Enhancing Literacy Ability in English beginner Students of Instituto Bolivariano Esdiseños through the Use of Reading Strategies

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Abstract

This study examines the effects of reading strategies instruction in EFL beginners with the purpose of enhancing literacy. This study was carried out in a vocational purpose institution located in Cartagena de Indias. It attempts to undertake the succeeding question *How to enhance in English beginner students of instituto Bolivariano Esdiseños the literacy ability through the use of reading strategies?*

To develop this research, we began with the identification of the problem; then, the data collection through the use of two instruments: observations, and a survey; the organization and interpretation of data in order to implement the action plan addressed through interventions, which helped to achieve the main research objective. Finally, we wrote some conclusions according to the results.

Our findings suggest that through the implementation of explicit reading strategy instruction students are able to enhance their literacy ability that enable them to develop lifelong learning, critical thinking skills, a sense of autonomy, and abilities to face the challenges of the reading competence.

Key words: Reading skill, Literacy, Reading strategies.

Introduction

This project was developed as a requirement for obtaining the degree of Specialization in English Language Teaching of Fundacion Universitaria Colombo Internacional. It includes an introduction to the context information and students' needs, a theoretical framework related to the reading skill that is the focus of this research. Moreover, it can be found a description of the methodology used for conducting the study, a data analysis report with several results achieved during the implementation phase, and finally some conclusions and implications.

This small scale research was conducted at Instituto Bolivariano Esdiseños, a private establishment for vocational education and human development that offers programs with technical qualification to students coming from communities of low socioeconomic strata of Cartagena that belong to levels one and two of social stratification.

English students usually come from public schools, some of them have validated secondary education in a school associated with the institution situated in the same building. Pupils are true English beginners aged from 17 to 23 years old. The participants of this project have similar characteristics, however, some of them have studied technical careers at SENA.

It is important to denote that conditions on foreign language instruction in colombian official schools are quite different to private and language institutions "Private institutions are dotted with more specialized resources for English teaching than public schools" (Cárdenas & Miranda, 2014, p. 4).

As a first step of this project some observations were made in order to identify the context and students´ needs. Taking into account that there were students of several Modules in the same classroom, it was necessary to use worksheets with reading and writing exercises in order to teach different topics simultaneously. It was noticed that students spent too much time in reading activities, even though they were using dictionaries, and the process of understanding the texts

was too difficult. Likewise, they did not have any knowledge or memories about grammatical categories, even the concept of a noun in the mother tongue. See annex No. 2.

Due to the less literacy learning experience from earliest stages of life and throughout life in the mother tongue, students present poor competence in the second language reading production. "Language and literacy competence in one language facilitates literacy development in another language" (Prosper & Nolomo,2013 p. 82).

Additionally, a survey was applied to the group about their preferences and abilities related to the reading skill, this survey was answered by eight students of module four, five and six of English program at Esdiseños. The questions asked to participants are in annex No. 2.
As the survey was analyzed, some conclusions arose: the main weaknesses of participants were found from question four to eight, which involve the use of reading strategies including actions such as, inferring meaning without using dictionaries, dividing words, understanding context of words and situations, making guesses, and making summaries.

Indeed, it is a well described fact in research that the low levels of learners and students' reading skills play a pivotal role in academic results,"teachers attribute the difficulties that students experience in reading comprehension to limited language proficiency, the underlying assumption being that language proficiency and reading ability are 'the same thing'" (Marshall, 2016 p. 1). In addition, Akbasli, Sahin, and Yaykiran, (2016 p. 120) stated that:

> Students success quite much depends on students' understanding of what they read and how they feel about themselves. Educators, as guiders of the students, should also mention on the importance of reading comprehension in their classes and organize class lectures, and activities accordingly.

Consequently, deficient performance in reading affects not only academically, but also in the integral social and economic development of the human being. Likewise, Marshal (2016) claims that:

> Poor reading skills do not only have a great negative impact on academic achievement but also on emotional development, which in turn leads to poor life skills development, misconduct, not achieving academic potential and inability to pursue a meaningful career, unless attention is devoted timely to these challenges and issues. (p. 2)

Hence, the aim of this study is to improve the reading competence by enhancing literacy in English, providing students with tools to face several types of texts. UNESCO (2005) defines literacy as "a basic learning need to be addressed throughout life, enabling individuals to develop the knowledge and skills necessary to fully participate in society" (p. 21).

In light of the above, this study intends to enhance literacy through the use of reading strategies in English beginner students of Instituto Bolivariano Esdiseños to strengthen learners reading skill. This research attempt to answer the following research question *How to enhance in English beginner students of instituto Bolivariano Esdiseños the literacy ability through the use of reading strategies?* to address this question the researchers determined the following general objective: To enhance English literacy through the implementation of reading strategies in beginner students of an institution in Cartagena. In order to achieve this goal, it is necessary to accomplish the following specific objectives:

- To diagnose the student's' current reading competence level in order to determine the specific needs of students.
- To design and implement lesson plans based on reading strategies that target the students gaps in reading competence and foster the literacy ability.
- To measure on each intervention students' performance through task evaluation.

Theoretical Framework

This study is framed within theories and investigations on literacy, reading skill and reading strategies. The concern of literacy development is increasing internationally; several governments are fostering and implementing projects to increase the awareness for the reading competence, Barton (1994) emphasised that literacy skills are being proliferate in the workforce. So forth, education is attempting to create spaces to promote programs focused on developing proficient readers able to manage and apply different strategies when facing print sources as texts. Research defines literacy as "encompassing: the knowledge and skills students need to access, understand, analyze and evaluate information, make meaning, express thoughts and emotions, present ideas and opinions, interact with others and participate in activities at school and in their lives beyond school" (Ewin & Maher, 2014, p.1). It means that literacy not only implies academically success but also, students' diverse life areas.

Kern (2000) described it as an "expanded view (...) that involves not only the ability to produce and interpret texts, but also a critical awareness of the relationships between texts, discourse conventions, and social and cultural norms" (p. 6). So forth, literacy takes place in the reading competence; it is assumed that reading competence is complementary to the literacy ability "a commonplace understanding of literacy relates to a person achieving "basic" levels of competency in reading and writing" (Allen & Clementi, 2016, p.2).

It is necessary to implement explicit instruction for the development of learner's literacy using printed materials, where they have to affront a wide range of possibilities that boost their resourcefulness to solve the tasks. Previous studies analyzed the impact of teaching reading strategies to students foster literacy, so effective English literacy instruction must be implemented in the student's curriculum and engage students to reading development. Moreover, it is important to draw on the term reading and how this is conceptualized in research. Roit (2012) claims that:

> Reading is a highly strategic process during which readers are constantly constructing meaning using a variety of strategies, such as activating background knowledge, monitoring and clarifying, making predictions, drawing inferences, asking questions and summarizing. (p. 2)

Also, Brown (2001) points out that "reading for comprehension is a matter of developing appropriate, efficient comprehension strategies" (p. 306). These are the tools that students use for amplifying their own learning using them before, during and after reading, and build up the increasement of reading competence. Additionally, strategies are defined as “the techniques or devices which a learner may use to acquire knowledge” (Rubin, 1975, p. 43); Oxford (1990) amplifies the concept saying that strategies "are specific actions taken by the learner to make learning easier, faster , more enjoyable, more self-directed, more effective and more transferable to new situations" (p. 9). These specific strategies ideally used by strategic readers are "previewing a text, scanning, skimming, predicting the upcoming information, summarizing, guessing the meaning of new words, generating questions about the text, recognizing text organization, etc” (Grabe & Stoller, 2001). On this study we rely on the importance of the introduction of teaching reading strategies in the daily students life making an emphasis in summarizing, predicting, scan and skim instruction; the table in Annex No. 0 illustrates about these strategies.

Furthermore, the role of teachers in this improvement way and new ensemble of knowledge have to be the guide that help in the construction of a bridge between reading strategies and the achievement of literacy. Research conducted by Australian government has proved that a good teacher is who is able to provide students with a wide repertory of strategies adapted to meet the learners' needs. "The responsibility of the teacher also changes and it is not sufficient only to teach the strategies, but equally practice and utilize them in every lesson persistently to affect achievement" (Khaki, 2014, p. 187).

Thus, it is relevant to denote that poor readers just merely read without comprehending what they are decoding, and to foster the process of comprehension it is important that they become aware of the demand and complexity that reading requires that is while they are reading when they need to execute questioning, reviewing to have the notion of the relationships of words and truly comprehend the meaning of the text.

The Australian Curriculum, Assessment and Reporting Authority, Edwin and Maher (2014) said that:

> Research has shown that employing a repertoire of strategies and approaches that use and develop all three cueing systems are shaped to meet the learning needs and strategies of individual children this is the most effective approach to the teaching of reading. (p. 2)

The cueing system mentioned by Edwin and Maher is explained as a three main important aspects that structure literacy achievement that must be taught by teacher to guide students become effective readers. "Three important sources of information in text are meaning, grammar and letter- sound relationships – often referred to as semantics, syntax and graphophonic relationships respectively" (Emmitt, Hornsby & Wilson, 2013, p.3).

Finally, it was always the interest of this research to claim that learners who are exposed to direct reading strategies instruction are capable to achieve academic success "Enhancing reading comprehension skills is one of the most effective interventions that teachers can undertake since reading affects every other school activity" (Vollmer, 2012, p. 11). Through the implementation of these strategies the final aim is to enhance the literacy ability to help learners accomplish lifelong learning that permits them to participate actively in society "The importance of literacy in empowering the individual to develop reflection, critique and empathy, leading to a sense of self-efficacy, identity and full participation in society" (Kennedy, Dunphy, Dwyer, Hayes, McPhillips, Marsh & Shiel, 2012, p. 10

Methodology

This investigation is focused on action research that involves an intervention of our environments to make changes to improve the teaching and learning process. “Action research involves taking a self-reflective, critical, and systematic approach to exploring your own teaching contexts” (Burns, 2009, p.2). We will analyze a group of students’ improvements in the reading skills while they are in a process of intervention where they have to be exposed of a serie of reading strategies that the teacher researcher taught, this process is measured through assessment activities or products of each intervention.

Action research in this work is the appropriate tool to help teachers to reformulate the teaching labor, to develop others ways to do something, innovate and always look for improvements in their professions, it permits a continuous analysis of the things that happens surrounding, and the self-reflection “Action research engages the researcher in an explicit program to develop new solutions that alter existing practice and then test the feasibility and properties of the innovation” (Kaplan,1998, p.10) . Others researchers claim that it is a “small scale intervention in the functioning of the real world and a close examination of the effects of such intervention” (Van Lier, 1996, p. 32). Moreover, Burns (1999) states :

> Collaborative action research is a powerful form of staff development because it is practice to theory rather than theory to practice. Teachers are encouraged to reach their own solutions and conclusions and this is far more attractive and has more impact than being presented with ideals which can not be attained. (p.7)

In order to systematize the impact of the study and the process to be implemented, we have conducted the data collection through class observations, surveys, worksheets, and a test. They will be carried out as a qualitative research support. The data collection is going to be developed on three stages:

The diagnosis

In this first stage our first survey was implemented in order to determine what were the weakness in the reading competence in our research participants, it is a way of measuring or diagnose the student's' competence and requirements to be able to design the lesson plans. On this stage the survey implemented was designed with three components to develop cognitive, metacognitive and compensation questions focusing in the reading production. In addition, three groups from the institution were taken to fill the survey; however, researchers just took into consideration the data gathered from one of the groups for the development of this study.

The interventions

The action plan consists on the design of five lesson plans that provide the sufficient reading strategies to develop certain capacity of reading comprehension in the student targeting, the student needs, and the improvement of this competence; it is necessary to select the suitable material, determine objectives activities and procedures for the English course. Interventions are going to be conducted twice a week for a total of two weeks in a month, every intervention is going to be assessed to measure the impact or improvement of the reading strategies implemented.

All lessons have similar structures, starting with a warm up or motivational activity and continue with the presentation of topics that included an explanation of different strategies used in the interventions, then students had a time to practice a reading strategy according to the topic studied, applying the knowledge acquired to the reading exercise; normally at the end, they had to answer some questions to demonstrate the comprehension of texts.

In the first intervention, a brief explanation of four skills needed in language learning was given, explaining that emphasis would be placed. The activities were based on making guesses while reading in order to understand a text without using dictionaries. The second intervention consisted in a lesson focused on making predictions from an authentic virtual article. Third

intervention was focused on identifying the main idea and supporting ideas in a worksheet for reading comprehension material. In the fourth intervention the strategy treated was making summaries, participants were in front of a text that allowed them to give opinions about the life of young people. The topic of last intervention was Parts of Speech, in order to clarify concepts and give examples of nouns, verbs, adjectives and adverbs.

Data Analysis

Finally, on this stage the data analysis was conducted, base on the objective of this study that was about finding out the levels of reading competence to be able to use reading strategies for improving literacy. The teacher researcher used four strategies; predicting, scanning, skimming and summarizing. The strategies were introduced for a period of three weeks and the analysis of the data gathered is described in the next section.

Data Analysis and Results

Analyzing data is an evolving process that start just at the moment you begin gather it. Each time you collect data, you should try to make time to review what you have and reflect on it (Falk & Blumenreich, 2005). Throughout our process of collecting data from the institute we used two types of techniques: observations (See annex No. 1, 14) and surveys and two types of instruments: field notes and questionnaires (Annex No. 2).

Observations

In our study, observations were done through the use of field notes instrument. First of all, they were conducted to identify the issue treated in this project in the context given; and secondly, to recognize the strategies needed for the participants necessities. Researchers used this technique in class to analyse the participants in their performance of tasks, interactions and situations regarding to the issue in the classroom context. This technique allows investigators to examine issues, such as behavioral interactions and participation, among others (Lopera, 2014)

Surveys

Surveys were used to diagnose the subject's strengths and weaknesses in the reading competence, also, to analyse what the participants are able to do within the Colombian foreign language standards and the Common European Framework. Compensation strategies include skills such as inferencing, guessing while reading, or using reference material such as dictionaries or the internet. Metacognitive strategies are behaviors undertaken by the learners to plan arrange and evaluate their own learning.

Findings

In the diagnosis, it was identified that main weaknesses of participants related to reading skill were focused on cognitive and compensatory strategies underlying questions number four to eight of survey applied to eight students of English program; their cognitive deficiencies were related to find meaning without translating all the words and subtracting main information from

texts. Likewise, they showed lack of knowledge about compensatory strategies such as making guesses for understanding unfamiliar words, and reading without looking up every new word.

Five lessons based on students needs were designed in order to develop the intervention phase, each sessions is described below.

Guessing Intelligently

First intervention was about making guesses; a worksheet for reading comprehension according to the students' level of English was used, it was adapted from islcollective.com, a web page for English teachers. The activity was guided slowly because students were accustomed to read using the dictionary to understand the meaning of unknown words.

At the beginning, students showed insecurity and little enthusiasm for doing the activity, so they were guided by the teacher, who helped them to guess words through questions, and associations of real life aspects to identify places, concepts, and situations.

It is important to highlight that one of the students came to the right meaning of the word research in Spanish through associations of words with the mother tongue such as re-read – re-leer to get the meaning of research in Spanish as follows, re – search, repeatedly search in university context.

After reading the text, students were asked to answer some reading comprehension questions included in the material. This exercise was done individually with independent scaffolding with the purpose of assessing their understanding in their first experience working with reading strategies. It was observed that only two students did not show a good understanding of the information given in the text.

Prediction strategy

"How the internet is destroying your brain" was the title of text that teacher used to teach this strategy, this article was written by Savannah Cox on July 10, 2014 for the section "All that is interesting" of the weekly PBH Network newsletter. The class started with a question about the students' perceptions about the importance of reading for their lives. Do you think that reading is important? Why? The answer was that reading is important for all of them. The main reasons were that reading is a way to be more intelligent, they can learn a lot of new things through reading.

The presentation of the topic started building the concept of prediction with students. The material was presented to students by a television screen in order to work with the whole class. The task started by making predictions from the title and first image, then it went through the text working with subtitles and others images, and making connections to prior knowledge of students with the purpose of predicting the content of each part of the text.
Later on, teacher and students read the full article together in order to verify whether the predictions were true or not.

At the end, students answered a questionnaire with three close questions in order to know their perceptions and comprehension of the class, it was registered that all of them understood the topic of the text; the title, subtitles and images helped them to comprehend the article. In the two descriptive questions, it is exposed a short reflection or conclusion students made from the reading.. See annex No. 4

Identifying Main Idea

The document for reading was adapted from islcollective, a web page for English teachers. The class started with the presentation of a video retrieved from youtube, How to Find the Main Idea, in order to explain how to develop the next task. In this exercise the use of dictionaries was allowed, because the purpose of the exercise was the comprehension of the text. Furthermore,

they were guided to identify the topic, the main idea and to observe how the supporting ideas complemented it.

The title of the text was ‘‘What makes people successful’’. The main idea was in the middle of the document, two students could identify the main idea for themselves and the rest were a little lost. Three questions complemented the worksheet related to the topic, the main idea, and what they understood from the text. In addition to understanding the text, students were able to reflect on the topic contributing their ideas about how they see success.

Contrasting the last exercises conducted based on prediction strategy, the students' performance showed improvement in the results of the exercises just one of the participants had a low score in this activity. See annex No. 5

Summarizing

This intervention started by sharing as a warm up an everyday expression and they had to try to infer the meaning by the association of words. Then, before they faced the text the participants were suggested to answer loudly what they thought was their best time of their lives; with their answer and ideas they must construct a mind map in the board , those statements were useful to develop summaries task , they were sharing experiences about the question that was also the introduction of the title of the text which was called the **best years of your life .. but are they?.** Later on, the instructions were given and they were command to read the text, then, they had to apply what they learnt to look for main ideas, highlighting words trying to figure out the meaning of a phrase, all being guided by the teachers.

Moreover, a short activity was introduced to check understanding, the ideas they subtract from the text were written and organized in the floor, all the students chose an idea and they had to be standing in the sentences face to face other students, according of the text they were giving arguments to their classmates about each idea finally, they sat down and the teacher gave specifications to start elaborating the summaries.

The first minutes they were concerned about the class because they had to participate, despite of that most of them felt identified with the theme and started to speak louder to share they thoughts about the topic, some of them were afraid to talk, one of the participants said "*I felt insecure when she had to read in english because she feel she does not know anything" moreover,* when they were reading they were using highlighting strategies to look for important things in the text and also underlying main ideas.

Moreover, when they were redacting the summary they felt some difficulties to express what they wanted in english, as they are beginners they lack of English lexicon; so forth, we gave them the opportunity to wrote the summary in spanish, moreover, some of them prefer to challenge them and wrote it in the second language, when they started to write they were trying to follow the instructions, even though they were just expressing what they felt and not making a short description of the reading; so, teachers gave them exemplification to take into account the main ideas they were highlighting. In the process most of them recurred to word meaning inference through the reading context, they tried to use the dictionary just as a final resource.

It was shown that learners develop the summaries applying several techniques learned in the last lesson of strategies instruction, they were able to synthesise their ideas and develop opinions related to the reading and their real lives. See annex No. 6.

Parts of Speech

For these tasks, materials designed by John Wiley & Sons, Inc. were used. The class started with a diagnostic test that was displayed to students by a television screen in order to work with all students; next, the teacher gave definitions and examples of four grammatical categories (noun, verb, adjective and adverb). After the explanations, students were asked to read an authentic text retrieved from www.easyenglisharticles.com, identify four parts of speech (nouns, adjectives, verbs, adverbs) and write them in a table. In this activity, students were not allowed to use dictionary because it usually gives the grammatical information of the words.

Students develop the activity individually and without any support from the teacher. Taking into account the results of the activity, three students had outstanding performance, Another performed on a regular basis and only one student did not do well. It was observed that most students assimilated the concepts taught previously in class, and displayed good results in the exercise. In addition, they demonstrated an acceptable understanding of the information given in the text, which acquires a significant importance for not having used a dictionary and being an authentic text. See annex No. 7

Final Evaluation Activity

After interventions, it was done a final activity in order to evaluate what they had learned throughout the lessons based on reading strategies and grammatical categories, and practical activities developed in classes. The exercise was included as part of the aspects to be evaluated in final course assessment, a worksheet for reading comprehension for beginner english students from busyteacher.org was adapted and used. The task was based on reading and understanding without using dictionary in order that they put into practice different strategies they learned during the project process. The activity included questions of true - false type, and finding grammatical categories in the text with the instruction of writing them in a table by each category. According to the results of the task, the project can be considered successful because the majority of participants could understand the text and answer the questions correctly. Only one student failed the evaluation, but according to observations made during the reading training and results of others tasks, it can be inferred that this students was a little nervous because she showed good and acceptable results during the process. See annex no.8

Conclusions

Literacy development is a concern that require more attention in English teaching since it is directly tie with academic achievement. Moreover, teaching strategies could be beneficial to enhance literacy in students so that enable them to tackle any kind of texts. Reading is a complex process that most of the time students face without the appropriate techniques and that it is traduced in frustration and failure, learners usually are not taught to employ strategies that facilitates them how to read and the understanding of what is being read as Souhila (2014, p. 10) claims "understanding the meaning of texts can be a great challenge i.e. they are able to understand each word and even each sentence; but unfortunately, they fail to achieve the meaning of text as a whole."

Since, literacy ability plays an important role in language proficiency, based on the issue presented in the institution, this research suggests the incorporation of strategy instruction in the student's curriculum to provide learner with effective tools, not only to face difficult texts but also, to equip them with a useful instruments that allows them to acquire lifelong learning.

Analyzing the students behaviours in the classroom it was notorious that they have problems developing specific assigned tasks where the reading competence was challenge. Usually, when affronting the activity they were dependent to a relevant amount of external support and need of continuous reinforcement of the teacher.

Regarding of learners which present reading difficulties it was important to look for ways to address the issue for the present study was relevant to implement for specific strategies subtracting ideas, skimming, scanning and summarizing through several interventions to beginners of an institution in Cartagena, "It is believed that if these strategies are incorporated into the teaching of daily lessons, the students identified as at-risk for reading failure will benefit by becoming less dependent on the extra support" (Pressley, Wharton-McDonald, Mistretta-

Hampston, & Echevarria, 1998). This research project was wondering about *how to enhance the literacy ability in English beginner students through the use of reading strategies?*

To answer this question the succeeding processes were conducted.

Implementation of five interventions were required for the strategies instruction. First of all, in every lesson was conducted an engaging warm up to motivate students in the day lesson and to change the learners notion respecting reading exercises, since they believed that read an English literacy passage was bored and difficult. The first intervention was about guessing intelligently and students were trying to develop the activity without external sources just with their capacities of inferring, that experience makes them aware of what capable were they to convey meaning just by looking in the context.

In the second intervention the challenge was to identify the main ideas of the text, on this stage students require the teacher assistance because of the complexity of the task however, the results of the activity showed that most of them were able to find the main idea and reflect about the topic treated.

Additionally, the third instruction demand them to elaborate a short written product from the understanding of the reading a summary, on this intervention it was notorious the use of strategies that on previous lesson were thought since, they used less dictionary and teacher questioning.

Finally, the five interventions was done about grammatical categories and on that activity learners surprised us by answering classifying noun, adverbs , verbs etc. We did not expected their performance in the task as they did it so well considering the complexity of the activity so, that fact made us confirm again that reading strategy instruction is an effective tool to overcome the difficulties of struggle readers, at the end of the training an evaluation was conducted to gather final results and check at what extend they were able to apply what they learned in a final activity.

From the interventions done in this research we could conclude the following specific statements:

- Language teachers should be prepared to adapt their teaching method to incorporate reading strategies for the students in order to help them achieve high levels of reading competence.
- By the implementation of reading strategies instruction students are trained to select and apply the suitable technique when facing texts this enable them to develop the reading process successfully.
- Literacy allows students to develop critical thinking skills.
- Students earn self-confidence by the interaction of different kind of printed materials.
- From the evaluation results was found that after reading strategy instruction English literacy ability has improved.

According to the observations made at the beginning of the process, through the field notes of the teacher, it could be noticed that students of different levels are grouped together in one classroom, and they do not have the attention of the teacher all the time. Therefore, implementing well designed reading tasks with clear objectives could be very useful for the acquisition of new knowledge, and expand the reading ability, and at the same time promoting independent work in learners "Learning strategies can also enable students to become more independent, autonomous, lifelong learners" (Allwright, 1990; Little, 1991).

Likewise, it was observed that learners come with lack of knowledge about the characteristics of their own language, in these conditions, teaching new vocabulary, patterns of the foreign language and new information is not enough because they do not have basic linguistic foundations, it is needed to help them understand how a language works,

On the other hand, the inclusion of literacy aspects and reading strategies in English classes can positively impact the student community by improving their intellectual level, which may motivate them to work harder in order to improve their labor, economic and social conditions.

During the teaching experience in this place, some new students have expressed that they do not like English because they do not understand it, but after a few classes they change their perceptions and become very good students. To the point of presenting an exam to study modern languages at Universidad de Cartagena, because they do not have the resources to study at a private university.

Future studies need to be conducted including many more common aspects of the mother tongue and foreign language that could help a better construction of lasting knowledge in apprentices. Moreover, It would like to had have more time to train students reading strategies to motivate them enhancing they literacy ability and to work more in some specific processes of students that deserted of the institution also, if we would had the opportunity to conduct this research again we would include more learners in the process and incorporate group work to foster them to work each other to understand the reading using a kind of scaffolding to help weak reader with a strong classmate.

In sum, it was shown that with the explicit literacy training through reading strategy instruction students are encouraged to got positive effects in their reading performance and academic goals, they are able to develop a sense of autonomy and independency by the suitable strategy use "strategy specialists usually believe that learners with strategic knowledge of language learning become more efficient, creative, and flexible, thus they acquire a language more easily." Khaki (2014, p 187). Likewise, applying reading strategies teaching amplify and develop the English literacy ability in EFL learners.

Furthermore, we can affirm that it is important to enhance the English literacy ability to endow students to fully participate in society and through the use of appropriate strategies enable them to achieve levels of reading proficiency.

ANNEXES SECTION

ANNEX No. 0

Table 1. Typology of Reading Strategies Developed By Chinese University Teachers (Based on Nunan, 1999)

Strategy	Comment
Having a purpose	Knowing what you want to gain from the text
Previewing	Making a quick survey of the text, identifying the topic, main idea
Skimming	Getting the author's point of view
Scanning	Looking for specific details
Predicting	Anticipating what is coming next
Inferring	Getting the ideas that are not explicit
Cohesive devices	Identifying functions of conjunctions
Guessing word meaning	Using context, word structure, cognates
Background knowledge	Using what one already knows and applying it to new ideas in the text.

ANNEX No. 1

Field Notes: Observation before the pedagogical interventions

Institution	**Instituto Bolivariano Esdiseños**
Date	**April - May, 2017**
Teacher	**Adasnery Beltrán**

Class Development Students' Behavior	It was necessary to use worksheets and written activities because there were students of different modules in the same classroom and schedule, so it was necessary to teach different topics simultaneously. During these activities it was noticed that they spent too much time in reading activities, even though they were using dictionaries. It was observed that these activities had to be continued the following day. Likewise, students did not have a good knowledge of grammatical categories, even in their first language, most of them were not able to identify or define the concept of a noun, a verb, an adjective and adverbs, which represents basic parts of speech.

ANNEX No. 2

Especialización en la enseñanza del idioma Inglés
Survey 1

Por favor escriba la respuesta (1,2,3,4 or 5) que dice que tan cierto de usted es la afirmación.

1. Nunca o casi nunca es cierto de mi
2. Normalmente no es cierto de mí.
3. Algo de cierto de mi.
4. Normalmente cierto de mí.
5. Siempre o casi siempre cierto de mi.

Cognitive questions

1. I read for pleasure in English. ( )
2. I first skim an English passage (read over the passage quickly) then go back and read carefully. ( )
3. I look for words in my own language that are similar to new words in English ( )
4. I find the meaning of an English word by dividing it into parts that I understand. ( )
5. I try not to translate word-for-word. ( )
6. I make summaries of information that I read in English. ( )

Compensation questions

7. To understand unfamiliar English words, I make guesses. ( )
8. I read English without looking up every new word. ( )

Metacognitive questions

9. I look for opportunities to read as much as possible in English. ( )

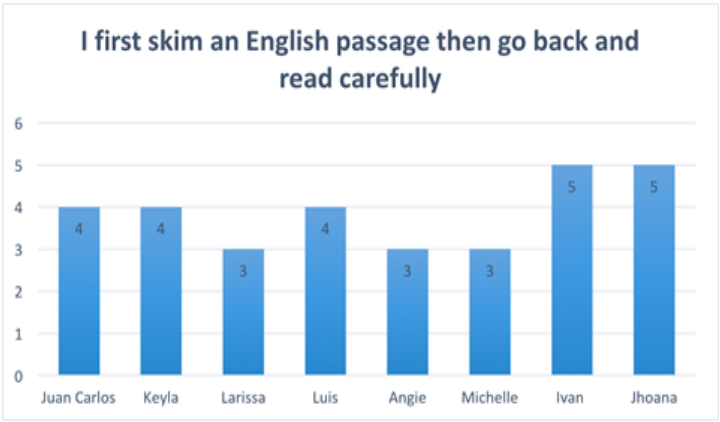
Source: Strategy Inventory for Language Learning (SILL) Version 7.0 (ESL/EFL). R. Oxford. 1989

ANNEX No. 3

1. Cognitive question

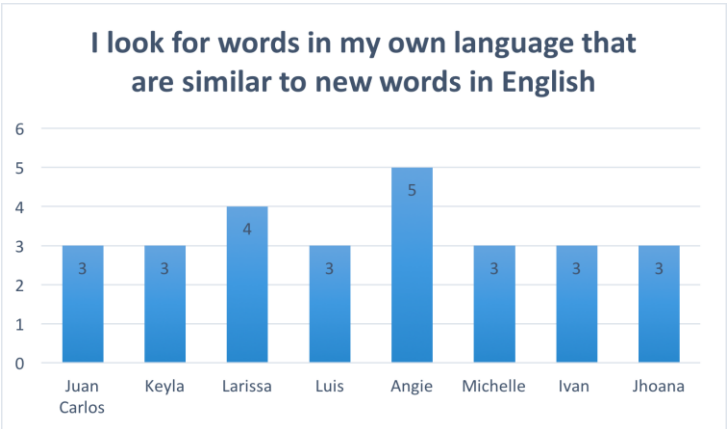
1. Never or almost never true of me
2. Usually not true of me
3. Somewhat true of me
4. Usually true of me
5. Always or almost always true of me

2. Cognitive question



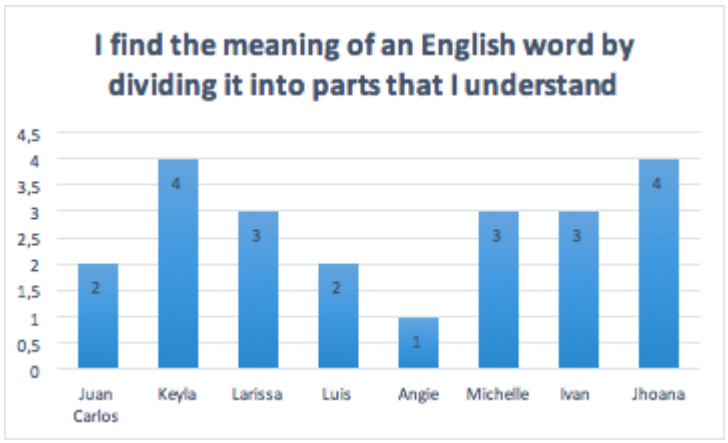
1. Never or almost never true of me
2. Usually not true of me
3. Somewhat true of me
4. Usually true of me
5. Always or almost always true of me

3. Cognitive question



1. Never or almost never true of me
2. Usually not true of me
3. Somewhat true of me
4. Usually true of me
5. Always or almost always true of me

4. Cognitive question

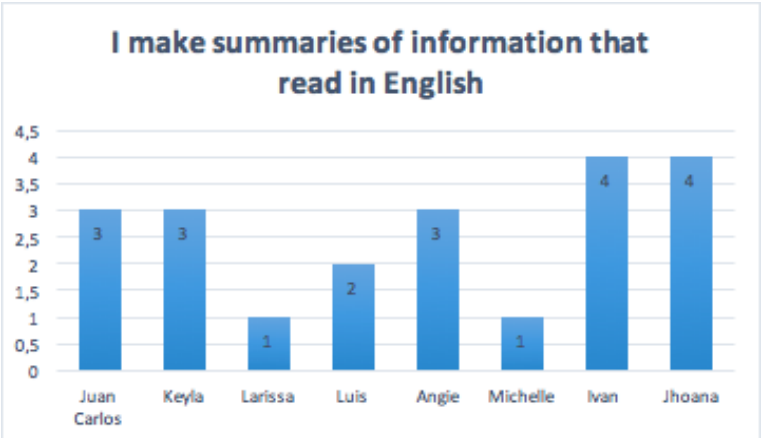


1. Never or almost never true of me
2. Usually not true of me
3. Somewhat true of me
4. Usually true of me
5. Always or almost always true of me

5. Cognitive question

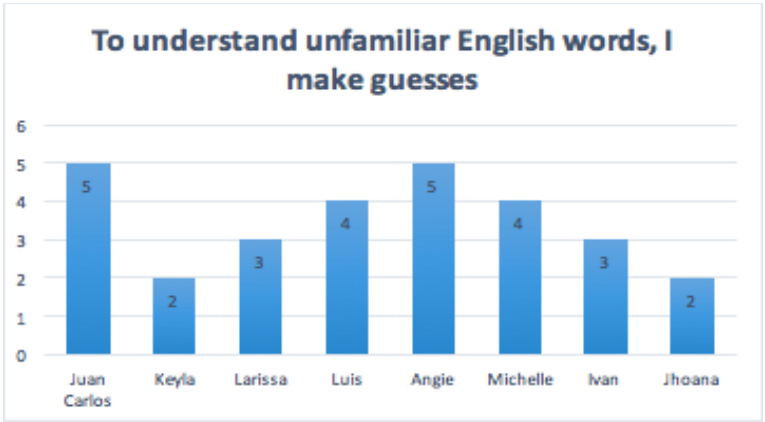
1. Never or almost never true of me
2. Usually not true of me
3. Somewhat true of me
4. Usually true of me
5. Always or almost always true of me

6. Cognitive question



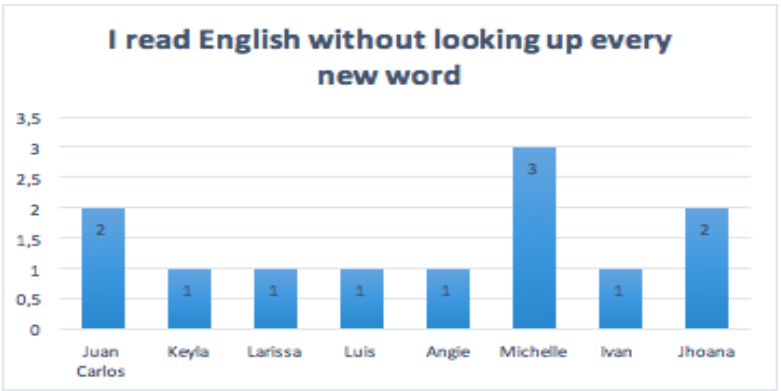
1. Never or almost never true of me
2. Usually not true of me
3. Somewhat true of me
4. Usually true of me
5. Always or almost always true of me

7. Compensation question



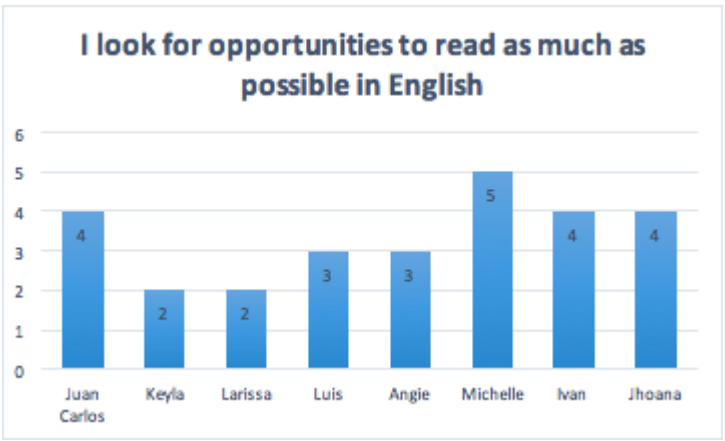
1. Never or almost never true of me
2. Usually not true of me
3. Somewhat true of me
4. Usually true of me
5. Always or almost always true of me

8. Compensation question



1. Never or almost never true of me
2. Usually not true of me
3. Somewhat true of me
4. Usually true of me
5. Always or almost always true of me

9. Metacognitive question



1. Never or almost never true of me
2. Usually not true of me
3. Somewhat true of me
4. Usually true of me
5. Always or almost always true of me

ANNEX No. 4

Angi

How The Internet Is Destroying Your Brain

By Savannah Cox on July 10, 2014

Entendió de qué se trataba el artículo. Si X. No ___.

El título, los subtítulos las imágenes le ayudaron a entender el artículo. Si X. No ___.

Le gustaría leer otro material autentico en ingles por su propia cuenta. Si X. No ___.

Por favor escriba la idea principal del material leído.

el material nos quiere dar
a entender cuanto daño nos
hace el internet

Por favor escriba lo que entendió del material leído.

que hay que interactuar
mas con las personas porque
el internet nos aleja de la

ANNEX NO. 5

What makes people successful?

Who do you think is the most successful? Who do you think is the least successful?

In order to answer these questions, we first need to define success. Everyone has a different definition. Many of us place great value on performance, on achievements, or on reaching various goals. Others associate success with material goods, measuring it by how much one can acquire. Others measure success by how much they can contribute to the well-being of their families, or to the community and society in general There are many other definitions, but mostly success is associated with becoming rich, famous, and respected at work.
Yet, it doesn't have to be that way.

Being successful could mean simply being satisfied with oneself and one's career. For many people, a successful person is someone who feels that his or her work and life in general offer an exceptionally high degree of satisfactions.
But how does one get from here to there? How does one reach this feeling of satisfaction with life and career? It seems that successful people consistently do two things:

- They use their natural abilities in their work.
- They set career and life goals.

In other words, successful people choose careers where they can use their natural abilities, or do what comes naturally to them. For example, successful teachers are people who instinctively know how to help people learn, and the best doctors are those who know how to listen to people. Successful people know where they are starting from, and what direction they want to give their lives and careers, even if it is something as simple and wonderful as raising a happy family.
What are your natural abilities? What are your career and life goals? If you can answer these questions, you are on your way to having a successful career and life.

3/4

Topic: Success
Main idea: Being successful...
Supporting idea: a successful person is someone who feels that his or her work and life in general

ANNEX No.6

Reading time

A- read the following text very carefully in order to answer the questions on it:

The best years of your life…

The best years of your life, so everybody says…. But are they ?

Some of the problems young people have at home are caused by sheer lack of dialogue: children don't talk, parents don't talk and conflicts explode when you least expect them…

Clothes seem to be one of the causes of these quarrels. Either you want to buy too expensive ones , or you look like a tramp---parents want you to dress smartly and very rarely appreciate your style.

Some other times it's more your behaviour that upsets your parents.

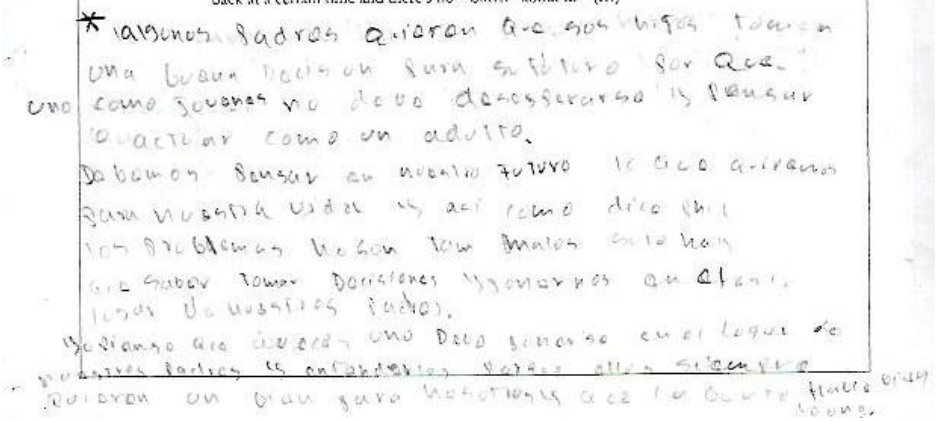
In Britain today, more and more young people want to be independent and leave home between the ages of 16 and 20. Some are students; others run away to escape from their homes which are overcrowded and unhappy. They go in search of work or of a more exciting life.

We asked **Phil Tillinghurst** (17 years old) to examine his life, the good and the bad things about being his age.

PHIL: " I don't know whether this is the best time of my life because I still have got the rest of it to go, but so far it's been good. Having said that, it's also one of the most difficult times because you already have to take important decisions about what you are going to do, what subjects you want to specialise in, what degree you are going to get, what career…That's why this is the time for trying out the different things that you think you may like, so that you can find out what you are best at for the future. So you should try all sorts of sports, hobbies and activities and see what really fits in with you.

You also have the chance of being almost an adult but still getting away with being young. Your parents don't treat you like a child, they trust you more…I know that parents are only concerned about what's happening to you, but sometimes they really worry too much… I get on OK with my parents. A lot of people think that boys have more freedom than girls, but in fact I know some girls that have more freedom than I do. But I have no major problems, though money is always a problem. Everyone is always running out of money these days, but that's about it.

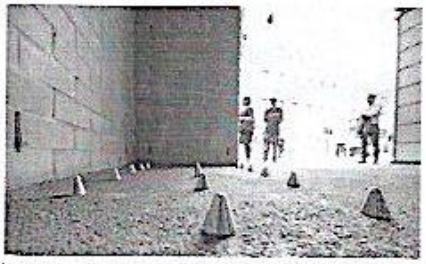
I have many Portuguese friends and their parents are stricter than mine. They have to be back at a certain time and there's no " but…" about it." (…)



ANNEX No. 7

SPIKES STOP PEOPLE SLEEPING IN THE STREETS

WWW.EASYENGLISHARTICLES.COM



Over the last year, many buildings in the UK have installed "anti-homeless" spikes like these to stop people sleeping in the streets. The spikes are appearing in major cities such as London and Manchester, outside shops and under bridges where homeless people usually sleep.

The shops and businesses believe that when homeless people sleep near their buildings, this gives a bad impression to customers and it might stop people entering the buildings

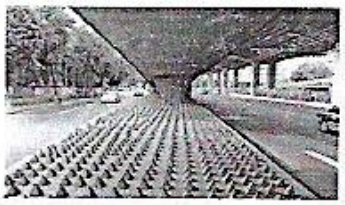
These spikes were installed outside Selfridges, a luxury department store in Manchester, on the 1st December last year

The store says it has installed these spikes because customers have complained that people who sat here smoked and left litter. This made the front of the shop look ugly

The phenomenom of "defensive architecture" such as this is very controversial. Over 3,000 people have signed a petition to remove the spikes from Selfridges saying that these spikes are "inhumane" and that they will not help solve the problem of homelessness in the UK. It will only move the problem to a different place.

The Guardian newspaper says that this type of architecture is a type of apartheid. it stops homeless people living in public places. It makes them invisible to the rest of society.

The UK is not the only country to install "anti-homeless" architecture. Spikes are also used in China (photo below) In New York City a famous bookstore has used water sprinklers to get rid of homeless people from the front of the shop



Classify grammatical categories from the text in the following table.

Nouns	Verbs	Adjectives	Adverbs
London, Manchester ✓	sleeping ✓	Many ✓	Over ✓
China, New York ✓	spikes ✓	this ✓	because ✗
store ✓	say ✓	[illegible] ✓	who ✗
boot store ✓	smoked ✓	amazing ✓	give ✗
People ✓	look ✓	as ✗	where ✗
Shops ✓	like ✓	That ✗	when ✗
The Guardian ✓	have ✓	their ✗	.
November ✓	signed ✓	last ✗	
country ✓	Ireland ✓	from of ✗	
homeless ✗	buildings ✗		
the UK ✓	application ✓		
street ✓	outside ✗		
	used ✓	25/30	90%

Lady Gaga

Of course, Lady Gaga isn't her real name. She was born Stefani Joanne Angelina Germanotta on March the 28th, 1986. Lady Gaga is her stage name. She is an American singer-songwriter who has become one of the biggest names in music – for her songs, performances, fashion and politics. She became famous in 2008 and just two years later was included in Time magazine's list of the 100 most influential people in the world.

Lady Gaga had a musical upbringing. She learned to play piano from the age of four and was singing in public by the time she was 14. She also loved acting in musicals at school. She went to a New York art college at the age of 17 where she wrote a research paper that focused on "music, art, sex and celebrity". She concentrated on songwriting and singing in New York clubs. She got her name from the Queen song "Radio Gaga".

Gaga was inspired by David Bowie, Blondie and Madonna. She hit the big time following the release of her debut album The Fame in 2008. The singles "Just Dance" and "Poker Face" became international hits. The album reached number one on the record charts in six countries. Her second album Born This Way (2011) also enjoyed spectacular success. The single "Born This Way" was the fastest-selling single in iTunes history.

Gaga is also outspoken when it comes to politics. She has spoken at military meetings in support of gays and lesbians in the US Army and shocked the world by wearing a dress made from meat, to draw attention to human rights. She is also a philanthropist and raised $500,000 for the Haiti earthquake from a concert performance. Gaga also designed a Japan Prayer Bracelet which raised $1.5 million for Japan's tsunami relief fund.

1) Complete these sentences according to the text. Use the words below.

stage - human rights - songwriter - single - release

a) The release of the album "The Fame" happened in 2008.

b) Lady Gaga defended the human rights when she used a dress made from meat.

c) Lady Gaga is the stage name of Stefani Joanne Angelina Germanotta.

d) Gaga is also a songwriter. She writes music lyrics.

e) The single "Born This Way" was released in 2011.

10/10

2) Write (T) if the sentence is true and (F) if it is false.

a) (F) Lady Gaga was born in Canada.

b) (T) Lady Gaga is a person who worries about the world problems.

c) (T) Lady Gaga's music is influenced by Madonna, David Bowie and Blondie.

d) (F) Gaga is an outgoing person and her attitudes don't shock the people.

e) (T) Her interest in music appeared since she was four years old.

3) Read the text and answer the questions below, giving complete answers:

a) What is Lady Gaga's real name?
Stefani Joanne Angelina Germanotta

b) When did Gaga become famous?
She become famous in 2008

c) How did Lady Gaga's carrier start?
She started playing the piano from the age four and sings in public she was 14

d) Who was Lady Gaga influenced by?
She was influenced by Madonna, David Bowie and Blondie

e) Why is Lady Gaga an outspoken person?
Because she loves talk about politics

F) How did Lady Gaga show that she worries about the world problems?
She made concert performance for raising money

ANNEX No. 8

The yeti

In 1832, an explorer traveled to the Himalayas.
The people there told him stories about a strange animal called a yeti. It lived in the snow, they said. It was very tall – much bigger than a man. The explorer didn't believe the stories. "These people have probably seen a big monkey," he thought.
But the stories about the yeti continued. A lot of the explorers went to the Himalayas: They wanted to find the yeti. Some of the climbers told stories about a strange animal in the snow, but nobody came back with evidence.
In 1925, a photographer named Tombazi saw a yeti when he was climbing. It was about 300 meters away from him. He was with some other people, and they saw the yeti too. Tombazi tried to take a picture, but the yeti disappeared. Tombazi went to look at the snow and he found footprints. They were enormous!
The best clue about a yeti comes from China. There were stories about yetis from China too. A scientist called Gene Poirier traveled to farms in China and collected pieces of hair. When people examined their hair did not come from any normal animal. Maybe it's the first real evidence of the yeti!

Choose True or False. (1.0)

1. People described the yeti as a small man	(True)	False
2. Tombazi got a picture of the yeti	(True)	False
3. Tombazi found the yeti's footprints	True	(False)
4. A scientist found strange hair in China.	True	(False)

Find grammatical categories from the text. (1.0)

Nouns	Verbs	Adjectives	Adverbs
The People	Traveled	Very	
YeTi	lived	big	
tombazi	saw	first	
China	Take	much	
hair	Look	the best	

ANNEX NO.9

LESSON PLAN 1

Theme: **Reading comprehension strategies**	**Lesson topic:** **Guessing intelligently**	**Grade:** **Module 4, 5, 6**	**Class time:** **90 minutes**
Objective: **Students will be able to understand a text without using a dictionary.**			
Running clock	**Teacher Action**	**Student Action**	**Resources/ Materials**
Warm up 15 minutes	- Helps students to create a short story according to some Images selected and cut from magazines	Select some pictures and try to make up a story	Pictures from magazines
Presentation: 10 minutes	Explains four skills in English language learning and presents the reading project	Answer some questions about their previous knowledge	Board - markers
Guided practice 40 minutes	Hands out a worksheet start the activity to engage students, ask students key questions to facilitate understanding, and contextualize the text	Read and answer questions, making guesses and saying different options of meaning	Reading comprehension worksheet
Assessment 20 minutes	Ask students to develop exercises of reading comprehension	Do the activity	Reading comprehension worksheet

ANNEX No. 10

LESSON PLAN 2

Theme: Reading comprehension strategies	**Lesson topic: Making predictions**	**Grade: Module 4, 5, 6**	**Class time: 90 minutes**
Objective: Students will be able to predict the information of an authentic text from titles, subtitles and images.			
Running clock	**Teacher Action**	**Student Action**	**Resources/ Materials**
Warm up 5 minutes	Ask students about the importance of reading for them.	Express their opinions about the importance of reading	No
Presentation: 15 minutes	-Construct the concept of prediction with students cooperation -Displays the article and give examples of predictions starting by the title and first image	-Give ideas about what a prediction is. -Produce ideas about the content of text	Board, computer, tv screen and virtual article retrieved from: http://all-that-is-interesting.com/how-internet-destroys-your-brain
Guided practice 20 minutes Practice 40 minutes	-Encourage students to make predictions from title and other images. -Give instructions for reading all the article in order to verify the information	-Make their own predictions -Read the whole text using dictionaries to confirm or discard predictions they made	Computer, tv screen and virtual article trieved from: http://all-that-is-interesting.com/how-internet-destroys-your-brain
Assessment 10 minutes	Hand out a questionnaire to students to evaluate the activity	Answer the questionnaire	Questionnaire

ANNEX No. 11

LESSON PLAN 3

Theme: **Reading comprehension strategies**	**Lesson topic:** **How to find the main idea**	**Grade:** **Module 4, 5, 6**	**Class time:** **90 minutes**
Objective: **Students will be able to identify the main idea and supporting ideas in a text.**			
Running clock	**Teacher Action**	**Student Action**	**Resources/Materials**
Warm up 5 minutes	Accepts a student's suggestion to do a stretching session	Do the stretching exercises	No
Presentation: 15 minutes	Presents the video how to identify the main idea	Watch the video and do activities proposed in it	Video retrieved from https://www.youtube.com/watch?v=G5X9tehAyKA
Practice 50 minutes	Distributes a worksheet for reading comprehension	Read looking for main idea and supporting ideas	Adapted Islcollective worksheet What makes people successful?
Assessment 10 minutes	Guides students to write the comprehension exercises	Write the topic, main idea and what they understood from the text	Adapted Islcollective worksheet What makes people successful?
Reflection 10 minutes	Conduct a reflection time about success, the topic of reading	Express their thoughts and reflections	No

ANNEX No. 12

LESSON PLAN 4

Theme: **Reading comprehension strategies**	**Lesson topic:** **Making a summary**	**Grade:** **Module 4, 5, 6**	**Class time:** **90 minutes**
Objective: **Students will be able to write a summary about the reading text**			
Running clock	**Teacher Action**	**Student Action**	**Resources/ Materials**
Warm up 5 minutes	Give instructions to ss about the activity and start saying words e.g. delicious, funny, etc.	Draw the first thing that come to their minds show to a classmate what they have done	Paper sheets
Presentation: 15 minutes	-Introduces the concept of summary and main characteristics Provides the context and features of the reading elicit important vocabulary	Listen carefully and take notes Participate in a board brainstorming about the topic	Board, markers
Practice	Teacher command them to think about things that apply to their lives depending on the reading -Present the reading in a worksheet	Students express their ideas -they read several times the worksheet They use the previous knowledge and strategies learned to develop the task	Markers, Board, Worksheet
Assessment	-Guide students in explaining them the process of constructing a summary -Commands students to elaborate the summary following the teacher	Students elaborate a summary related to the reading reflecting about the text passage	Worksheet

	instructions		

ANNEX No. 13

LESSON PLAN 5

Theme: Reading comprehension strategies	**Lesson topic: Parts of speech**	**Grade: Module 4, 5, 6**	**Class time: 90 minutes**
Objective: Students will be able to identify nouns, verbs, adjectives and adverbs in a text with the purpose of facilitating comprehension.			
Running clock	**Teacher Action**	**Student action**	**Resources/ Materials**
Warm up 15 minutes	Gave a verbal group test to students to confirm observed deficiencies	Identify underlined parts of speech in each sentence	Diagnostic test 1, John wiley & sons. inc. 2007
Presentation 15 minutes	Explains different parts of speech (noun, verb, adjective, adverb)	Read and take notes	Parts of speech materia,: John Wiley & Sons, Inc. 2007
Practice 40 minutes	Give an authentic article to students with instructions for reading, identifying parts of speech, and write them in a table.	Read the text, identifying nouns, verbs, adjectives and adverbs. writing them in a table.	Authentic article Spikes stop people sleeping in the streets www.easyenglisharticles.com Table below text
Assessment 20 minutes	Check the exercise on the board	Go to the board and write each grammatical category	Reading material, board, markers

ANNEX No. 14

Institution	**Instituto Bolivariano Esdiseños**	
Teacher	**Adasnery Beltran**	
Date	Date: June 22nd, 2017	
First Intevention	**Topic**	Guessin intelligently
Class Development Students' Behavior	After the warm up, a brief explanation was given of the four skills needed in language learning, explaining that in the exercise emphasis would be placed on reading skills for the development of this project. The activity was based on making guesses while reading in order to understand a text without using dictionaries. A worksheet for reading comprehension was used, this material was according to the students' level of English, and the topic was a kind of biography of Lady Gaga, it was adapted from islcollective.com, a web page for English teachers. The activity was guided slowly because students were accustomed to read using the dictionary to understand the meaning of unfamiliar words. The students showed insecurity and some of them lack of desire to do the exercise, but they were guided by questions and examples of contextualization of the teacher, who helped them to identify words that are similar to Spanish as hit, music, politics, etc., and aspects of real everyday context to identify places, concepts, situations. Likewise, there were associations of words with the mother tongue such as re-read – re-leer to get the meaning of research in Spanish as follows, re – search repeatedly search in university context, one of the students came to the right meaning of the word research in Spanish. After reading the text, students were asked for the teacher to answer some comprehension questions.	

Sample of Field Notes: Observation during the pedagogical interventions

ANNEX No. 15

SCHEDULE

- **Week 1**

Class : 1	**Strategy:** Introduction	**Text:** Biography
Class: 2	**Strategy:** Prediction	**Text:**How the internet is destroying our brain

- **Week 2**

Class : 3	**Strategy:** Identifying Main Idea	**Text:** What makes people successful?
Class: 4	**Strategy:** Summarizing	**Text:** The best years of your life

- **Week 3**

Class 5 **Strategy:**Grammatical Categories	**Text:**Spikes stop people sleeping in the street
Class 6	**Evaluation**

Plan of action

1. Perform several task where the the participants face different kind of activities modeled by the teacher to observe the students achievements.throughout lesson weeks.
2. Literacy tasks were conducted
3. Reading strategy: Prediction
4. Reading Strategy:Identifying Main idea
5. Reading strategy:Summarizing
6. Students will develop at the end an evaluation where they have to apply the strategies instructed by the teacher this evaluation is observed and monitored to check the students strategies that they used while performing the evaluation.
7. Several genre of literacy is used for the reading exercises to observe their inclination when it comes to reading
8. At the end evaluation is implemented to measure achievements

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