Strategies.	Recent Language work: Highlight, underline, concept, distinguish, key words, phrases, vocabulary, new term, context.		Teacher: Victoria Montoya and Cecy Ochoa.	
Aims: To help students to develop reading comprehension skills practicing and using highlighting or underlining strategies.				
Objectives: To define the terms. To introduce the highlight or underline strategy. To discuss the purpose of the strategy. To distinguish between concepts and ideas. To model strategies use. To provide guided practice. To assist students, use of the strategy steps and remember them to apply it during the task. To equip the students with autonomous practice in using the strategy.				
Assessment: The student: understands the concept. learns how to use highlighting or underline strategies. learns to distinguish between concepts and ideas. uses the strategies with teacher help practices the strategies during reading a passage. practices and uses the strategies independently.				
Materials: Power Point/Poster, TEAMS platform.				
Timing	Teacher activity	Student activity	Success Indicators	
5 min. 2 min. 3 min. 5 min. 10 min. 10 min. 5 min.	T introduces Ss the highlight/underline strategy. T discusses the purpose of the strategy. T models the procedure to ensure that Ss understand how to use the strategy. T helps Ss organize what they have read by selecting what is important. T provides pieces of texts to the Ss and gives them time and means to practice the technique and reinforce successful performance. T may suggest Ss using various colors of highlighter to identify ideas (e.g., use orange to represent main ideas and yellow to represent supporting details, facts, a particular viewpoints). T monitors and support Ss as they work.	Ss pay attention to the teacher's explanation. Ss share their ideas about the strategy. Ss read through the selection first. Ss reread and begin to highlight ONLY the key words, phrases, vocabulary, and ideas that are central to understanding the reading. Ss keep working and engaged. Ss practice in pairs highlighting/underling key vocabulary and its definitions or explanations, the meaning of new terms within the context, etc. Ss understood what they read by reading their summary paragraph.	The student - understands the concept. - learns how to use highlighting or underline strategies. - learns to distinguish between concepts and ideas. - uses the strategies with teacher help - practices the strategies during reading a passage. - practices and uses the strategies independently.	
Homework/Further work:				

English Teacher

English Area Coordinator

School Vice-principal

Name: _____

Class: _____

Topic: Underline or Highlight Strategy

Learning Objective: Students will understand that we need to use different strategies to increase reading comprehension.

Curricular Threads: Reading.

WARMING ACTIVITY

Look at the picture. What do you think the reading will be about?

Task 1

- Look at the picture and the title of the text. What do you think the reading will be about?
- While you read, pay attention to any words you don't know and highlight or underline them.



People in Ecuador are exposed to risks in all three regions. People usually believe that the risks are limited to the Amazon and the coast due to the wild animals that inhabit those two regions. In the highlands, there are not many animals that cause as much fear as in the Amazon or on the coast. However, there is another risks in the highlands that does not come to stalk people. People often put themselves in dangers.

Beautiful in the landscape, the mountain seem harmless. However, the secretary of Security of Quito said that every weekend there are emergencies in the mountains. Especially cases of people who get lost. The main causes are that hikers take a path that is not marked, or prefer to start their own path and then find it difficult to return.

Some advice the experts give to not get lost and get back home safely are:

- *Report to your family where you are and where you are going.
- *Don't leave the marked paths.
- *Don't go alone.
- *Go with an expert guide if it is a risky path.
- *Safe strength for the return.
- *Bring snacks and water.
- *Use maps to orientate yourself.

Retrieved from: <https://www.ultimasnoticias.ec/las-ultimas/numero-personas-perdidas-cumbres-quito.html>

Task 2

Read the sentences and write **True(T)** or **False(F)**. Correct the false statements.

a. Report to your family where you are only if you are going up a volcano.

b. As long as you follow the marked paths, you won't get lost.

c. Even if you are single, you don't have to go alone.

d. You can move off of marked paths, but only as long as you go with an expert guide.

e. You don't need to safe strength for the walk back to where you started.

SCHOOL'S NAME

LESSON PLAN

2021 – 2022

Class: 10th	Groups: B	Date: From June 21 st To July, 2021	Time: 40 minutes	No. of students: 45
Recent topic work: Main idea and Supporting Details Reading Strategies.		Recent Language work: Main idea, supporting details, find, text, strategy, passage.		Teacher: Victoria Montoya and Cecy Ochoa.
Aims: To identify and understand the relationship between the main ideas and supporting details strategies to increase reading comprehension.				
Objectives: To define the terms ‘main idea’ and ‘supporting details.’ To introduce and describe the strategies. To identify the main idea and supporting details. To classify main ideas and details To model strategies use. To provide guided practice. To assist students, use of the strategy steps and remember them to apply it during the task. To equip the students with autonomous practice in using the strategy.				
Assessment: The student: understands the concept of finding the main idea and supporting details. identifies the main idea in the text. learns to identify supporting details as little “ideas”. learns to compare the supporting details to the main idea. uses the strategies with teacher help practices the strategies during reading a passage. practices and uses the strategies independently.				
Materials: Power Point/Poster, TEAMS platform				
Timing	Teacher activity	Student activity	Success Indicators	
5 min	T leads a brief discussion with Ss on why it is important to read and comprehend informational text.	Ss shares their ideas.	The student -understand the concept of finding the main idea and supporting details. -identifies the main idea in the text. -learns to identify supporting details as little “ideas”. -learns to compare the supporting details to the main ideas. -uses the strategies with teacher help. -practices the strategies during reading a passage. -practices and uses the strategies independently.	
5 min.	T uses a picture to teach the strategy how to recognize the main idea as the “big idea”.	Ss can identify the main idea concept by identifying what the picture is mostly about.		
8 min.				
5 min.	T displays different pictures to practice the strategies.	Ss work in groups of three to find the main idea.		
10 min.	T introduces supporting details as little ideas in sentences that tell about or support the big idea.	Ss work in pairs to find supporting details.		
5 min.	T gives main idea with choice of 4 supporting details sentences. T check understanding by observation during dependent and independent practice.	Ss pick out the one that does no match. Ss keep working and engaged.		
Homework/Further work:				

MAIN IDEA AND SUPPORTING DETAILS

Name: _____

Class: _____

Topic: Bats

Learning Objective: Students will understand that we need to use different strategies to increase reading comprehension.

Curricular Threads: Reading.

WARMING ACTIVITY

- Are you afraid about bats?

TASK 1

Read the text

Bats

Some kinds of bats eat many insects. Some bats can eat up to 600 mosquitos in one hour. Bats are helpful to the environment. They help us by eating insects. Without bats, we would have too many insects.

TASK 2

- Choose the correct option
- Write one supporting detail that is related with the main idea.

What is the main idea?

- d. Bats are mammals.
- e. Bats eat 600 mosquitos in one hour.
- f. Bats eat many insects.

What is one supporting detail?

LESSON PLAN
2021 – 2022

Class: 10th	Groups: B	Date: From June 21 st To July, 2021	Time: 40 minutes	No. of students: 45
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Aims: To identify and understand the relationship between the main ideas and supporting details strategies to increase reading comprehension.				
Objectives: To define the terms 'main idea' and 'supporting details'. To introduce and describe the strategies. To identify the main idea and supporting details. To classify main ideas and details To model strategies use. To provide guided practice. To assist students use of the strategy steps and remember them to apply it during the task. To equip the students with autonomous practice in using the strategy.				
Assessment: The student: understands the concept of finding the main idea and supporting details. identifies the main idea in the text. learns to identify supporting details as little "ideas". learns to compare the supporting details to the main idea. uses the strategies with teacher help practices the strategies during reading a passage. practices and uses the strategies independently.				
Materials: Power Point/Poster, TEAMS platform				

Timing	Teacher activity	Student activity	Success Indicators
5 min	T leads a brief discussion with Ss on why it is important to read and comprehend informational text.	Ss shares their ideas.	The student -understand the concept of finding the main idea and supporting details.
5 min.	T uses a picture to teach the strategy how to recognize the main idea as the "big idea".	Ss can identify the main idea concept by identifying what the picture is mostly about.	-identifies the main idea in the text. -learns to identify supporting details as little "ideas"
8 min.	T displays different pictures to practice the strategies.	Ss work in groups of three to find the main idea.	-learns to compare the supporting details to the main ideas.
5 min.	T introduces supporting details as little ideas in sentences that tell about or support the big idea.	Ss work in pairs to find supporting details.	-uses the strategies with teacher help.
10 min.	T gives main idea with choice of 4 supporting details sentences.	Ss pick out the one that does no match.	-practices the strategies during reading a passage.
5 min.	T check understanding by observation during dependent and independent practice.	Ss keep working and engaged.	-practices and uses the strategies independently.
Homework/Further work:			

Name: _____ Class: _____

Topic: Understanding Text Feature Strategy

Learning Objective: Students will understand that we need to use different strategies to increase reading comprehension.

Curricular Threads: Reading.

WARMING ACTIVITY

- Do you know about the term “strategy”?

TASK 1

Look at the pictures, notice, and learn nonfiction text features.

I wish I'd thought of that

heading → **Popsicles**

1905 – Frank Epperson invented the Popsicle by mistake. Perhaps this is how he recorded the event in his diary.

Dear Diary
 This morning I discovered that I had invented a great new food! This is how it happened. Last night I was making myself a drink of cordial and while I was stirring in the powder my friend Tom asked me to play soccer with him, so I put my drink down on the porch and forgot about it. It was very cold last night and when I went to get the paper for my dad this morning there was my drink, right where I had left it, frozen solid with the stick stuck inside. When I tried to pull the stick out, the frozen drink came with it. I gave it a lick. It tasted good. I'm going to leave some more drink with sticks out tonight so I can show my friends my new invention.
 Frank

label → Frozen drink

diagram → [Diagram of a drink with a stick]

label → stick

subheading → **Thanks, Pop!**

Frank Epperson took out a patent for Popsicles 18 years after inventing them, in 1923. He called his invention the epsical, but his children renamed it the Popsicle.

What do you call it?
 Frozen treats on sticks have different names in different parts of the world. In the USA they are called Popsicles, in the United Kingdom they are lolly ices, in Australia they are icy poles and in New Zealand they are called ice blocks.

photographs → [Photographs of a girl eating a popsicle]

Glossary

altitude height above the ground
astronaut person trained to travel in a spacecraft
buggy small, light, one-horse carriage
burr rough, prickly case around the seeds of some plants
chariot an ancient horse-drawn vehicle with two wheels
current movement of water or air
dugout a boat made by hollowing out a log
modify change, alter
orbit to circle around
patent a document from the government that makes the inventor the only one who can make or sell their invention

↑ glossary

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From *That's a Good Idea!*, AlphaExplore, Eleanor Curtin Publishing

SCHOOL'S NAME

LESSON PLAN 2021 – 2022

Class: 10 th .	Groups: B	Date: From June To July, 2021	Time: 40 minutes	No. of students: 45
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Aims: To help students to develop reading comprehension skills practicing and using highlighting or underlining strategies.				
Objectives: To define the terms. To introduce the highlight or underline strategy. To discuss the purpose of the strategy. To distinguish between concepts and ideas. To model strategies use. To provide guided practice. To assist students, use of the strategy steps and remember them to apply it during the task. To equip the students with autonomous practice in using the strategy.				
Assessment: The student: understands the concept. learns how to use highlighting or underline strategies. learns to distinguish between concepts and ideas. uses the strategies with teacher help practices the strategies during reading a passage. practices and uses the strategies independently.				
Materials: Power Point/Poster, TEAMS platform.				
Timing	Teacher activity	Student activity	Success Indicators	
5 min. 2 min. 3 min. 5 min. 10 min. 10 min. 5 min.	T introduces Ss the highlight/underline strategy. T discusses the purpose of the strategy. T models the procedure to ensure that Ss understand how to use the strategy. T helps Ss organize what they have read by selecting what is important. T provides pieces of texts to the Ss and gives them time and means to practice the technique and reinforce successful performance. T may suggest Ss using various colors of highlighter to identify ideas (e.g., use orange to represent main ideas and yellow to represent supporting details, facts, a particular viewpoints). T monitors and support Ss as they work.	Ss pay attention to the teacher's explanation. Ss share their ideas about the strategy. Ss read through the selection first. Ss reread and begin to highlight ONLY the key words, phrases, vocabulary, and ideas that are central to understanding the reading. Ss keep working and engaged. Ss practice in pairs highlighting/underling key vocabulary and its definitions or explanations, the meaning of new terms within the context, etc. Ss understood what they read by reading their summary paragraph.	The student - understands the concept. - learns how to use highlighting or underline strategies. - learns to distinguish between concepts and ideas. - uses the strategies with teacher help - practices the strategies during reading a passage. - practices and uses the strategies independently.	

Name: _____
Class: _____

Topic: Underline or Highlight Strategy

Learning Objective: Students will understand that we need to use different strategies to increase reading comprehension.

Curricular Threads: Reading.

WARMING ACTIVITY

Look at the picture. What do you think the reading will be about?

Task 1

- Look at the picture and the title of the text. What do you think the reading will be about?
- While you read, pay attention to any words you don't know and highlight or underline them.



People in Ecuador are exposed to risks in all three regions. People usually believe that the risks are limited to the Amazon and the coast due to the wild animals that inhabit those two regions. In the highlands, there are not many animals that cause as much fear as in the Amazon or on the coast. However, there is another risks in the highlands that does not come to stalk people. People often put themselves in dangers.

Beautiful in the landscape, the mountain seem harmless. However, the secretary of Security of Quito said that every weekend there are emergencies in the mountains. Especially cases of people who get lost. The main causes are that hikers take a path that is not marked, or prefer to start their own path and then find it difficult to return.

Some advice the experts give to not get lost and get back home safely are:

- *Report to your family where you are and where you are going.
- *Don't leave the marked paths.
- *Don't go alone.
- *Go with an expert guide if it is a risky path.
- *Safe strength for the return.
- *Bring snacks and water.
- *Use maps to orientate yourself.

Task 2

Read the sentences and write **True(T)** or **False(F)**. Correct the false statements.

- Report to your family where you are only if you are going up a volcano.

- As long as you follow the marked paths, you won't get lost.

- Even if you are single, you don't have to go alone.

- You can move off of marked paths, but only as long as you go with an expert guide.

- You don't need to safe strength for the walk back to where you started.



SCHOOL'S NAME
LESSON PLAN
2021 – 2022

Class: 10 th .	Groups: B	Date: From June To July, 2021	Time: 40 minutes	No. of students: 45
Recent topic work: Summarizing reading comprehension strategy.		Recent Language work: Summarizing, jot down, main points, relevant, irrelevant, unnecessary, key words, phrases.		Teacher: Victoria Montoya and Cecy Ochoa.
Aims: To help students how to discern the most important ideas in a text, how to ignore irrelevant information, and how to combine the central ideas in a meaningful way.				
Objectives: To define the term. To introduce summarizing strategy. To discuss the purpose of the strategy. To determine essential ideas and integrate important details that support them. To model strategies use. To provide guided practice. To assist <u>students</u> use of the strategy steps and remember them to apply it during the task. To equip the students with autonomous practice in using the strategy.				
Assessment: The student: understands the term. learns how to use the strategy. learns to focus on key words and phrases of an assigned text that are important jot down and remembering. learns how to take a large selection of text and reduce it on few words the main points for more specific understanding. uses the strategies with teacher help practices the strategies during reading a passage. practices and uses the strategies independently.				
Materials: Power Point/Poster, TEAMS platform.				

Timing	Teacher activity	Student activity	Success Indicators
5 min	T introduces Ss summarizing strategy.	Ss pay attention to the teacher's explanation.	The student - understands the concept.
5 min.	T discusses the purpose of the strategy.	Ss share their ideas about the strategy.	- learns how to use the strategy.
5 min.	T models the procedure to ensure that Ss understand how to use the strategy. T asks Ss the following framework questions:	Ss listen and watch the teacher's model the text selection.	- learns to focus on key words and phrases of an assigned text that are important jot down and remembering.
10 min.	1. What are the main ideas? 2. What are the crucial details necessary for supporting ideas? 3. What information is irrelevant or unnecessary?	Ss use key words or phrases to identify the main points from the text.	- learns how to take a large selection of text and reduce it on few words the main points for more specific understanding.
10 min.	T provides pieces of texts to the Ss and gives them time and means to practice the technique and reinforce successful performance. T monitors and support Ss as they work.	Ss keep working and engaged. Ss understood what they read by reading their summary paragraph.	- uses the strategies with teacher help. - practices the strategies during reading a passage. - practices and uses the strategies independently.

Name: _____

Class: _____

Topic: Summarizing Strategy

Learning Objective: Students will understand that we need to use different strategies to increase reading comprehension.

Curricular Threads: Reading.

Task

Read each paragraph then detect the statement that summarizing them.

The little girl got to pick out new furniture and decorate her room. She really liked the white bed and dresser. She decided to paint her walls pink and get a pink carpet. She was so excited to be getting a new room!

What can you summarize about this little girl?

- a) She had always had a room to herself.
- b) She was excited to redo her room the way she wanted.
- c) She wanted to paint her room purple.
- d) Her mother wasn't happy with her decisions.

A boy embarked on a journey.
Not knowing where he would end up.
He packed his things and headed out west.
It took him days and days to get to where he was going.
He was nervous and scared about what may be out there.
When the boys arrived, he wasn't sure if he was ready for what was to come.

What was the boy doing?

- a) The boy was moving and starting a new life.
- b) The boy was going to become an actor.
- c) The boy was going to find his long lost brother.
- d) The boy was going on a vacation.

LESSON PLAN
2021 – 2022

Class: 10th	Groups: B	Date: From June 21 st , To July, 2021	Time: 40 minutes	No. of students: 45
Recent topic work: Skimming and Scanning Reading Strategies.		Recent Language work: Skimming, scanning, general ideas, specific information, careful reading, cues, comprehension questions.		Teacher: Victoria Montoya and Cecy Ochoa.
Aims: To motivate students to learn and use skimming and scanning strategies to increase reading comprehension.				
Objectives: To define the words skimming and scanning. To introduce and describe the strategies. To develop skills in skimming and scanning online by exploring a website. To understand the purposes of using skimming and scanning strategies when searching for key information on a website or in a text. To model strategies use. To provide guided practice. To assist students use of the strategy steps and remember them to apply it during the task. To equip the students with autonomous practice in using the strategy.				
Assessment: The student: develops skimming and scanning reading strategies. uses the strategies with teacher help. identifies the general ideas in the text. learns how to scan a text. practices the strategies during reading a passage. practices and uses the strategies independently.				
Materials: Power Point/Poster, TEAMS platform.				

Timing	Teacher activity	Student activity	Success Indicators
3 min.	T asks Ss what they think about skimming and scanning terms.	Ss answer the T's questions.	The student
3 min.	T defines the terms to help Ss understand the difference between these strategies.	Ss share their ideas in groups about the strategies.	-develops skimming and scanning reading strategies
5 min.	T helps Ss differentiate between careful reading, skimming, and scanning.	Ss watch and listen to the teacher's presentation.	-uses the strategies with teacher help
2 min.		Ss discuss in groups and bring their opinions about the differences	-identifies the general ideas in the text.
5 min.	T prepares the Ss for the text and making it much more understandable for the Ss through teaching.	Ss paid attention to the teacher instruction.	-learns how to scan a text.
8 min.	T models the reading practice focused on skimming.	Ss read the text to pick up on main ideas within it.	-practices the strategies during reading a passage.
3 min.	T gives Ss a text and a short amount of time.	Ss skim the text the report back to what it is about.	-practices and uses the strategies independently.
2 min.	T models the reading practice focused on scanning.	Ss read comprehension questions as cues for scanning.	
8 min.	T monitors Ss of using the comprehension strategies while they are reading. T provides tasks and reminding them how to use the strategy while reading.	Ss finish the session filling a expressing their opinions about the strategies learned.	

SKIMMING AND SCANNING ACTIVITY



You are spending your holidays in the grand city of Rome. You saw a notice outside a travel agency of a tour of the country.



A Scooter for Italy Tour!

Want to see and feel the Italian life on a scooter? Come and join our tour, with a five percent discount! It is the best way to live "la vita e bella".

Date: every Monday and Wednesday

Time: from 7.00 am to 9.00 pm

Places: Vatican, Trevi Fountain, The Colosseum, Pisa, Florence, Venice, Roman museums and churches

Price: 500 euros for adults and 200 euros for children below ten years, with food and entrance fees

Highlights: -best English speaking Italian guide
-gondola ride in Venice

-wine tasting and pizza eating
-free scooters to use

Bookings and info: tel. no. 393477411287 (Luigi)
website: www.scooteritaly.com

email: ciao@itscali.it

Exercise: Scanning

A. T or NT

1. You are in Italy. _____
2. You can book the tour only by phone. _____
3. You can pay five percent more if you join the tour now. _____
4. You take a scooter to see the country. _____
5. If you join the tour, you can take a ride on a Gondola. _____

B. Short answers

1. How does the writer describe the tour? _____
2. How long does the walking tour last? _____
3. What are the highlights of the tour? Give two examples. _____

4. It is a Monday. Can you join the tour? _____