

**UNIVERSITY OF EL SALVADOR
SCHOOL OF ARTS AND SOCIAL SCIENCES
DEPARTMENT OF FOREIGN LANGUAGES**



Universidad de El Salvador

Hacia la libertad por la cultura

**HOW READING STRATEGIES DO INFLUENCE READING COMPREHENSION BY
ENGLISH STUDENTS OF READINGS AND CONVERSATION I AS A FOREIGN LANGUAGE
(EFL) AT THE UNIVERSITY OF EL SALVADOR, FOREIGN LANGUAGE DEPARTMENT,
SEMESTER II, 2015**

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Table of contents

Acknowledgments	v
Introduction	viii
I. The Problem	10
1.2 Research Questions	13
1.3 Objectives	13
1.4 Justification	14
1.5 Limitations	17
II. Theoretical Framework	18
2.1 Reading as a skill	18
2.2 How reading should be taught as a foreign language	23
2.3 How should students develop reading skills to construct comprehension	38
2.4 How reading strategies in general contribute to comprehension for students.....	44
2.5 Definitions of key terms.....	46
III. Methodology	48
3.1 Research Approach	48
3.2 Type of Study.....	48
3.3 Research Design.....	51
3.4 Population and Sample	52
3.5 Sampling	53
3.6 Research Technique	54
3.7 Research Instruments	54
IV. Data analysis and interpretation	56
4.1 Field observation analysis.....	56
4.2 Semi-Structure interviews analysis	58
4.3 Analysis of the test administered to reading and conversation I students	62
4.3.1 Analysis of the first test administered.....	64
4.3.2 Analysis of the second administered test	69
4.3.3 General analysis of the first administered test	75
4.3.4 General analysis of the second administered test.....	80
4.3.5 Comparative analysis of the results obtained on the first and second test conducted to the students of reading and conversation I.....	84
4.4 Triangulation (interpretation of the data).....	86
V. Conclusions and recommendations	100

5.1 Conclusions.....	100
5.2 Recommendations.....	100
VI. Resources.....	105
VII. Timetable.....	106
VIII. Bibliography.....	107
IX. Anexes.....	112
A. Observation Check List.....	113
B. Student's Test	114
C. Student's Semi-Structured Interview	124
D. Pictures.....	126

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INTRODUCTION

Reading is considered as one of the most important and useful components for students. Reading strategies enable learners to comprehend any type of texts, which after some time will make them have greater understanding. As such, mastering reading strategies is considered essential for learners. In order to create successful language learning environment in a reading classroom, educators need to help learners to identify their reading needs. In the long term, this will help educators to plan and meet the needs to the EFL learners' requirements when they read.

Reading strategies are no doubt an important criterion in students' lives. However, very often, learners face obstacles when they come across reading materials. For instance, the assistance of reading strategies will aid language learners in becoming good readers. These strategies will further assist them in their academic reading as well. This study investigates how reading strategies influence reading comprehension by English students as Foreign Language (EFL).

To gather the information required for this study, the instruments required will be a checklist, an interview and a test. The checklist will be used to take notes and see the students' attitude, behavior and how reading strategies are used by them. Also, there will be a group of students taken from the class to be interviewed with semi-structured questions addressing their knowledge about reading strategies, their thought and opinion about the teacher's methodology towards the reading strategies, the way students developed reading skill to construct comprehension, etc. finally, there will be a test to measure the use of readings strategies.

Students will take this test twice, one time at the beginning of the course even if students do not know anything about reading strategies and another time after they have seen reading strategies. This time the student will take the test being aware of reading strategies. So, in a way there will be a kind of comparison to see if students were influenced by reading strategies. The participants will be students enrolled in one group of Readings and Conversation I. The results of the test will be analyzed through statistical analysis. With the results that the researchers will get it is expected that these reading strategies could be more used as a teaching aid by educators to make reading both fun and educational. Nonetheless, with these strategies educators can facilitate learners to become exceptional readers.

CHAPTER I

I THE PROBLEM

1.1 Description of the Problem

This research was carried out at the Foreign Language Department of the university of El Salvador due to the importance that reading has in the learning process of a second language. The purpose of this research was to find out if students from the reading and conversation I semester II 2015 of the foreign language department at the university of el Salvador apply reading strategies properly. Reading is one of the most important macro skills in English that requires a lot of attention by teachers in order to know what and how to teach reading in a foreign language classroom. Nunan (2003) has stated that “reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning and the goal of reading is comprehension” (p.72). This paper not only will encompass the most important strategies that can be used for students to build up meaning of a text but it also will include some of the most important reading theories that can help teachers to know what and how they should teach reading in a foreign language classroom.

Harmer (1998) has declared that reading strategies are often categorized as those behaviors designed to help students before, during, and after they read. They are purposeful, cognitive actions that students take when they are reading to help them construct and maintain meaning such as activation of prior knowledge, predication, set reading purposes, skimming, scanning, inferring, paraphrasing, summarizing, etc. These are some of the most important reading strategies that will be provided in this document. The strategies mentioned above help students to build up meaning from the text faster and effectively. On the other hand, this document will

show not only how reading strategies influences comprehension on students of reading but also how educators should teach these strategies as well as how some other approaches that help teachers to increase comprehension on student when they reading a text.

There are some reading processes, methodologies and theories that help teachers to decide what to teach and how to teach reading as foreign language such as bottom up and top down processes, intensive and extensive reading and the schema theory of reading. These teaching approaches of reading help teachers to know what and how they should develop a reading class in a foreign language classroom.

According to Brown (2001) bottom up and top down processes help educators to know how students use the prior knowledge to understand a text. It is important to recognize how students will use their prior knowledge in order to encourage them to use either linguistic knowledge or knowledge about the world to build up meaning in a text. In short, bottom up is all the linguistic knowledge that students have about a language. Whereas, top down is all the concepts that students have about world in mind. The author has suggested using “interactive reading” which the main aim is to make a combination of both models in order to help students to understand the text by using both methodologies at the same time (Brown, 2001, p299).

Furthermore, this document will emphasize the use of extensive and intensive reading in order to help students to construct meaning of what they read. According to Brown (2001) Extensive readings are long pieces of text that students read for pleasure and for obtaining the main ideas of the text without paying too much attention on all the detail of the text (p.313).

On the other hand, Long and Richards (1987) have asserted that Intensive reading is a “detailed in-class” analysis of the text, linguistics symbols are analyzed by the students such as

(letter, phrases, grammatical forms, vocabulary, etc.) to understand the meaning of a text and to study the language. The authors mentioned above have suggested using more extensive reading due to the wide range of advantages that this methodology offers to the students when reading a text.

Another important principle to be taken into consideration is the schema theory of reading. It is important for teachers to know how students store knowledge that they learn in their mind. Rumelhart (1980) has stated that all knowledge is store in groups and those groups are schemata. Thus, schema theory involves students' previous knowledge within the text to improve comprehension. Carrel et al (1988) have contended that students use three major types of schemata known as linguistics schema, formal schema and content schema to classify their knowledge in their mind that is why it is important for the educators to know what of these groups to encourage the most so that students can have an appropriate use of their knowledge. The authors cited above have concluded that teachers should encourage students to use formal and content schemata so that students can learn how they can combine linguistic knowledge and knowledge about the world at the same time to build up meaning of what they read.

As conclusion, all the information in this research project will be used to find out to what extend reading strategies influence reading comprehension on readers of English as a foreign language in order to provide some suggestions to improve how reading is taught in the foreign language classrooms. In like manner, it will provide important information that educators can use in order to enhance the way they teach reading. This paper not only encompasses the most important strategies that can be used by students to build up meaning of a pieces of text they read but also it includes some of the most important reading theories that can help educators to know what and how they should teach reading in a foreign language classroom.

1.2 Research Questions

General research question:

- Which reading strategies do students of Readings and Conversation I use the most to influence their reading comprehension?

Specific research questions:

- How do reading strategies help students to process a text more efficiently in the Readings and Conversation I-semester II, 2015 at the FLD?
- How do teaching reading strategies influence reading comprehension on the students of Readings and Conversation I-semester II, 2015 at the FLD?

1.3 Objectives

General Objective:

- To find out how reading strategies influence reading comprehension on students from Readings and Conversation I in order to identify what reading strategies students use the most and in that way provide some guidelines to the teachers.

Specific Objectives:

- To identify how reading strategies help students to understand better a text in the Reading and Conversation I-semester II, 2015 at the FLD in order to propose possible ideas for the new curriculum.

- To analyze if teaching reading strategies influence reading comprehension on the students of Readings and Conversation I -semester II, 2015 at the FLD in order to propose some guidelines to be used by teachers in the classroom.

1.4 Justification

Learning English as a foreign language is getting a lot of importance in many countries all over the world. To speak a foreign language is quite important nowadays not only for getting better job opportunities but also to have more opportunities to travel abroad. Due to these and other possible reasons, learning English as a foreign language has grown significantly lately that is why a lot of research has been carried out in order to find out what the best way to learn and to teach a foreign language is. In this particular case, the purpose of this study is to find out how reading strategies influence reading comprehension by English students of Readings and Conversation I as a Foreign Language (EFL) at the University of El Salvador, Foreign Language Department, Semester II, 2015.

Through the completion of this study, the researchers describe how reading strategies influence the reading understanding of the students when reading a piece of text in English. One of the main goals of this research is to find out how teachers can help students to read efficiently by applying a wide range of reading strategies or teaching methodologies described within this research so that students can improve their reading proficiency. There are two underlying components within the rationale of this paper such as students and teachers. Within this paper, the researchers want to show the importance that reading has in the teaching learning process of a foreign language.

For students, reading comprehension is one of the most important goals to achieve for every student who study English at the foreign language department of the University of El Salvador. It means that for these students, reading will be crucial because it will be one of the most important skills that they will have to master within the language in order to comprehend faster and effectively all the large quantities of reading that they will have to read during their major. Since reading is an internal activity and produces an intangible product, it is difficult to measure the level of comprehensibility that a person gets when reading a text. This is the reason why it is necessary to analyze if students use any reading strategy when reading or to determine if they have a wide range of knowledge about vocabulary that can be useful for them to understand a piece of text.

Moreover, in this research project the researchers will let students to understand the importance that reading has in the learning process. Students need to be aware that vocabulary knowledge plays an important role when reading because depending of the more vocabulary knowledge and reading strategies they use to read, the more information they will be able to understand faster and efficiently from a text. Furthermore, students need to know that reading not only help them to process a text efficiently but also they need to know that reading help them to improve their knowledge about the world significantly.

On the other hand, another important aspect to take into consideration is that this paper helps educators to know how students read a piece of text and how much students know about reading strategies and vocabulary knowledge. Besides that, this study can be useful for teachers of the foreign language department at the university of El Salvador as a starting point to identify the reading comprehension weaknesses that students have at the moment of start reading a text and in that way analyze what reading strategies educators should encourage students to use the most

when reading. This paper also helps teachers to determine if they should teach reading strategies only or if they should use any other alternative to teach reading to their students for instance the intensive or extensive reading methodology.

As a conclusion, it can be said that this document provides teachers and students of the foreign language department at the university of El Salvador important information that they should take into consideration when teaching or learning reading. Since this paper encompasses some important theories and reading strategies that help teacher to know **what** and **how** to teach reading in a foreign language classroom. The researchers show what are the best reading methodologies or reading strategies that educators can use in order to improve their students' reading proficiency by encouraging them to use the most appropriate reading strategies when necessary. The main aim of this study is to find out if reading strategies influence comprehension in the students of Readings and Conversation I at the University of El Salvador, Foreign Language Department, Semester II, 2015 in order to propose some possible ideas that can be implemented in the new curriculum.

1.5 Limitations

During this investigation, the research team had to face two limitations that interfered with the development of some activities but did not affect the process and the results of the research.

These limitations were:

- One of the teacher in charge of one group of Reading and Conversation I did not allow us to perform observation by stating that he was in constant evaluation with the students.
- Time issues, for the members of the group it was really difficult to find a schedule that would have worked perfectly for everyone to get together. nevertheless, we could set a schedule to get together and work on weekends to submit the advances for the project on time.

CHAPTER II

II THEORETICAL FRAMEWORK

2.1 Reading as a Skill

Nunan (2003) suggests that reading is a fluid process of readers connecting information from their previous knowledge to construct meaning and the main objective of reading is: comprehension. (p. 68)

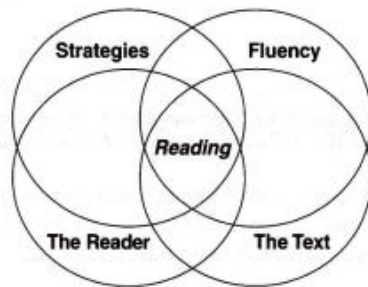


Figure 1 Definition of reading (David Nunan Practical English Language Teaching 2003 p. 72)

Spratt et. All (2005) say that reading can be a receptive skill but that it is not a passive one; it is a process that involves understanding connections (coherence and cohesion), making sense of texts through prior background information and applying the most accurate reading strategy. (p. 21)

According to Baker & Brown (1984 a-b) as readers read, they make use of their background information along with clues from the text to build meaning. Research points out that efficient readers are strategic; therefore, reading is a process of constructing meaning by interacting with text. (p. a21-44) (p. b353-394) Strategic readers use a variety of reading

strategies as they build meaning, it means that they have a purpose and they adjust their reading for each reading task. (Paris, Wasik, & Turner, 1991, p.31, 587-608)

According to Nunan (2003) reading is “a fluid process of readers connecting information from their previous knowledge to construct meaning and the main objective of reading is: comprehension” (p. 68). In like manner, Spratt et al (2005) have asserted that reading is a process where readers obtained knowledge in an actively manner. As it was mentioned above reading is receptive but it does mean that this passive skill where students obtain knowledge. Reading is an active process where students activate their previous knowledge in order to construct meaning of the new information acquired.

Several research has been carried out to find out how educator should teach reading in a foreign language classroom since reading is a skill where knowledge is obtained its quite important to provide the right information and the right instruction on how students can get new information efficiently when reading a text. There are many authors that have shown some alternatives about how educators should teach reading. Throughout all these pieces of research, researchers have suggested to teach reading strategies. Nevertheless, these studies have talked about how students should read only and not how educators should teach reading that is why many teachers struggle about how to carry out a reading class in a foreign language classroom.

Reading strategies and examples

Since reading is a meaning-making task, anything used to enhance students’ understanding help to create more effective readers. Reading strategies are divided into 3 main categories: before reading, during reading and after reading (examples are given below). They

are cognitive tools that students use when they are reading to help them construct and maintain meaning. (Hollie Baird, 2015, Blog Post).

There are several reading strategies that many authors have suggested to use when teaching reading such as scanning, prediction, skimming, inferring, summarizing and paraphrasing as some of the most useful skills that students may apply when reading a piece of text in order to get either detailed information or just to get general ideas about what they are reading.

The following are some definitions and examples about some of the reading strategies that can be used in a foreign language classroom in order to help students to enhance their reading proficiency

Pre Reading Strategies:

1. Predict: is using the text to guess what will happen next. Then the reader confirms or rejects their prediction as they read. Predicting is a reading strategy that done before and during reading. A technique to apply to this reading strategy is to use the Think, Pair, Share method. Have the students form predictions, share with a partner, and then participate in class discussion. (Etools4education, n.d)

2. Use Graphic Organizers: students can use these reproducible to visualize how ideas fit together, and you can use them to identify the strengths and weaknesses of your students' thought processes. (Graphic Organizers for Reading Comprehension 2015)

3. Adjust Reading Rate: it is that readers use a constant rate for most materials they read but learn to use different speeds based on the types of tasks and their purpose for reading. (Ready Reference Form 2009)

When reading inside a classroom, the following strategies may be applied during it to check with students their comprehension up to this point:

During Reading Strategies:

4. Infer: any process of reasoning from premises to a conclusion (Collins, William Sons & Co. 2015)

5. Skim: is a reading technique that is used to get a quick “gist” of a section or chapter. (Etools4education, n.d)

6. Scan: is a reading technique that is reading quickly to locate specific information. (Nunan, 1999) claimed that scanning is a process where learners look at a text quickly in order to extract information. Besides that, it also makes reading more understandable to learners as the extracted information is clearly spelled out.

Immediately after finishing the reading of a text, these strategies are useful tools for teachers to reinforce what student might have not understood from the text and also to allow them speak aloud with what they have understood:

After Reading Strategies:

7. Summarize: readers identify key elements and condense important information into their own words during and after reading to solidify meaning. Student definition: Tell what's important.

(Reading Comprehension Strategies: Definitions and Objectives, 2004)

8. Paraphrase: The paraphrasing strategy helps students recall the main ideas and specific facts of materials they read. (Interventions for reading comprehension, 2002)

It can be said that reading strategies are really useful for readers to understand what a text is about in an efficiently and quicker manner since each of this reading strategies let readers to apply a diverse type of techniques that they can use in order to get either general or specific information from a text. From the students' side reading strategies are crucial since all this bunch of strategies help them to develop reading comprehension if they used them correctly. Nevertheless, from the teachers' side it is totally different because there is no instruction on how to teach them and how to help students to develop these reading strategies.

Theoretical speaking, many people may think that teaching and learning these strategies might be a piece of cake. Yet, if this information it is seen from a different point of view, the conclusion will be different since the majority of the strategies only talk about how readers can use them to grab detailed or general information from the text. However, in the majority of the sources read there is not information about what kind of activities can teachers do in order to teach each strategy to the students.

Now that you have enriched your knowledge about what reading and comprehension imply and know what a reading strategy is. It is time to know about some other methodologies that help educators to be prepared when teaching reading. In the following paragraph will be discussed what other teaching methodologies and strategies can be used to teach reading to foreign language students of English.

2.2 HOW READING SHOULD BE TAUGHT AS A FOREIGN LANGUAGE

Nowadays reading has become in an important macro skill that students of English need to master right well for many different purposes in which they want to use reading that is why there are some research about how teachers should teach reading as a foreign language. These recent research have tried to find out what the best method or way to teach reading in a foreign language classroom is. There many authors that have shown some alternatives about how teachers should teach reading. Throughout all these pieces of research, researchers have suggested to teach reading strategies. Nevertheless, these studies have talked about only how students should read and not how educators should teach reading that is why many teachers struggle about how to carry out a reading class in a foreign language classroom.

This paper includes two important aspects about how educators should teach reading and how students should learn to read efficiently. However, the focus will be on how teachers should teach reading applying different processes, theories and methodologies in order to help students to enhance their reading proficiency. Reading is important since it help students to improve many learning areas such as writing, grammar, vocabulary that later when reading can be used to infer the meaning of a text that is why it is important when teaching reading to encourage students to learn other English skills that they can use them later to improve their reading

proficiency. There are several principles that help educators to teach reading efficiently such as bottom up and top down processes, the schema theory of reading and the power of extensive and intensive reading. In order to teach reading efficiently it is important to take into consideration how to use each of these principles in order to provide the right tools that students need to comprehend a text easily and quickly and in that way improve reading proficiency.

These days, teaching English as a foreign language has become very important for many teachers and researchers across the entire world. It is important to know as a teacher what the different types of methodologies that can be develop in the classroom are in order to teach students how to read efficiently. Reading encompasses several cognitive processes that students need to develop to learn how to read English. This paragraph will be focused in two processes that explain how a teacher should teach reading and how students can improve reading. There are two important cognitive processes that should be taking into consideration such as bottom up and top down processes which explains those two different manners in which students can learn to improve their reading proficiency. The following paragraph will describe how the bottom up and top down process help students to construct meaning on what they are reading.

What are Bottom up and Top down processes?

According to Brown (2001) Bottom up is the process where readers use their linguistic knowledge to understand a text since students pick up the data (signals) that they need in order to make sense on what they read. This process requires sophisticated linguistic knowledge about the language for instance symbols, letters, words, phrases, etc. on the other hand, Top down is the process where the uptake information comes from previous background knowledge that the individual has experience before: this previous exposure can help the reader to understand a text

quickly. In short, Top down is all the concepts of word that we have in mind and the ones that we can use to understand a text.

Goodman (1967) has stated that this reading process is like a type of “guessing game” since students having to do two tasks at the same time when they are reading. The tasks that students produce when reading is called “Language and thought” which consist in use previous background knowledge to make sense of what is being read (p.2, & p.5).

Several year ago specialists have argued that the best way to teach reading in English is only through the bottom up process since for students will be easier to sum up all the symbols, letters and phrases that they have been taught to comprehend a piece of text. Nevertheless, some other recent research about this area have suggested that the combination of both processes will be more productive for readers because they will combine linguistic knowledge that they have learned with previous background knowledge that they have experienced.

Nuttall (1996) has shown two great comparisons of what bottom up and top down processes are by providing the example of the use of a microscope or magnifying glass to check all the details of a sample. This is what students do with the bottom up model; they examine a piece of text in details to comprehend its meaning. In like manner, the Top down process can be compared with the eye of a bird that views scenery from a general perspective. Students can do this with a piece of text to understand its main idea. Teachers can encourage this by making a combination of both processes when reading a text.

Furthermore, Brown (2001) has declared that students bring emotions, experiences, information and culture to the printed text to understand what they are reading. This is crucial in the reading learning process since students may apply linguistic knowledge with knowledge of

the word to understand easier a piece of text. This could be a good example of what the schema theory has stated that students store the information acquired in different groups so that they can use it depending upon of the situation or trouble that they have to solve. The combination of both bottom up and top down processes is called “Interactive Reading” in which the main principle of this approach is to make a combination of both models in order to help students to understand the text by using both methodologies at the same time. (p.299).

Thus, it is important to take into consideration that reading is a very difficult skill to develop in a foreign language learning that is why teachers need to consider that the use of both bottom up and top down processes are really important in the reading process for instances some teachers might be frustrated when teaching reading when their students only depend on their linguistic knowledge, that is, when student start reading a text word by word or when they pause continuously to look for words that they do not know until they finish the text. This is clear evidence that students are using the bottom up strategy because they only trust on their linguistic knowledge and they do not go beyond to find out the possible meaning of that word or phrase in that certain context. This part is really crucial for the teacher because this is the right moment when educators need to encourage their students to use their experience and previous background knowledge (top down process) to infer the main idea of a text or sentence.

It is important to pointed out that both models bottom up and top down help teachers to decide what type of aspects need to be take into consideration when teaching reading since there may be several teachers that wonder how they can teach reading to their students. Both processes are of vital importance since they provide some important basis on how educators should teach reading to their students.

The authors cited in this paper have suggested that it will be useful for students to use both models to get the main idea of a text quickly by using a combination of previous experience and linguistic knowledge to understand a piece of text quickly and efficiently. In other words, it is suggested to use interactive reading when teaching reading since this methodology will help students to understand faster and efficiently the meaning of text by using a combination of both processes.

Now, another important theory that has to be taken into consideration is the schema theory of reading. Reading has become an important skill that everybody needs to handle right well in order to comprehend every piece of text that they read. Many people have paid a lot of attention to this skill because this is one of the skills where we obtain knowledge and information that is really important not only for academic purposes but also for professional matters. Many teachers wonder how readers can improve their reading proficiency by using the schema theory of reading.

What is the schema theory of reading?

The schema theory is an explanation about how readers use previous background knowledge in order to get the meaning of the new information. The term “schema” was first introduced by Bartlett 1932 as an “active organization of past reactions.” However, throughout these years more ideas about schema were shown by some other authors such as Rumelhart (1980), Carrell (1981) and Minsky (1975) when discussing the important role of background knowledge in reading comprehension.

This theory has gained a lot of attention by the researchers who tried to find out a strengthened explanation about how readers related the new information they obtained with the previous background knowledge they have in mind. The current paragraph encompasses not only the examination of the schema theory at its beginnings but it also covers the modern schema theory that provide further ideas about how people organized and relate new information gathered with previous background knowledge. On top of that, it will be describing the three major types of schema that help to enhance reading comprehension such as linguistics schemata, formal schemata and content schemata.

Schema studies were firstly done by the British psychologist Frederick Bartlett in 1932 who represented important ideas about what is a schema and how people can use it to organize knowledge. According to Bartlett (1932) a schema is "an active organization of past reactions, or of past experiences, which must always be supposed to be operating in any well-adapted organic response"(p. 201). Bartlett has believed that schemata are unconscious mental structures since people unconsciously organize knowledge acquire in their mind so that they can use them later to understand new information.

It is clear that Bartlett was the pioneer of the schema theory by providing good ideas about how people related new information acquired with previous experienced in order to understand and handle that information quicker. However, there some other recent research that support Bartlett's ideas about how people organized new information obtained in their mind for instance Rumelhart (1980) has stated that all knowledge is store in groups and those groups are schemata. Thus, schema theory involves students' previous knowledge within the text to improve comprehension. Minsky (1975) has intended that a schema is composed by "slots" that can be

filled out with the information gathered from any environment so that it can be used later on to comprehend new information.

Barlett has stated that knowledge is built from previous experienced gained through the time. Schema theory is very important to build up comprehension in reading because readers use their experienced or background knowledge to make meaning on what they are reading. On the other hand, Rumelhart (1980) has declared that people organize schemata in hierarchical ways since they use their knowledge from the most general to the most specific one. That is, people use their top down knowledge (general) first in order to get the meaning of the new information. In case they do not get what is the meaning of the new information, they use their bottom up knowledge (specific) in order to comprehend the new information obtained.

According to Carrel et al (1988) there are some different categories where readers store the information obtained so that they can use it later in order to comprehend the information they acquire. Firstly, Linguistics schema is the knowledge that reader has about vocabulary, grammar and idioms about a language. Linguistics knowledge plays an important role in the understanding of a text since without linguistic knowledge it would be impossible for the reader to comprehend and decode a text that is why is essential to have a background linguistic knowledge so that the more linguistic knowledge a reader has in mind, the faster comprehension he or she is going to get from the text.

Secondly, another schema process that is important is the formal schemata. This process includes all knowledge related to grammar structures, literature genres and different organizations of a text. The author has stated that here readers use their previous knowledge about grammar and literature to help themselves to comprehend the text faster because of the

previous knowledge they may have about poetry, fiction, essays, newspapers, academic articles, magazines and journals. These types of genres help them to imagine and created better understanding of what the text is about. The organizations of all of these types of text help them to improve comprehension because they already have some previous ideas of what is going to be in the text. Therefore, formal schema is vital in the process of comprehension because readers have a previous knowledge about what they are about to read.

Lastly, Carrel et al (1988) have shown some important thoughts about what content schema is. The authors have declared that content schema refers to the background knowledge of the content area of the text that reader may have, this include familiar topics, cultural knowledge and some previous experiences about the field to read about. Content schema is related with the knowledge that someone has about a language since language is not only about vocabulary, sentences function and grammar but also about cultural knowledge that is mainly what helps readers to have a prediction and better understanding of a piece of text. Some studies have shown that content schema enhance better reading comprehension than formal schema due to cultural knowledge and previous experience about a certain area that help readers to have a clearer understanding of a text. This previous background knowledge will to help readers to easily recognize the information of the text. Hence, readers with more prior knowledge will definitely grasp the gist of a piece of text quicker.

To sum up, it can be said that the schema theory has gained a lot of attention through all these years since there have been several authors that have made deeply studies to explain how people store information in their mind. As mentioned above Bartlett was the pioneer of this theory since he was the first who provide some important insights about how people relate prior knowledge with new information they obtain in order to get meaning of that information as soon

as possible. Recent research has also shown important and clearer ideas about how people store information in their mind in an unconsciously manner.

Rumelhart (1980) has shown a good example of what a schema is. He has presented the example of the word dog as a schema. The word dog represents a schema and that schema can be categorized in several schemata for instance everybody may have general knowledge about what a dog is. Dogs bark, they have fur, four legs, tail, hair, etc. In this context, the last schemata can also be subcategorized in others schemata for instance you may want to have specific information about dogs' breeds, hair length if they have a long tail or not, etc. This example shows that a single word can represent a lot of information.

Carrel et al (1988) have shown an important categorization about how people store information in their mind. Linguistic, formal and content schemata help readers to have better understanding of a piece of text since they use prior background knowledge that they have in order to comprehend new information obtained. The authors have contended that comprehension is made from previous knowledge that people have from different environments. Thus, the schema theory involves students' previous knowledge with the text to improve comprehension. Prior knowledge in short help readers to comprehend and increase reading proficiency due to the fact that they build this knowledge into units that can be used to have a better understanding of a topic. Students who do not have any background knowledge about a certain area will have several troubles to get the meaning of a piece of text.

There are two important reading teaching methodologies that educators should take into consideration when teaching reading such as the Extensive and Intensive reading. These two methodologies provide teachers some steps on how to teach reading by following certain activities that can be carried out either inside or outside the classroom.

What is Extensive and intensive Reading?

How often do teachers put in practice intensive reading to teach to their students on how to read to understand a text? Nowadays many teachers struggle about how to teach a reading class in foreign language classroom because they may not have clear what they are going to teach and how they are going to teach it. Several researches have been carried out to find out what is the best way to teach reading as a foreign language. However, some of these papers only talk about how students should read by using certain techniques that have been developed for them. In this paper will make emphasis on how teachers should teach reading as a foreign language since there are many educators that teach reading using reading strategies only. In this section of this paper will be shown how teachers can help students to improve their reading skills by using different methodologies of teaching.

Extensive and Intensive reading which the first one consists in long reading materials that students have to read to get the main idea of whole text; this activity is carried out without the supervision of the teacher. Whereas, the second methodology consists of short pieces of text where the main purpose is to study the language implied in details in order to get the meaning of the text.

Extensive Reading

Many authors have stated that extensive reading has become an important process that help teachers to teach their students on how to increase comprehension when they read a text by just getting the main ideas of that text. According to Renandya and Jacobs (2002) extensive reading encompasses large quantities of reading material with the only purpose of getting a general idea of what is being read rather than understanding the language used in the text. In most of cases, these readings include books, long articles, Essays, newspapers, magazines etc. these activities are carried out outside of the classroom in order to increase confidence, enjoyment and comprehension of the main ideas of the text since there is no ongoing supervision by the teacher.

In like manner, Brown (2001) has pointed out that Extensive readings are long pieces of text that students to read for pleasure and for obtaining the main ideas of the text without paying too much attention on all the detail of the text. In these readings students do not necessarily need to understand all the details of the text for instance words, phrases, punctuation, etc. The text is mostly easier to understand with respect to intensive reading which is a little bit more difficult. In Extensive reading students take responsibility for what they read. In this scenario, teachers just give some recommendations about what they should read according to their interest. Extensive reading is not controlled by the teacher since students have taken the responsibility of reading this text just for pleasure. Hence, students in extensive reading become very autonomous because they voluntarily took the responsibility to be on top of their own understanding so that they can achieve the maximum comprehension of the text.

Moreover, Renandya and Jacobs (2002) have shown that there are some advantages that teachers may take into consideration in order to help students to increase comprehension for

instance Teachers may encourage students to build up or develop a reading habit in order to gain more confidence in reading by improving their attitude towards reading and encourage them to read so that they become more independent readers.

Another important advantage with ER is that students are able to read different types of readings (fiction and nonfiction) and in that way they can use any reading strategy for the different kinds of texts they read. ER also helps students to expand their lexicon (vocabulary knowledge) by putting in practice their previous background knowledge because of the large quantities of reading that they are exposed to. Nevertheless, ER also has some disadvantages that can hamper the development of this reading process for instance Extensive Reading may be costly and time-consuming to set up if the materials are not already available, students need to have easy access to texts within their language proficiency level.

It may be difficult to keep students challenged to read more difficult text if they do not have the appropriate reading language level. Besides that, there might be students that come from other cultures where reading is not highly valued: that can be an unforeseen problem for the teacher because there might be students that will be unwilling to participate in reading activities. On top of that, some teachers might think that extensive reading could take time that can be useful for learning language skills and some people may think that they place too much emphasis on the number of pages read instead of the understanding achieved.

Extensive reading is really important. Yet, teachers need to have the expertise and training to develop these programs as well as the elements that are necessary to carry out this type of projects so that they can help readers to develop a reading habit, confidence and autonomy to develop comprehension of what they read. Some authors have stated that there is a

linguistic level that the ER text should have so that student can understand it without any trouble. Usually the ER material is below or at the same level of knowledge that students have. That is why the authors have suggested using the following scale to measure how difficult the text should be.

According to Renandya and Jacobs (2002) the text in ER should be “i—1”, I represent the current level of knowledge while -1 means that the text should be a little bit under than the current proficiency level that students have. On the other hand, for intensive reading the authors have advised to use the “i+1” since in IR the text should be above of the current proficiency level of the students (p.297). Teachers may use this scale in ER to suggest students what type of reading they should read so that they do not choose something that will discourage them to keep on reading.

Intensive Reading

With respect to extensive reading that is long readings sessions and reading for pleasure. Long and Richards (1987) have suggested that Intensive reading is a “detailed in-class” analysis of the text, linguistics symbols are analyzed by the students such as (letter, phrases, grammatical forms, vocabulary, etc.) to understand the meaning of a text and to study the language. In this scenario, the teachers choose a suitable topic for the students so that they can read it in a couple of minutes to understand its meaning by analyzing in details the components of the text. Extensive reading is also known as “Narrow Reading” since students read short pieces of text and then they analyze the vocabulary and the structures of the text in order to get the meaning of that. In IR the text is a little bit difficult in contrast with extensive reading because the purpose is to understand in details the meaning of the text by analysis the linguistic elements used.

Moreover, Nuttall (1998) has declared that Intensive reading is “a kind of reading in which readers besides linguistic knowledge should understand semantic details and pay close attention to the text, because, the aim is to obtain certain information.” (p208.) In this type of reading complicated materials are generally used, and the quantity of reading seems to be much lower than any other type of readings. Intensive reading is for a high level of comprehension and retention over a short period of time. The aim is to arrive at an understanding, not only of what the text means, but also of how the meaning is produced. Renandya and Jacobs (2002) have pointed out that Intensive reading is a “teacher-centered” model because he is always there supporting students, choosing suitable text for them and giving directions before, during and after of the process of reading (p.300).

Likewise, extensive reading, there are some advantages in intensive reading that help to increase comprehension on students for instance it provides a base to study structure, vocabulary and idioms as well as it provides a base for students to develop a greater control of language and check the degree of comprehension for each individual. One of the main advantages that students have is the support of the teacher that is there to assist any question or doubt that they may have during the process of reading.

On the other hand, there are of course some disadvantages that need to be taken into consideration before using intensive reading for instance there is little actual practice of reading because of the small amount of text. In a class with multi-reading abilities, students may not be able to read at their own level because everyone in the class is reading the same material and the text may or may not interest the reader because it was chosen by the teacher and there is little chance to learn language vocabulary due to the small amount of text. Therefore, it can be said

that intensive reading is useful to increase understanding of language on students. However, there are some aspects that need to be taken into consideration before conducting an intensive reading class such as the interest that students have for reading, the material to be used in the reading session and the willingness that teacher has for the development of this types of reading processes.

To sum up, it can be said that reading is a very important macro skill that foreign language learners of English need to develop in order to comprehend what they read in an efficiently manner. On top of that, reading is crucial for the learning of English since reading is one of the receptive skills where knowledge is obtained. It is important to recognize that there are two reading processes that can be used to comprehend a text. Using one of these methodologies will depend on readers' interest or it will depend upon the way how educators teach their students to read. In this paper has been mentioned that teachers can use either extensive or intensive reading to help students to comprehend a text efficiently.

Intensive readings activities are carried out inside of the classroom where the main purpose is that students get the meaning of the text by analyzing and studying the language used in the text. These pieces of text are usually short but they need high level of comprehension for its understanding since it is needed to analysis all the linguistic elements implied in the text. On the other hand, extensive readings are long piece of text that are carry out outside the classroom without any supervision of the teacher. These readings are just for enjoyment and the main aim of extensive reading is to get the main idea of the text without paying attention to the details implied on the text.

According to some researchers, teachers should encourage extensive reading rather than intensive readings to teach their students how to read. It has been mentioned that the benefits of

ER are much better for students because it let students to develop certain abilities that IR may not provide for instance with ER students increase vocabulary knowledge because of the long quantities of text they read, besides that, they increase knowledge about the world, they improve language learning as in spelling, grammar, and vocabulary. They can also develop great writing styles depending on of the reading genres that they had read. In general, extensive reading provides readers great quantities of knowledge that they can use in life.

After learning and revising what are some other methodologies that can be used to teach reading as a foreign language. It is important to take into consideration some cognitive aspects that are related within the reading process. It is quite important for teacher to know which of this cognitive processes students use to construct meaning of the new information they receive. In the following paragraph the researchers will explain how these cognitive processes are related to reading and comprehension.

2.3 HOW SHOULD STUDENTS DEVELOP READING SKILLS TO CONSTRUCT COMPREHENSION

“The reader rather than the text is at the heart of reading process” (Nunan, 1995). When readers use all strategies together, they combine strategies as needed to come to a fuller understanding of text. As a students’ definition it is said to use strategies together, to understand what they read.

What we read depends on why and how we are reading. For example, we may read a travel website to find a single piece of information about prices. But we may read a novel in great detail because we like the story and the characters and want to know as much as we can about them. Our reason for reading influences how we read. If we read a text to find specific

information in it, we can make use of the subskill called scanning. When we apply this technique, we don't emphasize in the whole text, we only make a quick view until we find the information we are looking for. Another reading subskill is skimming, when using this technique we read in a quickly way the text paying attention to the topic sentences/ general idea, the concluding sentence and some details to know what is the text about.

The process of text comprehension

The process of text comprehension is a combination of many sub-processes. The first stage of text comprehension comprises the learner's active selection of relevant information from a passage and construction of *mental representations* of its linguistic contents, which entails the interaction of linguistic features of the text and the reader's language proficiency. To construct coherent mental representations, the reader has to first create *propositional representations* which are based on the semantics of the text. In the next stage, mental representations are integrated into the existing *mental model* of the subject matter, which is aided by *cognitive schemata*. To make the above described process more explicit, each of the mentioned phenomena shall be closely looked at.

Propositional representation

One of the terms provided in the description above, namely *propositional representation*, is used to describe subject matter in a mental language, thus in our mind or imagination. Statements which constitute the description can be either true or false for a reader, as they reflect the content of the text, which does not have to reflect the reality or the reader's mental representation of the world.

Mental representation

According to Stanford Encyclopedia of Philosophy (<http://plato.stanford.edu/entries>), mental representation “is a mental object with semantic properties”. Thus, real objects have their reflection in the human mind, and moreover they acquire semantic characteristics of the real objects. The Computational Theory of Mind (CTM), for example, tries also to explain all psychological states and processes in terms of mental representation. According to CTM, the brain is a kind of computer, and “mental processes are computations on mental representations”. The theory also claims that “cognitive states are constituted by computational relations to mental representations of various kinds, and cognitive processes are rule-governed sequences of such states”. Thus, when the reader comes across a new concept during reading, he tries to compare it and to match it with mental representations stored in his mind. If no existing mental representation can account for the concept, then a new mental representation is created. The reference to mental representations is necessary for comprehending a reading passage.

Cognitive schemata

While reading a passage, the reader makes some assumptions about the contents of it and predicts, on the basis of his background knowledge, the events that are going to happen. David E. Rumelhart gives a very nice example of the above process. He provides a brief fragment of a story to be considered. It begins with: “*Mary heard the ice cream man coming down the street. She remembered her birthday money and rushed into the house...*” (Rumelhart,1977). These few words are enough for most readers to suppose why Mary rushed into the house. The interpretation seems to be obvious – she wanted to take the money and buy an ice cream. Such information is not contained in the text, but readers will consider it plausible until it is

contradicted by some other information. After all, Mary could have been afraid that the ice cream man could steal her money and she wanted to hide her possession.

Such concepts, which help the reader interpret the text, are called cognitive schemata. The term was first used by Barlett in 1932 (Nunan, 1995). According to schema theory, the reader's background knowledge and linguistic cues contained in the text are organized into interrelated patterns which are made use of in reconstructing meaning (Nunan, 1995). The reader makes connections which do not exist in the text, but which are provided by his schematic knowledge activated by linguistic cues. The schemata are particularly important to a second and foreign language learner, as they may be culturally dependent, which may hinder the process of text comprehension. It must be noticed; however, that more than one schema can be activated to draw a meaning from the text. Such a situation is often encountered in ambiguous texts which can be understood in many ways.

Then, various interpretations of the text, provided by various schemata, are likely without being mutually exclusive. It happens, however, that only one interpretation agrees with the author's intentions. More complicated texts with only one intended meaning can serve as an example here. If the reader fails to activate an appropriate schema while digesting such a text, it may result in inability to comprehend the author's message. Failure to comprehend the text may also be caused by the reader's lack of the schema intended by the author. To sum up, the text is considered to be highly comprehensible, if only a single schema is needed to account for its overall meaning. Thus, the more different schemata are necessary, the less comprehensible the text is. (Rumelhart, 1977; Thompson, 1987)

It was also discovered that schematic knowledge can both facilitate and inhibit the process of text comprehension. In his book Nunan mentions an experiment made by Aslanian (Nunan, 1995), in which subjects were to complete a multiple choice/gap test of a reading passage. Next, subjects were asked to explain why they had given a particular answer. It occurred that correct responses were often provided for the wrong reasons, and that subjects who had an adequate grasp of the text sometimes chose incorrect answers. Such a situation may occur due to the influence of schematic knowledge, as explained by Aslanian:

If readers rely too heavily on their knowledge and ignore the limitations imposed by the text, or vice versa, then they will not be able to comprehend the intended meaning of the writer. Whether one has understood the text or not depends very much on text variables such as sentence structure/length, vocabulary intensity, number of new concepts introduced, the difficulty and novelty of the subject matter, etc. (Nunan, 1995)

Mental model

According to Mayer, a “mental model” is “a mental representation consisting of parts that interact with one another according to principle-based rules” (Chun & Plass, 1997). When the learner reads a story, he constructs mental models of actions in which characters are involved. During reading the reader simply imagines the course of the action, which aids the comprehension of the text. Later, when he is to recall the story, he remembers his own mental model created during reading, rather than the contents of the text. What is interesting to note, the reader mostly remembers causal events, not incidental ones, as the former ones dictate the course of a story.

According to Gerd Sommerhoff there are three categories of internal representations – mental models:

“Category A: representations of actual objects, events, or situations;

Category B: representations of imagined objects, events, or situations;

Category C: structures which combine these, plus sundry individual stimuli, into a fully integrated functional unit...”

Our purpose in reading might be influenced by the type of reading we are doing. One way of reading is extensive reading. This type of reading involves reading long pieces of text and as long as you go through the reading your interest and attention may vary. Extensive reading is mostly considered as reading for pleasure. On the other hand, there is a second type of reading which is called intensive reading in which students are exposed to the language through the text to see how the language works through asking students to relate certain vocabulary in the text with a certain topic or work in certain grammar parts. This is the type of reading used in classrooms.

After revising what are some cognitive aspects that are related within the reading process; it is important to go now to our next matter that is how reading strategies in general contribute to comprehension for students that way this paper is narrowing down the main objective of it, which is finding out how the reading strategies do influence reading comprehension.

2.4 HOW READING STRATEGIES IN GENERAL CONTRIBUTE TO COMPREHENSION FOR STUDENTS

To understand the reader and the nature of the act of reading more clearly and comprehensively, one needs also to find out and describe the reader's strategies and reactions with regard to the reading task, and to see how the reader copes with the reading task and solves the problems. (Aslanian, in: Nunan, 1995)

Success in reading comprehension is not an inborn capacity and it can be learnt. Thus, to learn how to read successfully, four variables conditioning the course of reading process have to be taken into consideration. The variables are: the reader, the text, the strategies, and the goal. As far as the reader is concerned, his reading strategies are vital, as well as his interest in the topic. Such factors as sleepiness or hunger play a significant role as well. All these factors influence the success in reading. Also the type of the text has an impact on the reading process, as there is a certain degree of difference in difficulty between various types, e.g. between a novel and a scientific text. The most important factor, however, are reading strategies, as they affect reading in the most significant fashion. Unsuccessful language learners can either use too few reading strategies, or they can apply them in a chaotic way, which obviously impairs reading effectiveness. Also the reader's purpose for reading is vital, as various purposes condition the use of particular strategies. If the reader only needs to gather general information, he will employ strategies appropriate for this goal, e.g. skimming. If, for example, he looks for more specific information, the best strategy to apply would be scanning.

There are many different reading strategies, but they are all based on the same basic assumptions. First, before reading, the reader should think about the purpose for which he is going to digest the text. Second, the reader should look at the title, headings, pictures, or any

other visual cues accompanying the text. Third, the reader is advised to read the introduction and conclusion, or to read the first line in every paragraph, and only then the whole text. Fourth, the entire reading should be scanned to look for the most important parts to focus on during detailed reading. Fifth, the reader should take notes as he reads. Sixth, when the reader has problems with understanding a passage, he should stop and reread it once more. Seventh, long texts must to be divided, as the longer the reader works with the text, the less he can focus on it entirely. Finally, the reader may to retell difficult material in his own words, and possibly answer the questions concerning the contents of the text. After the reading has been completed, the text should be considered in three ways. The reader should to think about the basic information provided on the printed page, and then he should draw additional information from between the lines, and finally, ponder on the meaning of the text referring it to his own experience (King, 1999).

As it unfolds, the reading process can be influenced by many factors. All of those factors, however, are reader-dependent. Very important is the reader's proficiency, and what results from it, his knowledge of vocabulary. As vocabulary is stored in the learner's memory, also memory plays a very significant role in the whole process. Its additional task is to activate cognitive schemata. Appropriate reading strategies, however, are the main importance, as they condition the success in the overall comprehension of a text.

2.5 Definitions of key terms

- **Qualitative research**

It is interested in understanding the meaning people have constructed, that is, how people make sense of their world and the experiences they have in the world. (Merriam, 2009, p. 13)

- **Reading**

It is a fluent process of readers combining information from a text and their own background knowledge to build meaning and the goal of reading is comprehension (Nunan, 2003).

- **Reading strategies**

Reading strategies are cognitive tools that students use when they are reading to help them construct and maintain meaning. They are divided into 3 main categories: before reading, during reading and after reading.

- **Schema**

It is a cognitive framework or concept that helps organize and interpret information. In short we can say that a schema is a process of interpreting information gained through experience. Bartlett (1932)

- **Extensive reading**

It is “a type of reading in which readers do not necessarily need to understand all the details of the text, since they read for pleasure and try to grasp the gist of a text. It is carried out to achieve a general understanding of a longer text.” Brown (2001)

- **Intensive reading**

“It Calls attention to grammatical forms, discourse markers, and other surface structure details for the purpose of understanding literal meaning, implications and rhetorical relationships.”
Brown (1989)

- **Bottom up**

It is the process where readers use their linguistic knowledge to understand a text since students pick up the data (signals) that they need in order to make sense on what they reading. Brown (2001)

- **Top down**

It is the process where the uptake information comes from previous background knowledge that the individual has experience before: this previous exposure can help the reader to understand a text quickly.

- **Foreign Language**

It is any language used in a country other than one's own; a language that is studied mostly for cultural insight.

- **Linguistics schemata**

It is the knowledge that the reader has about vocabulary, grammar and idioms about a language.

- **Formal schemata.**

This process includes all knowledge related to grammar structures, literature genres and different organizations of a text.

- **Content schemata**

Content schemata refer to the background knowledge of the content area of the text that reader may have, this include familiar topics, cultural knowledge and some previous experiences about the field to read about.

CHAPTER III

III METHODOLOGY

3.1 Research approach

Qualitative study: For the purposes of this research, the study was qualitative. The researchers were trying to answer the why's and how's of students of Readings and Conversation I behavior, opinions and experience on why do they use the reading strategies they use? And how do they use those strategies in the comprehension process? the information was collected through more qualitatively-oriented methods of data collection such as an interview, field observation and reading strategies-based test from students' of Readings and Conversation I at the Foreign Language Department of the university of El Salvador. The process to analyze the information collected was by means of coding the data and constructing themes to give advice and suggestions to improve the teachers' methodology and students' way of learning reading strategies and use them in the comprehension process.

3.2 Type of study

Since this research encompassed both qualitative and quantitative data in order to have a clearer understanding of the phenomenon under study, the researchers decided to use the mixed-approach research since this involves the use of both quantitative and qualitative methods in a single study. Those who engage in such research argue that the use of both methods provides a more complete understanding of research problems than does the use of a single approach. Although mixed-approach research dates back to the 1950s, only recently has it achieved a significant place in educational research.

The first journal devoted to it began publication in 2005. It is not surprising, then, there are different views as to what it is. For some, the essential feature is that mixed-approach research combines methods of data collection and analysis from both quantitative and qualitative traditions. As we have indicated. However, for others, this description is not specific enough. They insist that other features, particularly of qualitative methods can be presented. These included developing a holistic picture and analysis of the phenomenon being studied with an emphasis on “thick” rather than “selective” description. The researchers did not expect this matter of definition to be resolved soon; in the meantime, examples of both can be found in the current literature. It should be noted that the type of instrument used to collect data is not a major difference between quantitative and qualitative methodologies. Observation and interviewing, prominent instruments used in qualitative research, are also commonly found in quantitative studies. It is the manner, context, and sometimes intent that are different.

Firstly, the mixed-approach research can help to clarify and explain relationships found to exist between variables. For example, correlational data may indicate a slight negative relationship between the time students spend at home using a computer and their grades—that is, as student computer time increased, their grades suffered. The question is raised as to why such a relationship exists. Interviews with students might show that the students fell into two distinct groups: (a) a relatively large group who use the computer primarily for social interaction (e.g., e-mail and instant messaging) and whose grades are suffering, and (b) a smaller group who use the computer for gathering school-related information (e.g., through the use of search engines) and whose grades are comparatively high. When the two groups were initially combined, the larger number of students in the first group produced the negative relationship found to exist between

computer usage and student grades. The subsequent interviews, however, showed that the relationship was somewhat spurious, due to the reasons why students used their computers, not to the use of computers student.

Secondly, the mixed-approach research allowed the researchers to explore relationships between variables in depth. In this situation, qualitative methods may be used to identify the important variables in an area of interest. These variables may then be quantified in an instrument (such as a questionnaire) that is then administered to large numbers of individuals. The variables can then be correlated with other variables. For example, interviews with students might reveal that study problems can be categorized into three areas: (a) too little time spent studying; (b) distractions in the study environment, such as television and radio; and (c) insufficient help given by parents or siblings.

Lastly, mixed-methods studies can help to confirm or cross-validate relationships discovered between variables, as when quantitative and qualitative methods are compared to see if they converge on a single interpretation of a phenomenon. If they do not converge, the reasons for the lack of convergence can be investigated. For example, a professor specializing in mixed-methods research might be asked to investigate the satisfaction of middle school students with their teachers' grading practices. He or she could prepare a questionnaire designed to determine the attitudes of students and then conduct focus group with various samples of the students.

At this point, you may wonder why all research problems are not addressed using mixed-methods designs. Several disadvantages exist. First, mixed-approach studies are often extremely time-consuming and expensive to carry out. Second, many researchers are experienced in only one type of research.

To conduct a mixed- approach study properly, one needs expertise in both types of research. Such expertise takes considerable time to develop. Indeed, the resources, time, and energy required to do a mixed-approach study may be prohibitive for a single researcher to undertake. This drawback can be avoided if multiple researchers, with differing areas of expertise, work as a team. However, if a single researcher does not have sufficient time, resources, and skills, he or she would probably be better off doing a purely quantitative or qualitative study and doing it well.

3.3 Research design

Non-experimental design: To gather the information required for this study, the researchers used the following instruments: An observational checklist, an interview and a test.

Since the observation sessions were carried out during the semester II 2015 at the foreign language department of the University of El Salvador. The researchers used the longitudinal study in order to make the observation sessions. What is a longitudinal study? A longitudinal study is an observational research method in which data is gathered for the same subjects repeatedly over a period of time. Longitudinal research projects can extend over years or even decades. A longitudinal study is observational; this means that researchers record information about their subjects without manipulating the study environment. The benefit of a longitudinal study is that researchers are able to detect developments or changes in the characteristics of the population at both the group and the individual level. The key here is that longitudinal studies extend beyond a single moment in time. As a result, they can establish sequences of events.

The observational checklist was used to take notes and see the students' attitude, behavior and how reading strategies are used by them. Besides that, the researchers selected a group of students from the class to be interviewed with semi-structured questions addressing their

knowledge about reading strategies, their thought and opinion about the teacher's methodology towards the reading strategies, the way students developed reading skill to construct comprehension, etc.

Finally, a test was conducted to measure the use of readings strategies. Students took this test twice, the first test was administered at the beginning of the course even if students did not know anything about reading strategies and the other was conducted at the end of the semester once students were exposed to the readings strategies. Therefore, the researchers made a comparison of the results to find out whether students were influenced by readings strategies or not. The participants were the enrolled students of the four groups of Readings and Conversation I semester II 2015.

The results of this test were analyzed through statistical analysis. the researchers found that these reading strategies could be more efficiently used as teaching aids so that educators can develop readings classes in an efficient way. Nonetheless, with these strategies educators can facilitate learners to become exceptional readers.

3.4 Population and sample

Population

All the enrolled students from the four groups of Readings and Conversation I from the English Teaching Major at the FLD II/15.

Sample

Twenty-five percent of each of the four groups of Readings and Conversation I from the English Teaching Major at the FLD II/15 were selected by taking into consideration some of the researchers' criteria.

3.5 Sampling

Quota sampling method: Since the population was divided in four different groups quota sampling was the best method that tailored this investigation. Quota sampling is the process whereby a researcher gathers data from individuals possessing identified characteristics and quotas. The quota sampling method is nonprobability way to obtain the target population of the study. The researchers considered using nonprobability sampling because in this particular case the population was not defined and using nonprobability sampling is less expensive than probability sampling and can often be implemented more quickly.

The basic idea of quota sampling is to set a target number of completed interviews with specific subgroups of the population of interest. Quota sampling has some similarities to stratified sampling. The basic idea of quota sampling is to set a target number of completed interviews with specific subgroups of the population of interest. Ideally, the target size of the subgroups is based on known information about the target population such as census data.

Some of the benefits of using quota sampling method is that researchers have the freedom to choose how many subjects they need to carry out the investigation. On top of that, quota sampling method allows researchers to do the selection of the sample by taking into account their own criteria. The selection of the sample was done by taking into account the students participation in the classroom. The researchers selected the students who participated the most in the class to be the subjects of this investigation.

3.6 Research technique

The process of learning and understanding the background and growth of a chosen field of study can offer insight into organizational culture, current trends, and future possibilities. The historical method of research is applied to all fields of study because it encompasses origins, growth, theories, personalities, crisis, etc. Both quantitative and qualitative variables can be used in the collection of historical information. Historical research is the type of research that examines past events or combinations of events to arrive at an account of what has happened in the past. The dynamic account of past events that involves an interpretation attempt to recapture the nuances, personalities, and ideas that events. One of the goals of historical research is to communicating of past events.

The researchers gathered the background information for this study by using the historical research technique or method. Historical research is the most commonly method used to review data from the past and draw conclusions that impact on the present or future. There are six steps in historical research. The first three are: define the starting date, locate independent verification of basic background information and investigate the author. The next three steps are to analyze the information, validate and measure the creditability of the information. These steps require the use of multiple sources.

3.7 Research instruments

Field Observation: In order to perform an accurate investigation on the subject's learning process, one of the most common forms of research is direct observation (Holmes 1986). The main advantage of direct observation is that only the researcher and subject were

involved; this allows the researcher to focus on reading strategies application. The researchers carried out observation session for more than two months in order to collect the information that was used later for the analysis and interpretation

Test: In order to measure the students' ability to use and apply reading strategies, the researchers conducted a reading strategies test twice. The participants were the enrolled students of the four groups of Readings and Conversation I. These students took the test twice, the first time at the beginning of the semester before they get exposed to reading strategies. Then, students took the test for the second time after they were exposed to reading strategies. The results of the test were analyzed through statistical analysis. With the results obtained on both tests the researchers made a comparison between the scores obtained on the first test against the scores that students gathered on the second evaluation in order to find out whether students were influenced by these reading strategies or not.

Semi-structured Interview: Interviews are an important strategy for data collection. It facilitates the gathering of essential information on past and present experiences relevant to the research problem. For the purpose of this study, most of the information was gathered by means of semi-structured interviews. There was a variety of subjects whose interviews yielded important data for this research. So, a group of students were taken from the class to be interviewed with semi-structured questions addressing their knowledge about reading strategies, their thought and opinion about the teacher's methodology towards the reading strategies, the way students developed reading skill to construct comprehension, etc.

CHAPTER IV

IV. DATA ANALYSIS AND INTERPRETATION

4.1 Field Observation Analysis

First of all, as part of the research instruments for this paper, field observation was done, based on Holmes (1986) it is said that in order to perform an accurate investigation on the subject's learning process, one of the most common forms of research is direct observation. Twenty-four field observations were carried out, in three of the four enrolled groups of Readings and Conversation I–II/2015, at the University of El Salvador in the FLD, eight in each of the observed groups from September 1st to November 4th 2015.

Correspondingly in the theoretical framework, pre, during and after reading strategies were mentioned. The pre-reading strategies were predicting, using graphic organizers and adjusting reading rate, from which: reading rate adjusting was never taught in the observed classes. During reading strategies were: inferring, skimming and scanning, and all of them were taught at least once inside the classroom. Lastly, after reading strategies were: summarizing and paraphrasing and, likewise they were seen at some point during the semester.

Secondly, in class generally speaking the most used reading strategies were: skimming and summarizing. It was shown that these reading strategies, can be used for students to build up their own meaning, answer specific questions or give main ideas of a piece of text when they read. Considering the most used strategies skimming was used when they were asked to give out the main idea about a text, most of them were reading the first and last paragraphs or, using headings to provide the information and; summarizing when they presented their summaries, either in class or when delivering homework, most of them were done properly, this is consider to be an after reading strategy and comprehension can be measured in a way, just by reading their summaries teachers can tell if they understood or not the assigned text.

As a matter of fact, in group number 1 the two most used strategies were skimming and summarizing, in second place predicting and lastly scanning, inferring and patterns of organization, meanwhile adjusting reading rate and paraphrasing were not thought at all in the observation time. In group number 2 the most utilized reading strategy was: paraphrasing, secondly: mechanical reading and inferring and at last: skimming and using synonyms, but predicting, scanning and summarizing were not seen in the observed period of time. In group number 3, it is worthy to mention that, this group could not be observed because the teacher was in constant evaluation with students. In group number 4, the reading strategy most taught was: cause-effect, in second place: scanning, main idea, comparing and contrast and patterns of organization and lastly predicting, skimming, inferring, summarizing and paraphrasing were not taught in the observation period.

Similarly, throughout the observation the researchers could see the way teachers teach reading strategies in class. Basically, teachers used the book only when explaining each of the strategies, in group number 1, there was one time that teacher brought a PPP for students. And some of them tried to motivate, in a way, students to participate in class. On the other hand, there were some teachers that just read the book and they did not encourage students to participate that much. Throughout the class, students were exposed to reading strategies and practicing them with the assigned book of the course.

To conclude, as observation finished researchers can establish that, from all the pre-reading, during reading and after reading strategies only two of them are the most used, in general, inside the Readings and Conversation I-II/2015 class, at the University of El Salvador in the FLD. Also, that even though those two previously mentioned strategies are the more practiced, students were able to complete their tasks in class and when having homework too, with this said whenever they were participating in class most of them were able to answer the questions correctly with the specific reading strategy being taught. Likewise, teaching these strategies in an active way by the teachers could impact more in student's learning them. With the observation, researchers were able to notice how teachers were giving the class to

students and most of them were only using the course book; some teachers were just reading the book and not explaining the actual content on it.

4.2 Semi-structure Interviews Analysis

Interviews are an important strategy for data collection. They facilitate the gathering of essential information on past and present experiences relevant to the research problem. In this opportunity, the results of twenty-five percent of students of each group of the Readings and Conversation I courses are presented. So, according to the interview results it seems students were influenced by some reading strategies in a positive way because most students follow a process using reading strategies before starting reading a book, because it was an easy task for most students to look for specific information, because some students could give an accurate reading strategies concept, because most students could mention the strategies they use the most and some other aspects discussed in this analysis.

First, most students interviewed said they followed a process before starting Reading any book and the most common processes applied by students were: previewing and skimming. It was found that through the interviews that in groups 1 & 2 were the groups in which most students said they follow a process. In the same way, nearly all students answered that was an easy task to look for specific information even though just few of them could say that scanning was the appropriate reading strategies to look for specific information. According to the interview results, most students from group 01 and few students from group 4 were the most accurate on saying scanning was the correct answer. Nearly all students knew how to look for specific information but most of them could not say an accurate answer. In contrast, it was found out that it is a difficult task for students to find “main ideas” in a text. For instance, just two interviewed from the all sample could say skimming is the appropriate reading strategies to look

for main ideas in comparison with nearly all students that stated that they have to read the complete text to “understand” or get the main ideas in a text. According to the interviewed, most students from group 02 were the ones having a hard time finding main ideas because they were taught to use extensive reading in contrast with some students from groups 1, 3, 4 who were taught to use skimming to look for main ideas through the textbook reading exercises.

Consequently, the results of the interviews show that nearly all students have heard about reading strategies, they know some of the reading strategies but unfortunately most students were not able to give a definition not even using their own words. As an illustration, some of the answers found in the interviews were: “reading strategies is to read everything quickly” “reading strategies are techniques to read a book” “reading strategies is a process to understand better a book” among the answers, most from the four groups had troubles giving an accurate concept of reading strategies. According to Harmer (1998) reading strategies are often categorized as those behaviors designed to help students before, during, and after they read. They are purposeful, cognitive actions that students take when they are reading to help them construct and maintain meaning.

On the other hand, one important aspect to be taken into consideration is the answers that students provided regarding “the most useful reading strategies” and the strategies they used the most. Nearly all students agreed that scanning and skimming are the most used and useful reading strategies. Many interviewed add to this two strategies predicting and previewing. Even though, some students could not say what the most useful reading strategies were and few of them could not give an answer to this question. According to the interview results, most students from 1 & 4 were the ones who had troubles saying the reading strategies they use the most in

contrast with most students from group from 3 who knew and mentioned the reading strategies they can handle with.

Moreover, talking about extensive reading, nearly all students interviewed said if they had to read a book of their interest, they would read it completely. Students would read the book word by word instead of using a reading strategy. Also, from the all sample, it was found the exception of three interviewed who said they would use skimming to finish quickly a book of their interest and get what they need from the book. Among the answers, nearly all students from groups 2, 3 &4 said they would read the book completely in contrast with most students from group 01 who said they would use skimming or a reading strategy to go through a book. Similarly, if students interviewed had to take a test tomorrow and they had to read fifty pages for it, most students would use skimming to study the fifty pages. Many of them would use scanning and previewing but according to students interviewed skimming would be the most appropriate reading strategy to be used to study fifty pages for a test. Also, the results of the interviews show that there were few students who prefer to read the fifty pages completely in this case those students would be students from group 2 because they were taught to use extensive reading.

Furthermore, it is important to know the process students interviewed followed when they read a text or a book and according to interviews results, most students followed a process such as summarize as the most mentioned example by students from group 1, make their own conclusion as an illustration given by students from group 4 and making inferences as a reference given by students from group 2. Still, some of the interviewed did not follow a process or use a reading strategy after they have read a book. However, as a research questions, it is

required to know “How reading strategies help students to understand better a text?” and “How teaching reading strategies influence reading comprehension on the students?” and according to the interviews result it is interesting to know that half of students interviewed would infer or guess the meaning in context of an unknown word in contrast with the other half of students who would prefer to use their background knowledge or have the use of a dictionary when they find a word they do not know in a text. According to the interview answers, students from groups 1 &2 are the ones who would infer or guess the meaning in context and students from groups 3 &4 are the ones who would use their background knowledge or have the use of a dictionary. Finally, most students interviewed consider that the current teachers in charge of the Readings and Conversation I courses are motivating and encourages them to read, develop reading strategies and read outside the class. Even so, according to many students, they do not remember being encouraged to read, many of them said “my teacher just covers the syllabus contents”. Among the answers, students from groups 1 &2 said they felt motivated to read by their teachers.

As a conclusion, through the use of some reading strategies such as scanning, skimming, predicting, previewing and making inferences students were aware it can be an easy task go to throughout a reading during the pre-reading, during and after-reading section. Even though most students interviewed sometimes do not follow a process before starting reading a book or if they have a hard time finding main ideas, even if students cannot give an accurate definition about what reading strategies are or they sometimes use the help of a dictionary instead of guessing the meaning of a word through the context, students know there are reading strategies that make an easy task to go through a reading or any text.

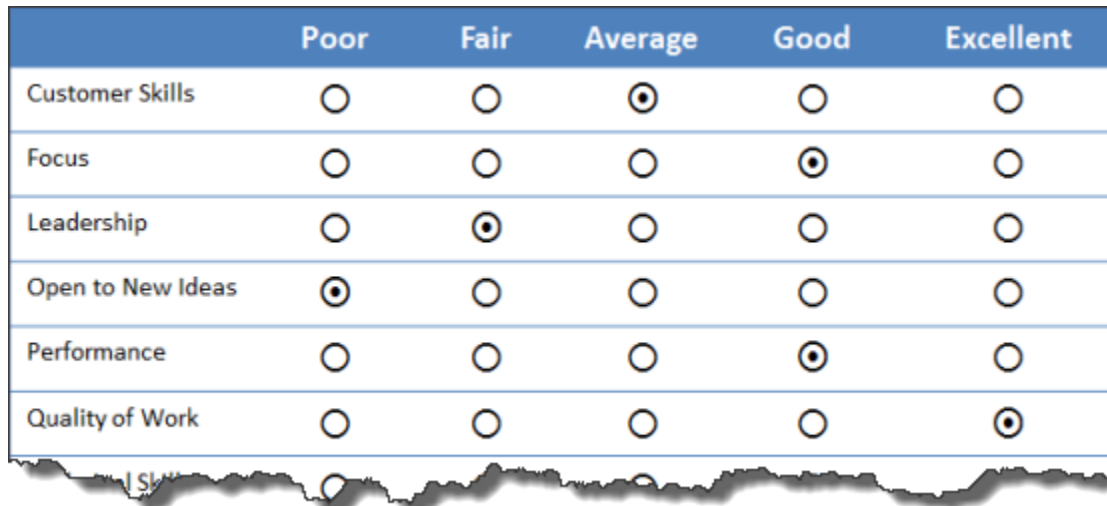
4.3 Analysis of the test administered to Reading and conversation I students

For the analysis of the information obtained for this research project, the researchers had used the Likert scale in order to provide a category to certain group of grades obtained from the last test administered to the students of the Reading and conversation I, semester II 2015 at the foreign language department at the University of El Salvador. According to Fraenkel Jack R et al (2012) the Likert scale is “a self-reporting instrument in which an individual responds to a series of statements by indicating the extent of agreement. Each choice is given a numerical value, and the total score is presumed to indicate the attitude or belief in question.” (Appendix D)

This method is used mainly in training course evaluations and market surveys. Fraenkel Jack R et al (2012) have stated that the Likert scale usually have five potential choices depending of the type of rating scale that the researcher wants to use to measure the result obtained in an evaluation or survey. These potential options can sometimes go up to more than five depending on the purpose of the evaluation or survey. Therefore, the final average score represents overall level of accomplishment or attitude toward the subject matter. p. (127).

The type of rating scale that was used in the analysis of this information is qualitative since researchers wanted to classify in different categories how poor or good students did in the evaluation test that was administered within this research project.

The picture below represents an example about what a Likert scale is:



	Poor	Fair	Average	Good	Excellent
Customer Skills	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Focus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Leadership	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Open to New Ideas	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Performance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Quality of Work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

For the data analysis the researchers had to use a special statistical software called Statistical software for Social sciences (SPSS) in order to make the creation and analysis of all quantitative data obtained from the subjects under study. Once all the information was collected, the researchers created a data base in the software before mentioned in order make accurate analysis of the information. For the analysis of this information, it was necessary to make some variable that will help the researchers to classify the information obtained. Once those variables were set on the software all the information was introduced so later on the researchers can make frequency tablets and bar graphs that represent in an orderly manner how good or poor students did on the test that was administered to them.

The test was administered twice to the students of the reading and conversation I, semester II2015 at the Foreign Language Department, at the University of El Salvador with the purpose of making comparison on how students did in the first and in the second test. The first test was administered as placement test, that is, the researchers wanted to know how much

students know about the topic (reading strategies) at the beginning of the semester. The second test was administered at the end of the semester to find out if students were influence by the reading strategies to have a better comprehension of what they read and in that way solve a reading task in less time.

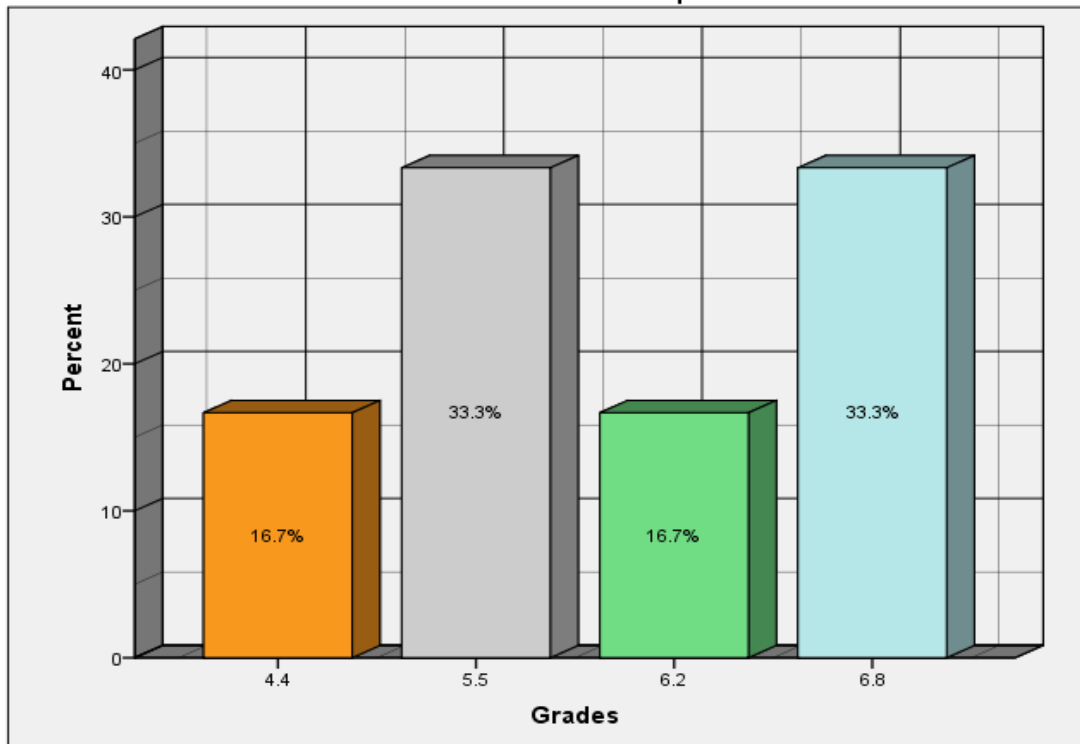
The following graphs and charts provide a panorama of the results obtained in every group of the reading and conversation courses in which the test was administered during the second semester at the foreign language department, university of El Salvador.

4.3.1 Analysis of the first test administered

First Test Grades Group 1

Grades	Frequency	Percent	Valid Percent	Cumulative Percent
4.4	1	16.7	16.7	16.7
5.5	2	33.3	33.3	50.0
6.2	1	16.7	16.7	66.7
6.8	2	33.3	33.3	100.0
Total	6	100	100.0	

First Test Grades Group 1

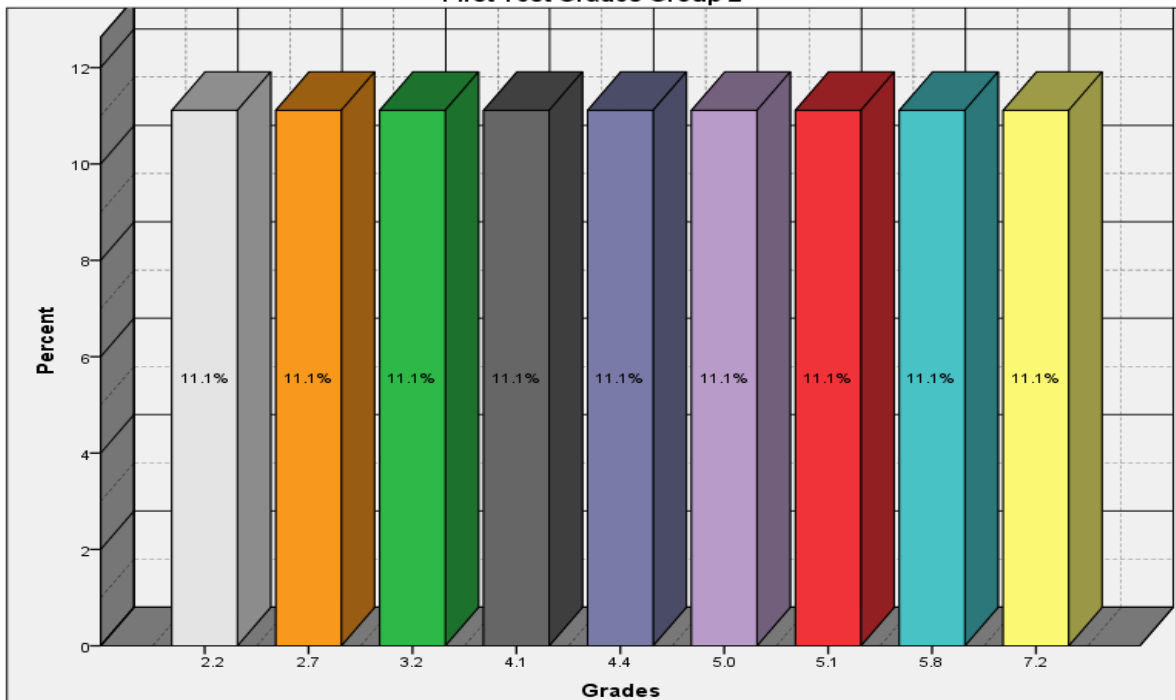


the previous graph represent the results obtained by the group one during the first test that was administered at the beginning of the semester. The selection of the sample was 25 percent of the students of the group. The sample for this group was of 6 students. The highest grade in this group was 6.8 and the lowest 4.4. this mean that students did not know too much about the topic and a half of them failed and the other part pass the test but with low grades.

First Test Grades Group 2

Grades	Frequency	Percent	Valid Percent	Cumulative Percent
2.2	1	11.1	11.1	11.1
2.7	1	11.1	11.1	22.2
3.2	1	11.1	11.1	33.3
4.1	1	11.1	11.1	44.4
4.4	1	11.1	11.1	55.6
5.0	1	11.1	11.1	66.7
5.1	1	11.1	11.1	77.8
5.8	1	11.1	11.1	88.9
7.2	1	11.1	11.1	100.0
Total	9	100.0	100	

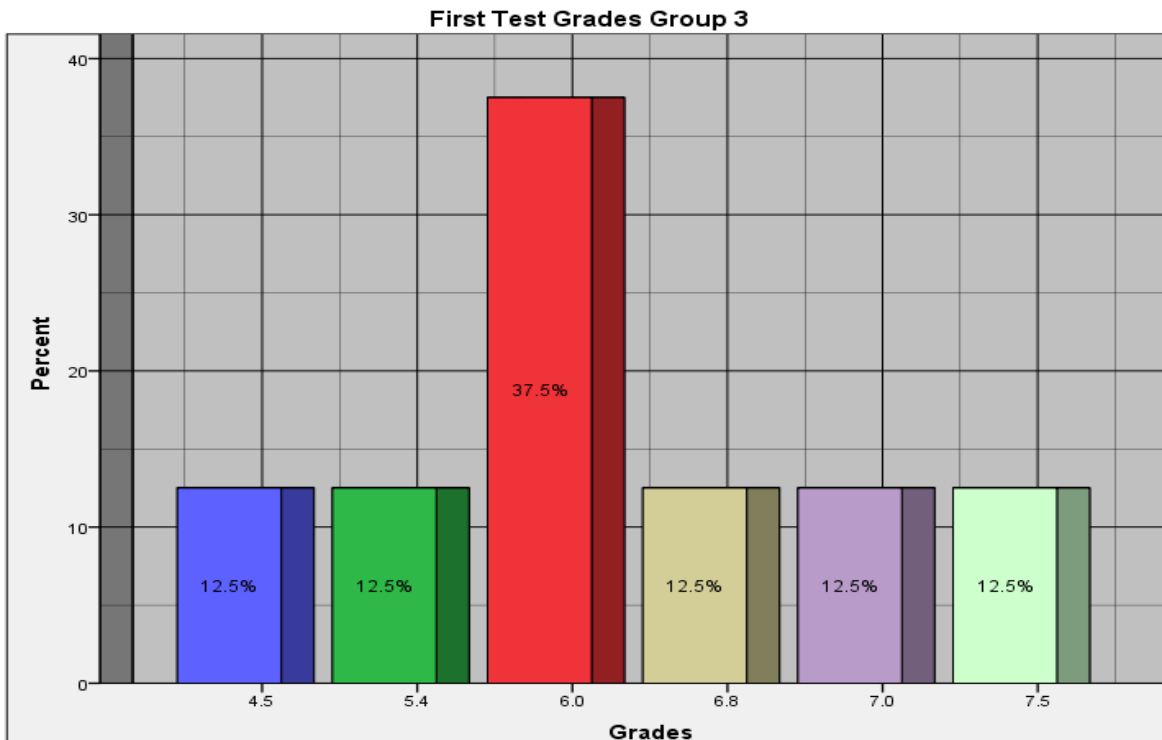
First Test Grades Group 2



The above graph represent the results of the grades obtained by the students of the second group of reading in conversation. In order to get the sample a 25 percent of the students of that group was chosen. The sample for this group was of 9 students. The highest grade on this group was of 7.2 and the lowest was 2.2. in this group all of the students obtained different grades it means that any grade was repeated. in comparison with group one this group had more difficulties for the completion of the test since they left considerable parts of the test in blank.

First Test Grades Group 3

Grades	Frequency	Percent	Valid Percent	Cumulative Percent
4.5	1	12.5	12.5	12.5
5.4	1	12.5	12.5	25.0
6.0	3	37.5	37.5	62.5
6.8	1	12.5	12.5	75.0
7.0	1	12.5	12.5	87.5
7.5	1	12.5	12.5	100.0
Total	8	100	100	

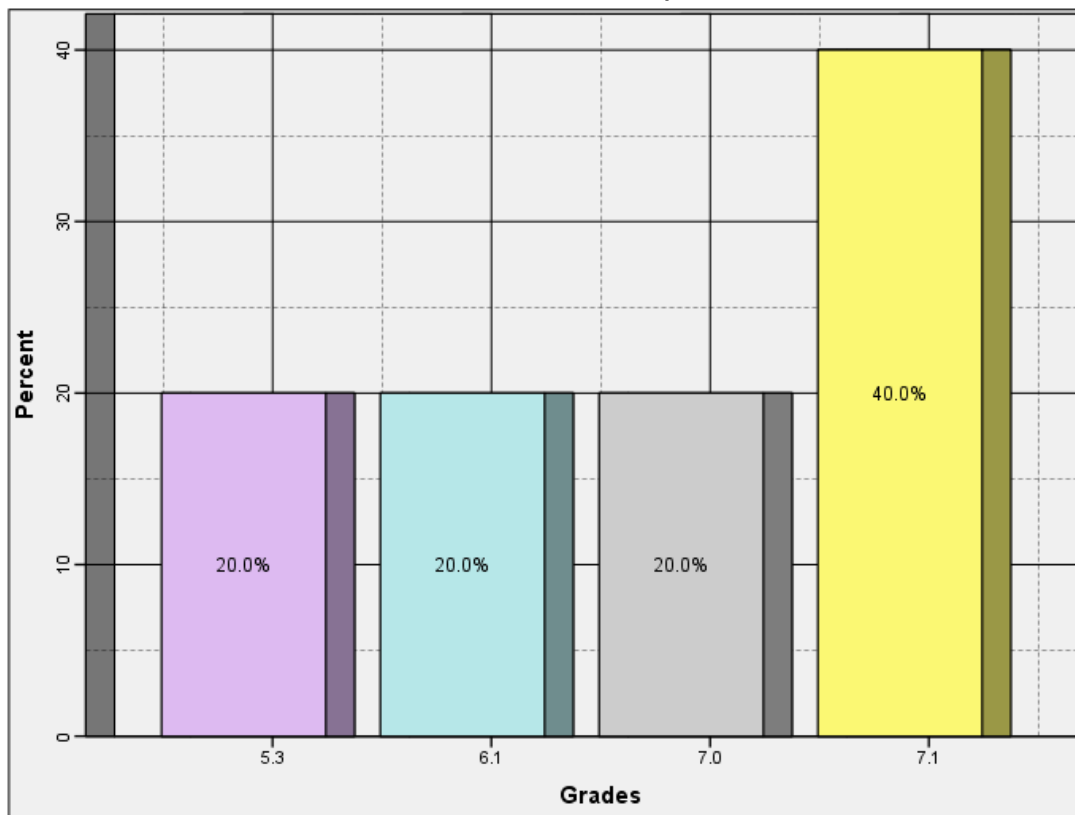


The last graph presented showed the results that students from the third group obtained during the first evaluation. The 25 percent of the of the population was chosen for the conduction of the test. The sample was composed of 8 students. In this group there were better results on the first test since most of them approved the test. The highest grade was 7.5 and the lowest was 4.5. this means that these students did not have trouble for the completion of test and reason is that students at the beginning of the semester were using a book that contains exercises that were very similar to the ones were on the test.

First Test Grades Group 4

Grades	Frequency	Percent	Valid Percent	Cumulative Percent
5.3	1	20	20.0	20.0
6.1	1	20	20.0	40.0
7.0	1	20	20.0	60.0
7.1	2	40	40.0	100.0
Total	5	100	100	

First Test Grades Group 4

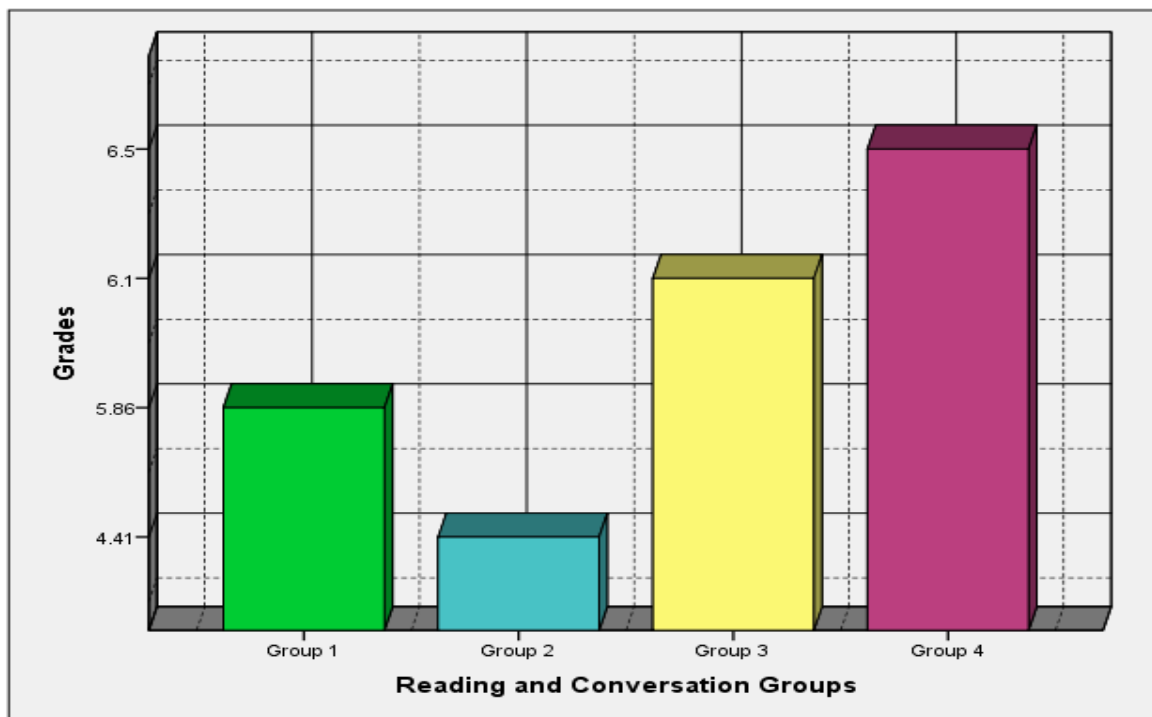


The previous graph showed the grades obtained by the students of the fourth group of reading and conversation. The results obtained on this group were really good since most of the students get grades above 6.0 and just two of the obtained low grades. The highest grade was of .1 and the lowest 5.3. therefore, according to the results these students were on the right level for the subject since most of have the appropriate knowledge for the development of the course.

Grades Overview of the Four groups

	First Test Grades Group 1	First Test Grades Group 2	First Test Grades Group_3	First Test Grades Group_4
N	6	9	8	5
Mean	5.86	4.41	6.1	6.5
Median	5.8	4.4	6.0	7.0
Mode	5.5 ^a	2.2 ^a	6.0	7.1
Percent	21.4	32.1	28.6	17.9

a. Multiple modes exist. The smallest value is shown

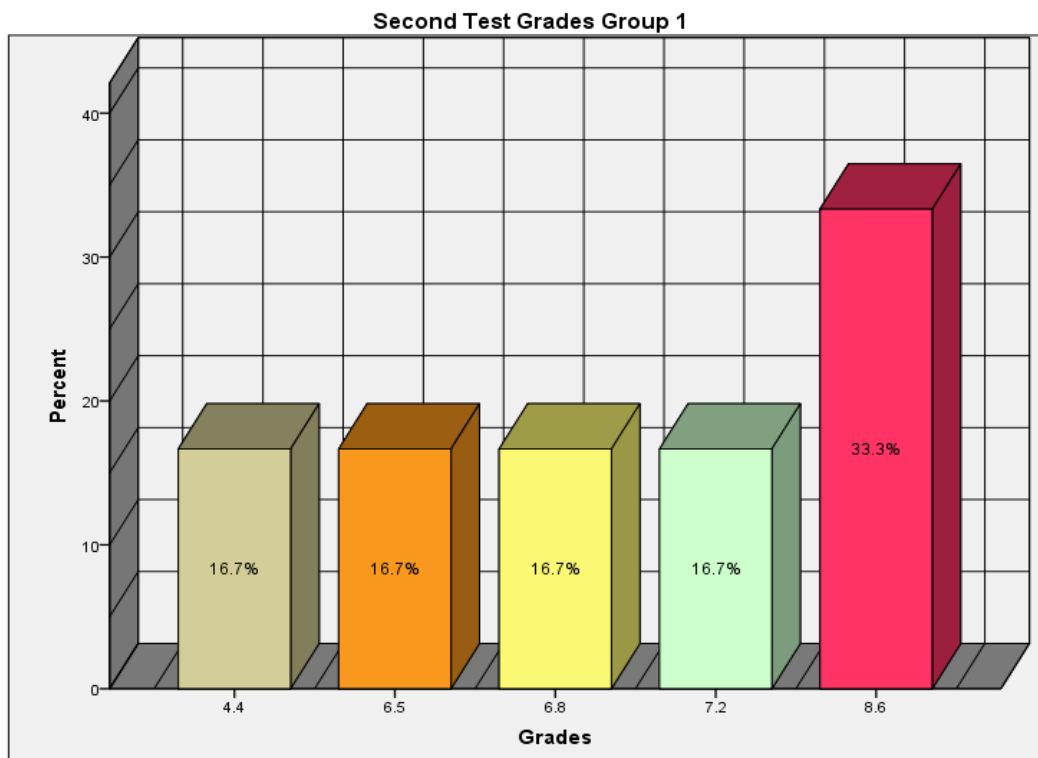


The previous chart and graph represent a comparison between the results obtained by the different groups of reading and conversation. According to data obtained, the group 4 had the best results followed by the group 3 and then the group 1 and lastly the group 2. Thus, it can be said that low results were expected since students are not exposed to what the reading strategies are. However, the researchers would expect that these results can be improved during the semester and they can be showed on the second test that was administered at the end of the semester.

4.3.2 Analysis of the second administered test

Second Test Grades Group 1

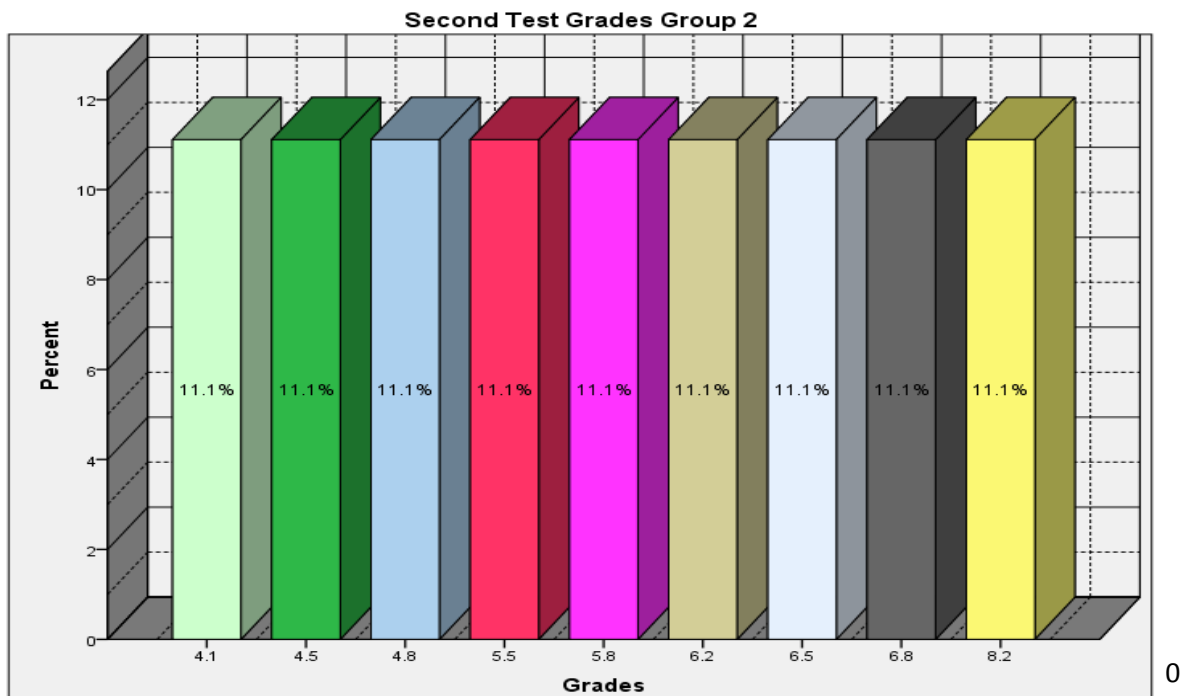
Grades	Frequency	Percent	Valid Percent	Cumulative Percent
4.4	1	16.7	16.7	16.7
6.5	1	16.7	16.7	33.3
6.8	1	16.7	16.7	50.0
7.2	1	16.7	16.7	66.7
8.6	2	33.3	33.3	100.0
Total	6	100.0	100	



The previous graph represent the results obtained on the second test administered to the first group of reading and conversation. According to the data obtained, the grades were improved considerably in comparison with the results from the first test since the highest grade on the second test was 8.6. whereas, in the first test was 6.8. The lowest grade on both test was 4.4. in general students showed that they are influenced by the reading strategies to complete a reading exercise in which they have to look for specific or general information

Second Test Grades Group 2

Grades	Frequency	Percent	Valid Percent	Cumulative Percent
4.1	1	11.1	11.1	11.1
4.5	1	11.1	11.1	22.2
4.8	1	11.1	11.1	33.3
5.5	1	11.1	11.1	44.4
5.8	1	11.1	11.1	55.6
6.2	1	11.1	11.1	66.7
6.5	1	11.1	11.1	77.8
6.8	1	11.1	11.1	88.9
8.2	1	11.1	11.1	100.0
Total	9	100	100.0	

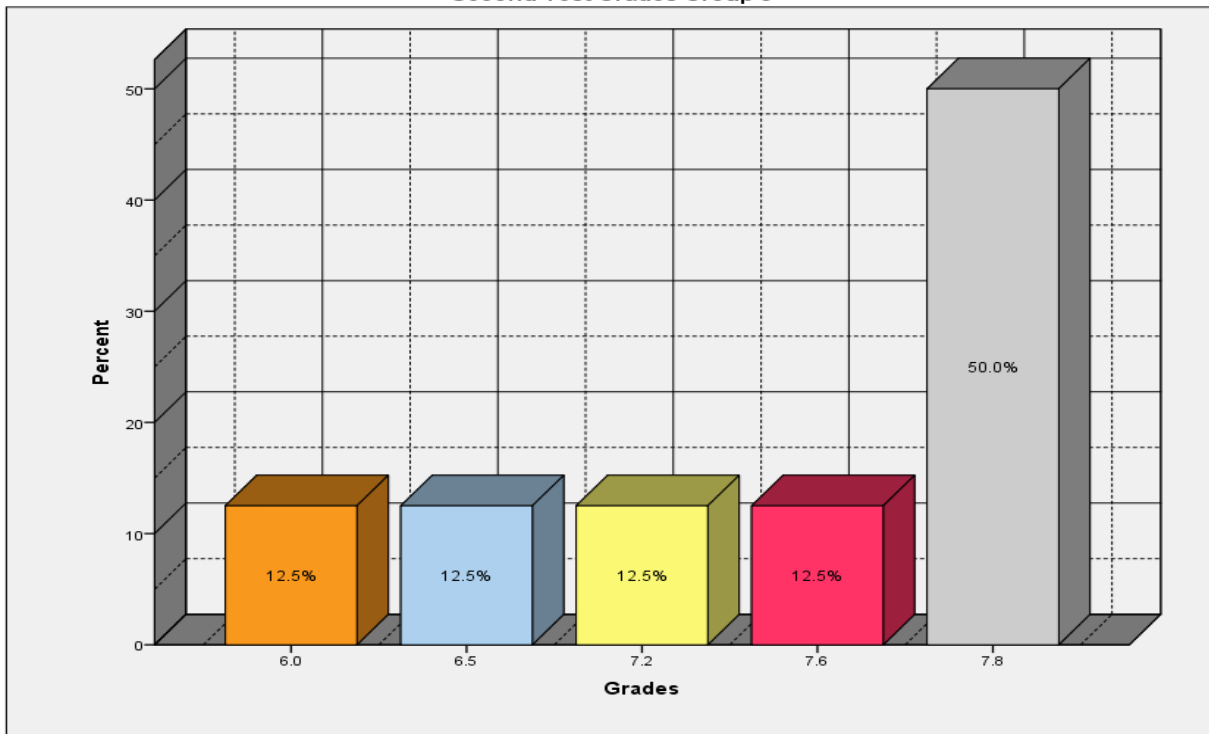


The above graph represents the result on the second test administered to the student on the second group of reading and conversation. It is noticeable that there is a tendency on the number of times they repeat the scores, that is, on the first test there was not any grade repeated and the same happened on the second one. Even though there was any repeated grade on both test, there were better results on the second test since the highest grade on the second test was 8.2 whereas in the first one was 7.2. therefore, it can be said that these students were also influenced by the reading strategies to complete any task in which they have to look for any specific or general information

Second Test Grades Group 3

Grades	Frequency	Percent	Valid Percent	Cumulative Percent
6.0	1	12.5	12.5	12.5
6.5	1	15.5	12.5	25.0
7.2	1	12.5	12.5	37.5
7.6	1	12.5	12.5	50.0
7.8	4	50	50.0	100.0
Total	8	100	100.0	

Second Test Grades Group 3

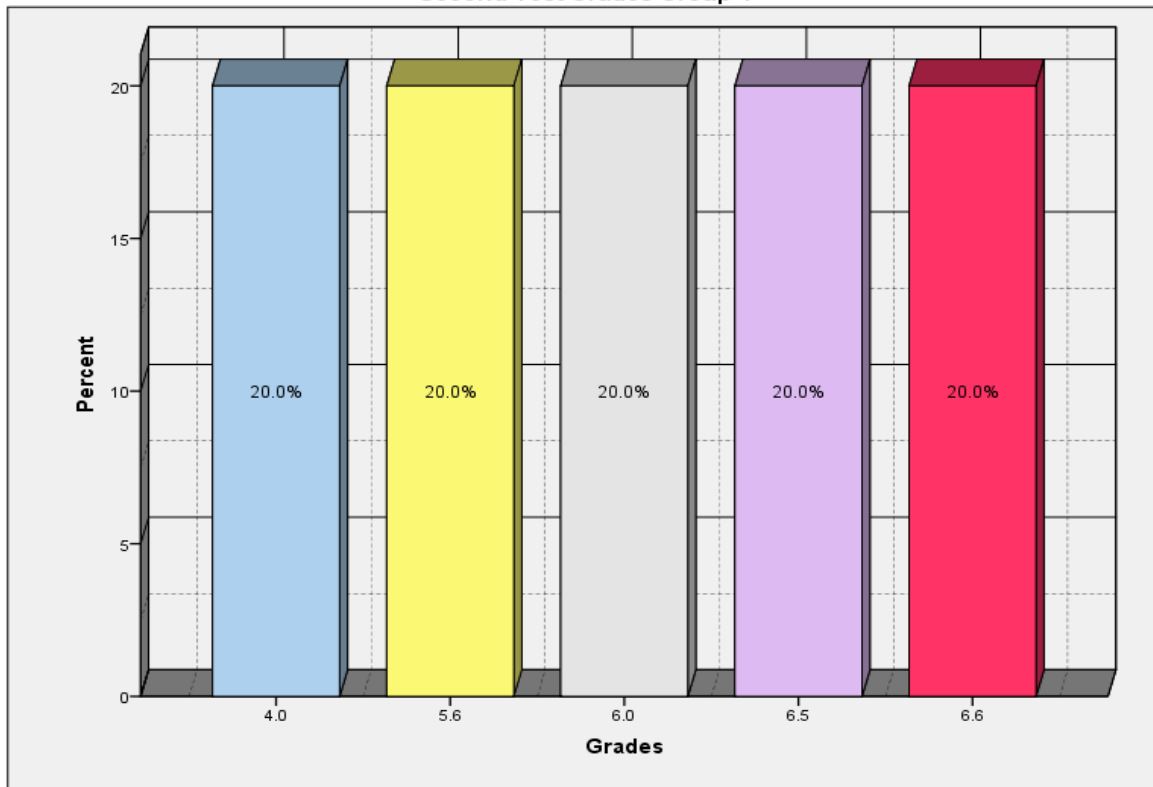


The above graph showed the results obtained on the second evaluation administered to the third group of student of reading and conversation. The highest grade was 7.8 whereas the lowest was 6.0. this means that this group improved the grades they obtained on the second test in comparison with the first one because on the second evaluation most of them have grades above 6.0. as mentioned on the first analysis of the third group. It seems that students were used to do this types of exercise because they completed every part of test in less time than expected

Second Test Grades Group 4

Grades	Frequency	Percent	Valid Percent	Cumulative Percent
4.0	1	20.0	20.0	20.0
5.6	1	20.0	20.0	40.0
6.0	1	20.0	20.0	60.0
6.5	1	20.0	20.0	80.0
6.6	1	20.0	20.0	100.0
Total	5	100.0	100.0	

Second Test Grades Group 4

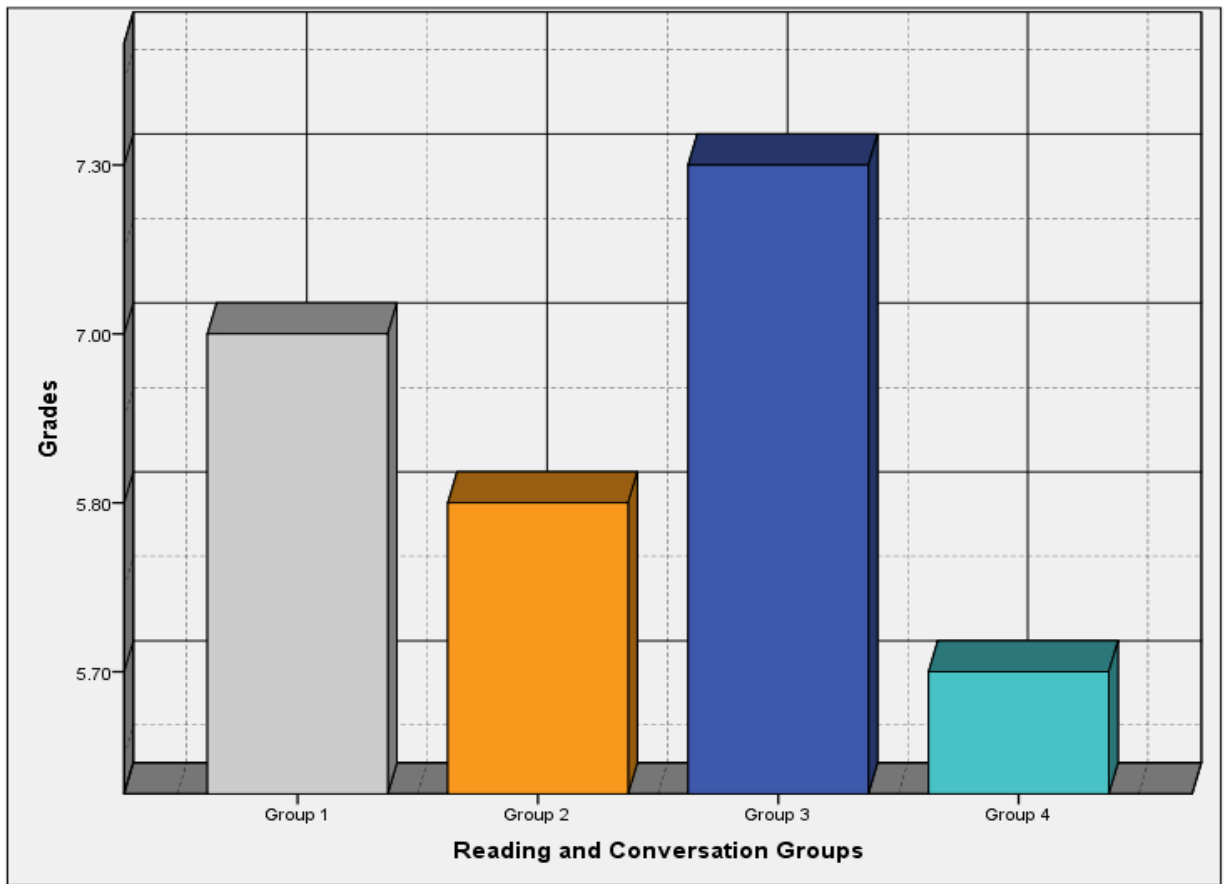


The above graph presented showed the results obtained by the students of the fourth group of reading and conversation. According to the data obtained, student obtained lower grades than in the first test because on the second test the highest grade was 6.8 whereas in first one was 7.1. they also decrease the lowest grade because on the second one was 4.0 and in the first test was 5.3. The results obtained on this group are very interesting because it was supposed that students would improve or at least maintain the grades they obtained on the first test. However, instead of that, students decreased their grades and that could be due to the instruction that students received from the teacher during the semester or it could be due to the fact that students filled out the test just because they had to do it.

Grades Overview of the Four groups

	Second Test Grades Group 1	Second Test Grades Group 2	Second Test Grades Group 3	Second Test Grades Group 4
N	6	9	8	5
Mean	7.0	5.8	7.3	5.7
Median	7.0	5.8	7.7	6.0
Mode	8.6	4.1 ^a	7.8	4.0 ^a
Percent	21.4	32.1	28.5	17.9

a. Multiple modes exist. The smallest value is shown



The previous chart and graph represent an overview of the grades obtained by the students of the four groups of reading and conversation. It is noticeable that students have improved their grades in comparison with the first test that was administered at the beginning of the semester. On the first test the group number 4 has the highest scores followed by the group number three, one and two. On the other hand, in the second test which was administered at the end of the semester. All of the groups improved their grade considerably except the group 4 which instead of improve decreased their grades. On the second test, the group 3 had the highest score followed by the group 1, 2 and lastly the group number 4. Thus, it could be said that, most of the group were influenced by the reading strategies because the students who belong to these groups improved considerably the results obtained on the first evaluation in comparison with the second one.

4.3.3 General analysis of the first administered test

After giving a specific information about the results obtained in every group of reading and conversation courses, now the following charts and graphs below represent a general view of the results obtained from the test administered on the four groups of reading and conversation I semester II 2015 at the University of El Salvador.

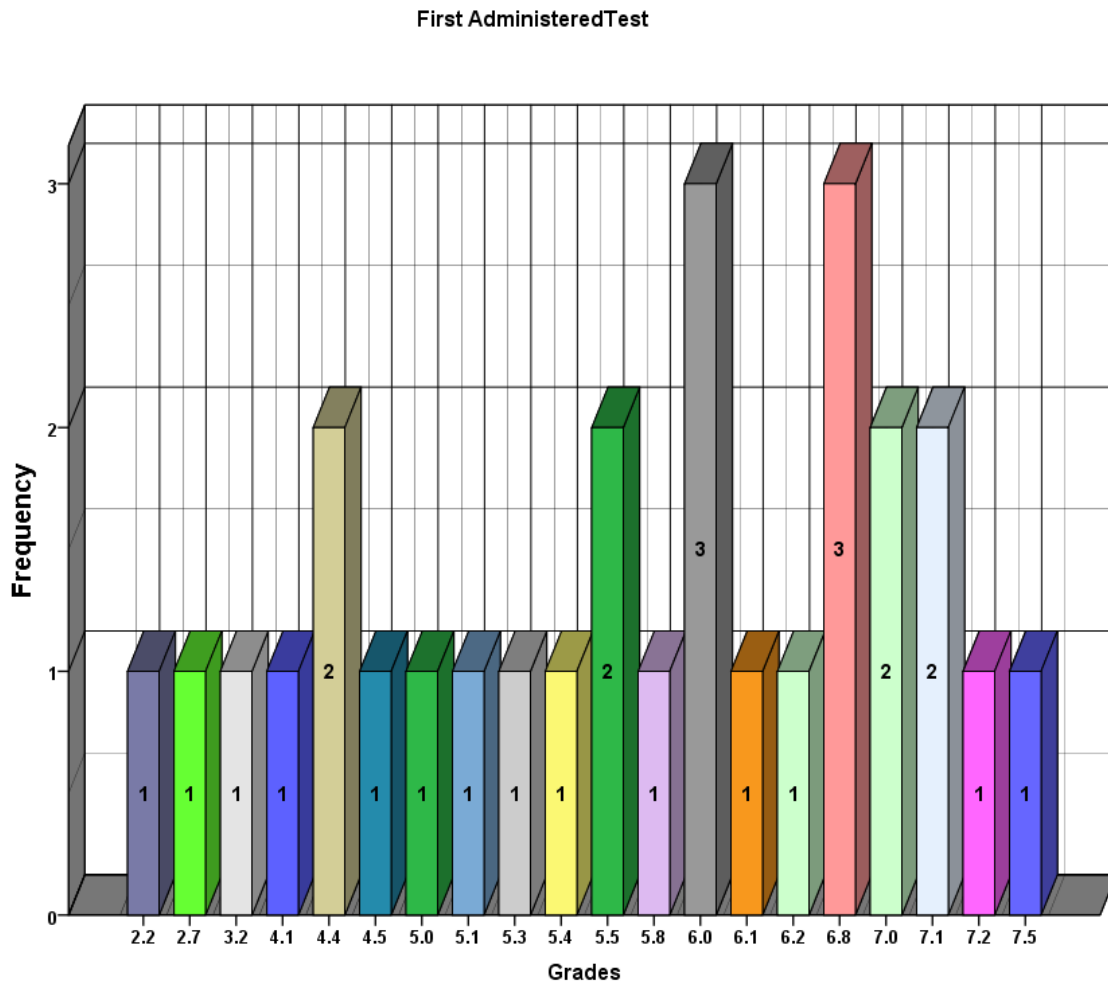
First administered Test

N	Valid	28
	Missing	0
Mode		6.0 ^a
Minimum		2.2
Maximum		7.5
Sum		156.8

a. Multiple modes exist. The smallest value is shown

First Administered Test

Grades	Frequency	Percent	Valid Percent	Cumulative Percent
2.2	1	3.6	3.6	3.6
2.7	1	3.6	3.6	7.1
3.2	1	3.6	3.6	10.7
4.1	1	3.6	3.6	14.3
4.4	2	7.1	7.1	21.4
4.5	1	3.6	3.6	25.0
5.0	1	3.6	3.6	28.6
5.1	1	3.6	3.6	32.1
5.3	1	3.6	3.6	35.7
5.4	1	3.6	3.6	39.3
5.5	2	7.1	7.1	46.4
5.8	1	3.6	3.6	50.0
6.0	3	10.7	10.7	60.7
6.1	1	3.6	3.6	64.3
6.2	1	3.6	3.6	67.9
6.8	3	10.7	10.7	78.6
7.0	2	7.1	7.1	85.7
7.1	2	7.1	7.1	92.9
7.2	1	3.6	3.6	96.4
7.5	1	3.6	3.6	100.0
Total	28	100.0	100.0	



Analysis of the results obtained on the first administered test.

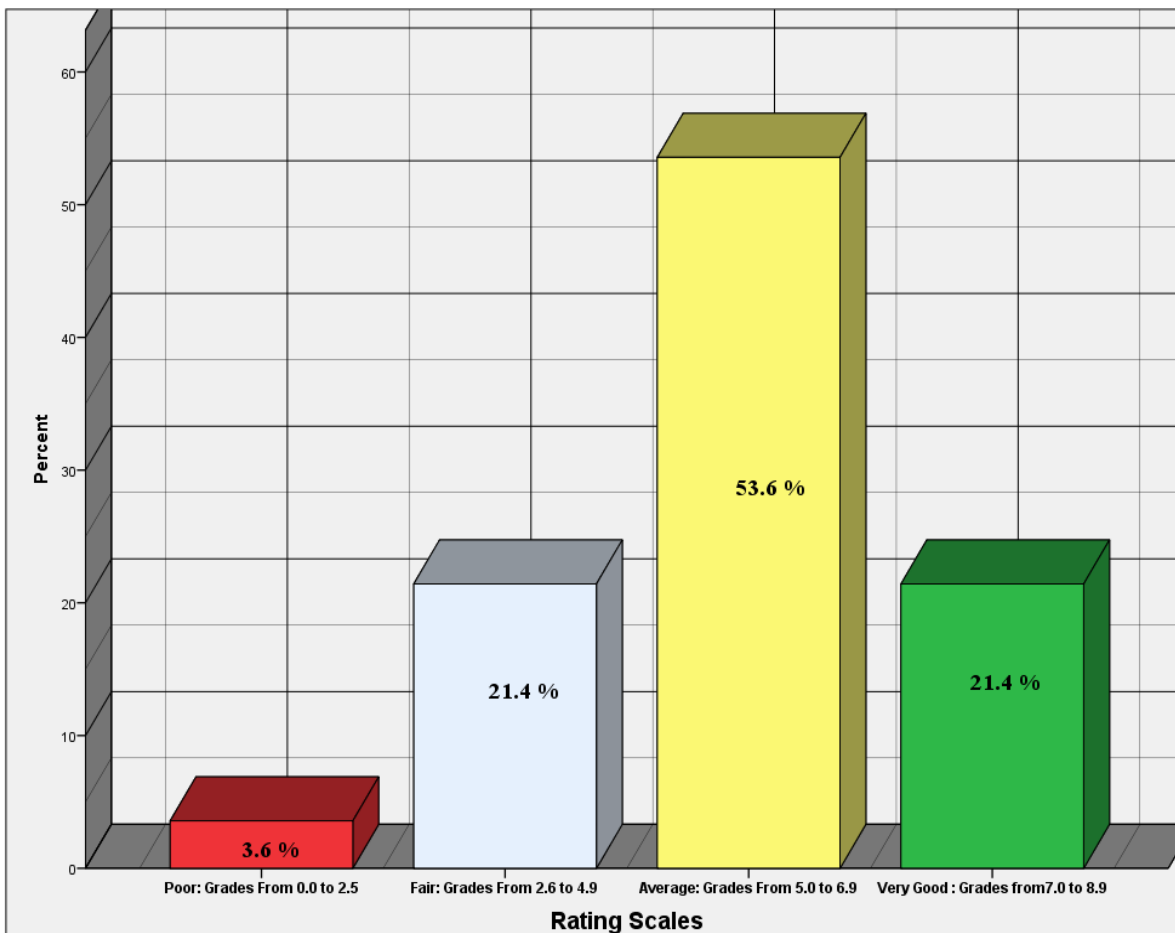
The above graph represents the results obtained from the first test that was administered to the 25 percent of students from the four groups of reading and conversation I, semester II 2015 at the University of El Salvador. It is evident that most of the students were in a right level of knowledge for the subject since the majority of the grades obtained were between 5.0. And 6.9. Since this was a placement test to measure how much students know about the topic, it was expected that most of the grades obtained in the first phase of the investigation would be around five or six due to the new topic that students were exposed to. Thus, this means that the majority of the students had a certain degree of difficulty for the completion of the test administered due

to the lack of knowledge that they might have for this topic in that moment. The above paragraphs represent all the grades obtained during the evaluation as well as the number of frequencies in which those grades were repeated by the subjects. Since fourteen students pass the test and the other fourteen failed it can be said that at the beginning of this investigation students were on the average level of knowledge for the subject that they were taking.

Grades Overview First Test

Rating Scales	Frequency	Percent	Valid Percent	Cumulative Percent
Poor: Grades From 0.0 to 2.5	1	3.6	3.6	3.6
Fair: Grades From 2.6 to 4.9	6	21.4	21.4	25.0
Average: Grades From 5.0 to 6.9	15	53.6	53.6	78.6
Very Good : Grades from 7.0 to 8.9	6	21.4	21.4	100.0
Total	28	100.0	100.0	

Grades Overview First Administered Test



Analysis of the grades overview of the first administered test:

The following graph represents an overall view of the result obtained on the first administered test. The information on the above graph is represented in different rating scales in order to categorize the grades that students obtained. Each rating scale is based on the Likert scale and in some criteria that the researchers took into consideration for the assignments of the ranges of grades, that is “Poor from 0.0 to 2.5”, “Fair from 2.6 to 4.9”, etc. According to the results obtained on this test, the half of the students were in a right level of knowledge for the subject. However, the other half needs to improve certain areas of reading in order to be more proficient.

During the analysis of every single test, there were some important findings that need to be highlighted for instance, the test encompassed six parts that were based on four reading strategies such as skimming, scanning, previewing and guessing meaning from content. Most of the students had a lot of difficulty for the completion of the skimming exercises, they had some troubles in the previewing part as well. Nevertheless, in scanning and in guessing meaning from content they were more proficient since they were able to fill out almost all the questions accurately. Therefore, it can be said most of the students were at ease with expected knowledge. However, there are certain areas such as skimming, previewing and somehow guessing meaning from content that they need to improve during the completion of the semester.

4.3.4 General analysis of the second administered test

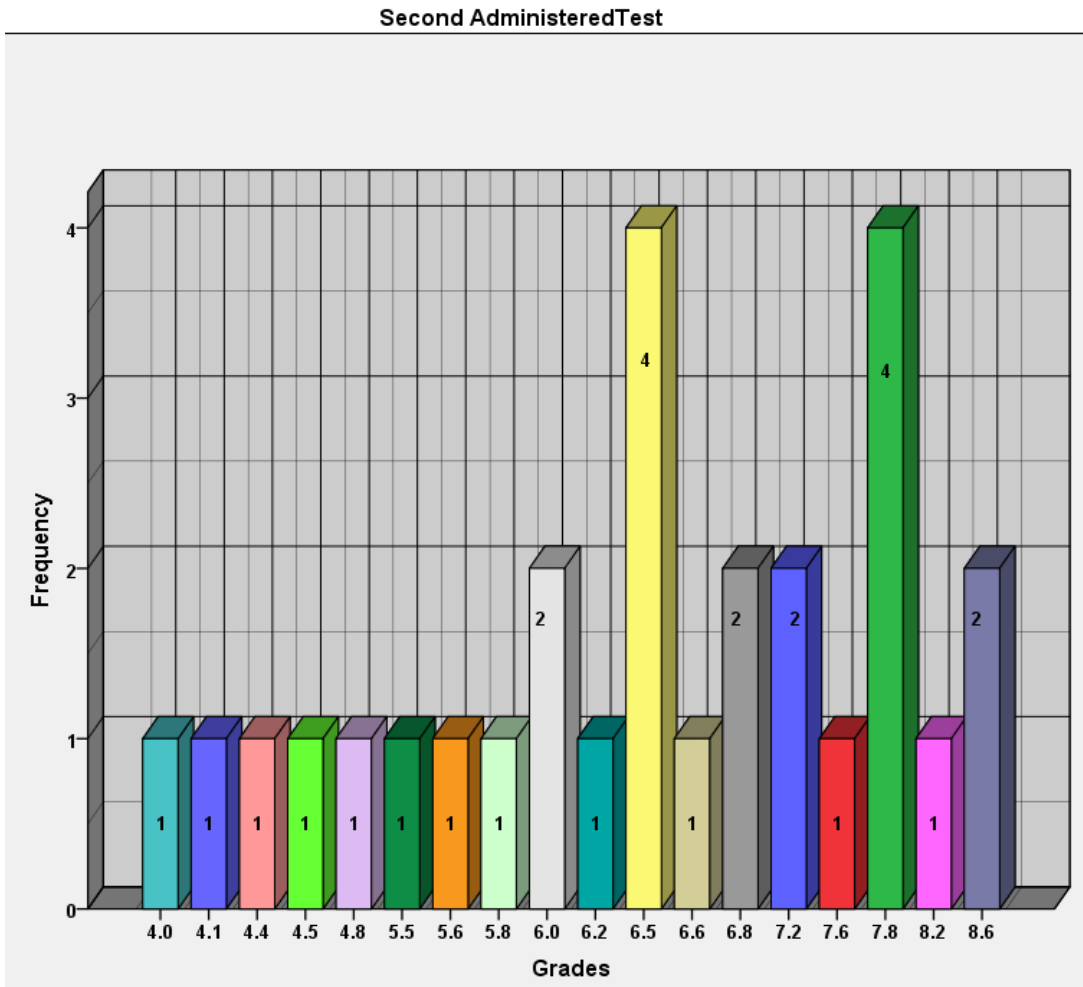
Second Administered Test

N	Valid	28
	Missing	0
Mode		6.5 ^a
Minimum		4.0
Maximum		8.6

a. Multiple modes exist. The smallest value is shown

Second Administered Test

Grades	Frequency	Percent	Valid Percent	Cumulative Percent
4.0	1	3.6	3.6	3.6
4.1	1	3.6	3.6	7.1
4.4	1	3.6	3.6	10.7
4.5	1	3.6	3.6	14.3
4.8	1	3.6	3.6	17.9
5.5	1	3.6	3.6	21.4
5.6	1	3.6	3.6	25.0
5.8	1	3.6	3.6	28.6
6.0	2	7.1	7.1	35.7
6.2	1	3.6	3.6	39.3
6.5	4	14.3	14.3	53.6
6.6	1	3.6	3.6	57.1
6.8	2	7.1	7.1	64.3
7.2	2	7.1	7.1	71.4
7.6	1	3.6	3.6	75.0
7.8	4	14.3	14.3	89.3
8.2	1	3.6	3.6	92.9
8.6	2	7.1	7.1	100.0
Total	28	100.0	100.0	



Analysis of the results obtained on the second administered test.

The above graphic represent the overall results of grades obtained from the second administered test that was conducted to the students of reading and conversation I semester II 2015 at the University of El Salvador. The test was conducted almost at the end of the semester with the purpose of measuring how well students applied the reading strategies that they learned during the semester.

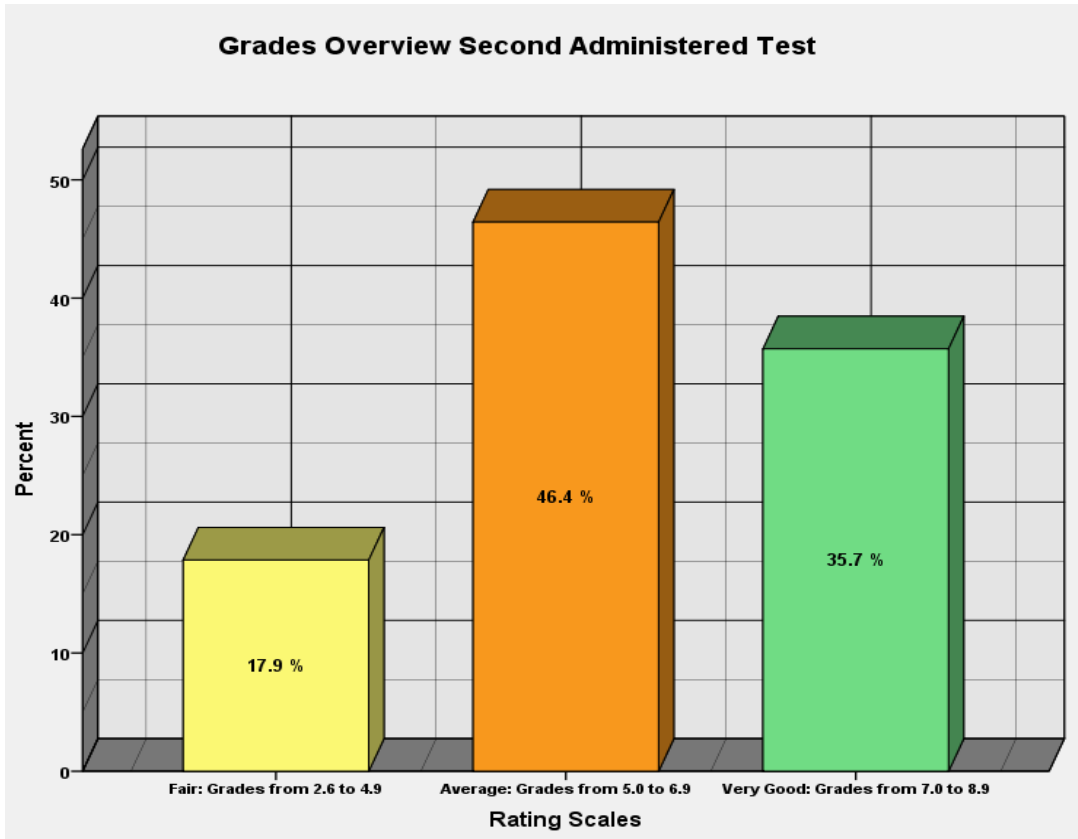
According to the result obtained from the students in this second test, it is noticeable that most of the students obtained grades above 6.0 which represent a notorious improvement of the

students in respect with the grades obtained in the first test that was administered at the beginning of the semester for instance, in the second test 20 students obtained grades above 6.0. Whereas, in the first test only 14 were able to pass the test.

This represents a good improvement not only on the grades obtained in general but also in the number of student who were able to pass the test since in the results obtained on the first test only the 50 percent of the students were able to pass the test. Therefore, it can be said that on the second test the 70 percent of the students were able to apply the reading strategies learned during the semester appropriately. In other words, this means that teachers provided good instruction on the correct application of these reading strategies taught during the semester. However, the researchers make a recommendation based on the results obtained that future teachers can reinforce certain reading strategies such as skimming and previewing since most of the students failed at least in two or three exercises related to either skimming or previewing and it could be due to the lack of practice that they have for these reading strategies.

Grades Overview Second Test

Rating Scales	Frequency	Percent	Valid Percent	Cumulative Percent
Fair: Grades from 2.6 to 4.9	5	17.9	17.9	17.9
Average: Grades from 5.0 to 6.9	13	46.4	46.4	64.3
Very Good: Grades from 7.0 to 8.9	10	35.7	35.7	100.0
Total	28	100.0	100.0	



Analysis of the grades overview of the second administered test:

The above graphic represent an overall panorama of the results obtained in the second test that was administered to the students of the reading and conversion I semester II 2015 at the University of El Salvador. This graph is represented with the same rating scales as in the previous graph presented on this document. After the conduction of this test, it was expected that most of the students show a brief improvement in correlation with the grades obtained in first test.

The first graph shows that 17.9 percent of the students need to improve certain reading strategies because they failed very often on a lot of questions on the test. The second bar represents that the 46 percent of the students are in average position which means that they are at

the right level of knowledge for the subject. However, the last bar shows that 35.7 percent of the students have good knowledge for this subject and it means that they are very good in the application of reading strategies.

On the analysis of every single test was really important to find out that there were no grades below 2.5 which indicates that student have improved their reading strategies considerably. Nevertheless, the researchers considered as very important the fact that in any of the two test that were conducted to the student, any of them was able to get a grade more than 9.0 which means that students need to have much more practice with these reading strategies so they can get grades from 9.0 to above. Overall, it can be said that the results obtained on the second test were of great importance because they represent that both students and teachers are applying these reading strategies properly.

4.3.5 Comparative analysis of the results obtained on the first and second test conducted to the students of Reading and Conversation I

The graphs presented before represent the results obtained on the conduction of a Reading test based on the reading strategies (skimming, scanning guessing meaning from context, previewing, etc.) that student will be exposed to during the semester. The test was administered twice with main purpose of making comparison between the results obtained from both evaluations and in that way be able to know if Reading Strategies influence the students' comprehension when reading.

Based on the results obtained on the first test, it can be said that the 50 percent of the students were at ease with expected result for that subject. Nevertheless, the other 50 percent were in a poor level of knowledge since the average grade for these students was under 4.0 which means that students really need to improve their reading abilities. It can be said that according to the results from the first evaluation,

students are in a low level of knowledge of the reading strategies. However, these results were expected since students have not been exposed to the new information yet.

After the conduction of the first test, the researcher waited until the conclusion of the semester in order to administer the same test to the same students in order to find out any difference between the results obtained on the first test with the results of the second one. The results in the second test showed an important change on the grades obtained as well as on the number of students who approved the evaluation in correlation with the results on the first test.

In the second test the 70 percent of the students approved the test which means that 20 percent of the students increase their grades in comparison with the results obtained from the first evaluation which means that there were not only more students that approved the test but also the grades obtained in the second evaluation were improved considerably.

Therefore, it can be said that reading strategies influence students to comprehend better a text due to the improvements that students had after they were exposed to the reading strategies. Nevertheless, it is important to highlight that there were some inconsistencies that can be improved in future courses for instance it would be appropriate if students are expose to more exercises related to skimming and previewing since most of them were having difficulties for the completion of these types of exercises. Besides that, the researchers will recommend to provide clearer explanation on what reading strategies are since some of the students at the end of the semester were still confuse with the difference between scanning and skimming.

4.4 Triangulation (interpretation of the data)

According to Lisa A. Guion, David C. Diehl, and Debra McDonald (2011) validity, in qualitative research, refers to whether the findings of a study are true and certain—“true” in the sense that research findings accurately reflect the situation, and “certain” in the sense that research findings are supported by the evidence. Triangulation is a method used by qualitative researchers to check and establish validity in their studies by analyzing a research question from multiple perspectives.

Patton (2002) cautions that it is a common misconception that the goal of triangulation is to arrive at consistency across data sources or approaches; in fact, such inconsistencies may be likely given the relative strengths of different approaches. In Patton’s view, these inconsistencies should not be seen as weakening the evidence, but should be viewed as an opportunity to uncover deeper meaning in the data.

There are five types of triangulation:

1. Data triangulation
2. Investigator triangulation
3. Theory triangulation
4. Methodological triangulation
5. Environmental triangulation

For this paper, methodological triangulation will be used, since it is the one that suits better the needs for the researchers and its concept is given below:

Methodological Triangulation

Methodological triangulation involves the use of multiple qualitative and/or quantitative methods to study the program. For example, results from surveys, focus groups, and interviews could be compared to see if similar results are being found. If the conclusions from each of the methods are the same, then validity is established.

For example, suppose a researcher is conducting a case study of a Welfare-to-Work participant to document changes in her life as a result of participating in the program over a one-year period. A researcher would use interviewing, observation, document analysis, or any other feasible method to assess the changes. A researcher could also survey the participant, her family members, and case workers as a quantitative strategy. If the findings from all of the methods draw the same or similar conclusions, then validity has been established. While this method is popular, it generally requires more resources. Likewise, it requires more time to analyze the information yielded by the different methods.

In the following triangulation, the facts and data from the three instruments used for the purpose of this study: Semi-structured interview, field observation and reading strategies test are contrasting each other or supporting one another taking into consideration several important aspects. These aspects were found throughout the three instruments and they are: the pre-reading process students follow or do, the use of specific reading strategies such as scanning and skimming, the preference of students on the most useful reading strategies, the after-reading process students follow or do, the preference of students on the use of background knowledge or reading strategies and finally the students' feelings and thoughts on how motivated they feel by

their current teachers to develop reading strategies. All of these discussed aspects will be a great source of help at the moment of answering the research question and subsidiary questions.

The first aspect to be contrasted in this triangulation, it is regarding the pre-reading process students follow or do. So, according to the semi-structured interview, most students interviewed said they followed a process before starting Reading any book and the most common processes applied by students are: previewing and skimming. As an illustration, it was found through the interviews that in groups 01 & 02 were the groups in which most students said they follow a process.

In relation with the test administered, there was a text called Carmelita's rescue in the previewing part that was including on the test that was administered to the students. The exercise was about preview a text in which a child suffered an accident at home. The students had to preview the picture on the article and read only the underline sentences to complete some comprehension questions at the end. The same test was administered twice, in the first test that was administered at the beginning of the semester most of the students failed in most of the questions and it might be because they were not exposed yet to the reading strategies. However, on the second test that was administered at the end of the semester, students obtained better results. This it might be due to the exposure that they had during the semester to this reading strategy since most of them obtained more than three correct answers on this section. Therefore, it can be said that students learned how to apply this reading strategy correctly due to the results that they obtained at the end of this investigation.

Considering observation, it was shown that teachers were teaching this strategy: previewing/predicting, during the semester. In the theoretical framework there were 3 pre-

reading strategies considered, they were: predicting, using graphic organizers (or patterns of organization) and adjusting reading rate, from which, only two were included in the syllabus and also taught in class. In group number one the most taught pre-reading strategies were predicting and patterns of organization while, in group number two inferring then, in group number three, as mentioned in the limitations, this group was not able to be observed since the teacher was in constant evaluation with his students on the other hand, in groups number four they were patterns of organization, predicting and, inferring. Having this in mind there is a contrast in the three research instruments, since most of the students said they use a pre-reading process, in the exam it was found well use of these strategies based on their grades and indeed, it was observed that teachers were teaching these strategies in class throughout the semester too.

Another important aspect to be contrasted or compared is the specific use of a reading strategy: scanning. So, regarding the use of scanning, the interview results shows that nearly all students answered that was an easy task to look for specific information. Even though just few of them could say that scanning was the appropriate reading strategy to look for specific information. According to the interview results, most students from group 01 and few students from group 04 were the most accurate on saying scanning was the correct answer. However, few students from group 03 could say scanning was the correct answer and students from group 02 were the least accurate at the time of answering the question. Nearly all students know how to look for specific information but most of them couldn't say an accurate answer.

On the other hand, on the test there were two exercises that were related to scanning. In the first exercise students had to scan an advertisement about cars. They had to get detailed information about prices, numbers of cards in stock, cars specifications, etc. The results obtained on this exercise were good however some students had some trouble to complete it. On the other

hand, on the second test that was conducted at the end of the semester most of the students provide accurate responses. In the second exercise that was also related to scanning there was a periodic table of elements.

This exercise was about to get detailed information about atomic weight, number, acronym of the elements, etc. The results obtained at the beginning of the semester were very good because there were just a few questions that were not answer correctly. The good results that students obtained from this exercise could be related to previous background knowledge that they have from previous science courses at high school. In like manner, in the second test that was administered at the end of the semester they kept the good results and some of the students improve them significantly. As a final comment, it can be said that students were able to apply this strategy properly since the results on both exercise on the test were really good.

When doing the field observation this reading strategy was found to be one of the preferred ones. Speaking about this, scanning is a process where learners look at a text quickly in order to extract information. (Nunan, 1999) It was pretty notable that inside the class most of the students, in the observed groups, were likely to use this reading strategy accurately. Actually, when considering the interviews, it was found that most of the learners could not name the actual strategy itself but, they were able to apply it properly when needed. Similarly, gathering test results this was one of the exercises students fulfilled accordingly. So finally, this aspect about scanning has been found to contrast in all the three research instruments.

In contrast to scanning, it was found out through the interview that it is a difficult task for students to find “main ideas” in a text. For instance, just two interviewed from the all sample could say skimming is the appropriate reading strategies to look for main ideas. This fact can be

compared with nearly all students that stated that they have to read the complete text to “understand” or get the main ideas in a text. According to the interview results, most students from group 02 were the ones having a hard time finding main ideas because they were taught to use extensive reading in contrast with some students from groups 01, 03, 04 who were taught to use skimming to look for main ideas through the textbook reading exercises.

Moreover, the test that was conducted to the students of reading and conversations also included some exercises in which students will have to apply skimming. The test included two exercises in which students had to get general ideas about the text and with that information obtained they had to provide statements that were related to the main idea of the topic. Since the beginning of the semester was noticeable that students had some difficulties to get main ideas from a text. Nevertheless, the results they obtained in test contrast with what they said on an interview that was conducted to them.

On the interview students mentioned that they do not find difficult to get main ideas from a text. Yet, the results they obtained on the first test were really poor and in the second test they obtained more correct answers but the results for this reading strategy were still low. This could be due to the confusion that students had between skimming and scanning since the beginning of the semester. Some students at the middle of the semester there were some students that were unable to give a definition on their own words about what skimming is.

Besides what has been mentioned above, skimming was the more taught reading strategy by teachers throughout the semester. Most of the students, in the different groups were not able to answer properly when they were asked to give the main idea of the text. In group number two, the teacher was using overall “mechanical reading” that consists in: reading all together and at

the end they were asked to say what they have understood from the reading itself also, to check pronunciation and fluency, but, talking only about the main ideas learners could not give an answer to this, as soon as they stop reading they did not have any idea about the text they were just reading. Then, in group number one and four both teachers were really emphatic in teaching how to find main ideas of the texts, and to tell the truth, students were not likely to understand well the texts or on the other hand, some students were not paying attention when these activities were performed in class. As final point, skimming as the reading strategy to find main ideas, was taught in class but, students could not use it properly and also, the test results shown that they could not apply this strategy well.

Another important aspect to be taken into consideration is the answers students gave regarding “the most useful reading strategies” and the strategies they used the most. According to the interview results, nearly all students agreed that scanning and skimming are the most used and useful reading strategies. Many students interviewed add to these two strategies predicting and previewing. Even though some students could not say what the most useful reading strategies were and few of them even could not answer the question by giving no answer to this question. According to the interview results, most students from 01 & 04 were the ones who had troubles saying the reading strategies they use the most in contrast with most students from group from 03 who knew and mentioned the reading strategies they can handle with.

Moreover, according to the results obtained per reading strategy on the test, it can be said that scanning, guessing meaning from context (vocabulary knowledge) and previewing were the most used reading strategies since most of the students obtained better results on the exercises that were related to the strategies mentioned before. Students obtained better results on scanning since most of the questions were correctly filled out. This is not only because students practice

very often this strategy but also it is because they had certain previous knowledge that helped them to complete these exercises correctly. The second strategy on what students obtained great scores is the guessing meaning from context (vocabulary knowledge) because there were just a few students that failed on some questions. In like manner, students had good results on this strategy because they had previous knowledge about vocabulary that helped them to complete this exercise correctly.

Another strategy in which students obtained high results is previewing. In the first test that was conducted at the beginning of the semester students failed in many questions on this exercise. However, in the second test that was administered at the end of the semester they obtained better results and this might be due the right application of this reading strategy. In general, the results obtained on the test are similar with the ones obtained from the interview and from the observation because most of the students of groups 01, 02, 03 & 04 under study said that they do very well when using scanning and guessing meaning from context. Nevertheless, there are some points that do not relate each other because on the interview students said that they use skimming very frequently however the results on the test are different even though during the observation students used to practice skimming very often.

Particularly, in the observed groups, generally speaking the most used reading strategies were: skimming and summarizing. It was shown that these reading strategies, can be used for students to build up their own meaning, answer specific questions or give main ideas of a piece of text when they read. Considering the most used strategies skimming was used when they were asked to give out the main idea about a text, most of them were reading the first and last paragraphs or, using headings to provide the information but, even when doing this most of the students could not provide an accurate answer and; summarizing when they presented their

summaries, either in class or when delivering homework, most of them were done properly, this is considered to be an after reading strategy and comprehension can be measured in a way, just by reading their summaries teachers can tell if they understood or not the assigned text.

But even so, skimming was one of the most taught and used reading strategy in Readings and Conversation I class, by the end of the semester students were struggling a lot when given out the main ideas of a text when they were reading, same result that was reflected in the test and also at the interview. On the other hand, there is summarizing that was the other preferred strategy in class. Most of the learners were using it almost every week when delivering homework or in class when doing this type of exercise. In all three research instruments there were found different answers, by this the researchers can tell that in this specific aspect validity cannot be proved.

It is important to know the process students interviewed follow when they have read a text or a book and contrast it or compare it with the results of the field observation and the reading strategies test. So, according to interviews results, most of the students follow a process such as summarize as the most mentioned example by students from group 01. Students from this group backed up this answer by saying that the use of summarize is an easy way to put ideas together from the piece of text they read. Also, make their own conclusion is an illustration given by students from group 04 and making inferences as a reference given by students from group 02. Still, some of the interviewed do not follow a process or use a reading strategy after they have read a book.

After reviewing reading strategies that are used before and during the reading process it is important to take into consideration what students do once they have finished a reading. During

the observation, students used to practice paraphrasing and summarizing very often.

Nevertheless, in the interview students mentioned that they do not put in practice any reading strategy to get more information from the text. Most of them mentioned that they make ideas about what they have understood and from there they create their own conclusion about they have read.

In the test there was an exercise that is related to paraphrasing. In this case students do not have to write anything, they had to read a paragraph and at the end they had to choose the best statement that contains the main ideas about the topic. Most of the students failed in this exercise and it could be due to the fact that they do not put in practice this strategy even though in the class they use it very frequently. Therefore, it can be said that there is a contrast on the observation since student practice paraphrasing very often but in relation with the results on the test and on the interview. It can be said that they relate each other since students do not put in practice any reading strategy at the end of a reading. Thus, they obtained poor results on exercises related to this strategy on the test.

Even though inside the classes throughout the semester only one group was using paraphrasing and the other two groups were more likely to use summarizing, as after reading strategies, considering the answers given by students on the interviews and, taking a look to the grades from the tests most of the students said they do not follow an exact process after they read something. While, in class summarizing was one of the most taught and used reading strategy, students are not able to say that this is what they do after they read a text, just some of them mentioned that they summarize what they read. Similarly, considering the test results for the paraphrasing exercise, most of the students failed it and it could be due to the fact that they do not know how to use this strategy even though in the class they use it very frequently.

Therefore, there is a discrepancy from all three aspects. Researchers cannot connect all the results obtained from the research instruments. Answers given on the interview are really far away from the obtained results on the tests and, more from the field observation since after reading strategies were strongly practiced and used inside the class.

On the other hand, as research questions, it is required to know “How reading strategies help students to understand better a text?” and “How teaching reading strategies influence reading comprehension on the students?” according to the interviews results it is interesting to know that half of students interviewed would infer or guess the meaning in context of an unknown word in contrast with the other half of students who would prefer to use their background knowledge or have the use of a dictionary when they find a word they do not know in a text. According to the interview answers, students from groups 01 & 02 are the ones who would infer or guess the meaning in context and students from groups 03 & 04 are the ones who would use their background knowledge or have the use of a dictionary.

Furthermore, during the reading process it is important to have vocabulary knowledge about different topics that is why the researchers decided to include a part in which students can show how much they know about vocabulary. In the test there was a part in which students had to provide synonyms about some words that were provided in some sentences. In the interview the half of the students said that they use the dictionary to look for any unknown word and the rest of them said that they try to make inferences and illustrations about what could be the meaning of the word. In like manner, during the observation students used to do the same. Some of them try to guess the meaning of the word and others went directly to look for its meaning to the dictionary. According to the results obtained on the test, students seem to handle this reading

strategy very well because most of them obtained good results on this part of the test. Also it can be said that their background knowledge helped them to get the right answer to the question.

Moreover, when doing the field observation only in groups one and two teachers were giving classes about vocabulary knowledge – dictionary and the use of synonyms. Considering the test results it is really interesting how students got good grades in this specific exercise. Even, just half of the interview students said they would use their background knowledge to answer this type of exercises it was shown that for the purpose of, completing it all of them were using it at the time of the test since, when passing it they were not allowed to use their dictionaries.

As final point, it is worthy to mention that validity applies in this aspect. Having in mind that background knowledge is something that cannot be properly taught as a topic but, it is something learned and acquired through the time by learners and considering the test results despite the fact that, vocabulary or synonyms were not really taught in all the groups hence, students did a great job by applying this strategy.

Finally, most students interviewed consider that the current teachers in charge of the Readings and Conversations I courses are motivating and encouraging them to read, develop reading strategies and read outside the class. Even so, according to many students, they do not remember being encouraged to read, many of them said “my teacher just covers the syllabus contents”. Among the answers, students from groups 01 & 02 said they felt motivated to read by their teachers. As an illustration of this, if students interviewed had to take a test tomorrow and they had to read fifty pages for it, most students would use skimming to study the fifty pages. Many of them would use scanning and previewing but according to students interviewed skimming would be the most appropriate reading strategy to be used to study fifty pages for a

test. So, it would be inferred that at the moment of reading any text, students are aware and remember the teachers' pieces of advice regarding the use of reading strategies. Even though the results of the interviews show that there are few students who would prefer to read the fifty pages completely in this case those students would be students from group 02 because they were taught to use extensive reading.

On the other hand, motivation inside the classroom it is very important for students so they can feel confident and they can start building their knowledge by their own. Brown (2001) has declared that motivation is "an important principle in which students can make their own choices in order to reach their goals" in like manner, Harmer (1998) has pointed out that the motivation has to come merely from the students. Learning is an absolute responsibility of the learner. Nevertheless, these authors maintain that teachers should guide students to build up their own knowledge. According to the grades obtained from the four groups of reading, it can be said that some students are motivated and some others not. For instance, during the observation some students were not paying attention during the class due to the fact that they were not engage with it.

In the interview, most of them said that they do feel motivated by the teacher to read. These factors can influence the result obtained on the test. However, as it was mentioned before motivation is a full responsibility of the students; the researchers cannot say that some students obtained poor grades because they are not motivated by the teacher.

As a result of, the field observation inside the class there was one group that was observed to be motivated since, they were actively participating and answering when teacher asked, the other group was more likely to be in class doing what they had to do so, they could

approve the subject by the end of the semester and there was another group from which students were falling asleep in class. With this in mind, even if students were saying on the interview they feel motivated to read after class, or to use reading strategies for a required task and also, the results from the tests were obtained just by students' efforts either way, the observations shows the opposite from them because, it was really obvious inside the groups how teachers were encouraging or not, students to participate, pay attention etc. Even though, Harmer (1998) has pointed out that the motivation has to come merely from the students. it was notorious the differences between the observed groups from Readings and Conversation I where the teacher was proactive when teaching.

As a conclusion for this triangulation, it can be said that studying this phenomenon from different perspectives was of great importance because all the information obtained from the different instruments used during this study helped the researchers to confirm the obtained information. With the data collected from the different instruments used, the researchers were able to make more consistent generalizations about what students do when reading a text.

According to the results obtained from the three different instruments (Field observation, semi-structure interview and the test) that were conducted during this study, it can be said that reading strategies help students to improve their understanding on what they read and it also help them to get specific or general information quickly.

However, it is important to highlight as well that not only teaching reading strategies all the time in a traditional manner help students to comprehend better a text. During the observation it was noticed that students felt more motivated to use reading strategies when the teacher brings different activities to practice the use of reading strategies than when the teacher just follow what

the book says. Therefore, it would be really important to consider using a mixed methodology when teaching reading strategies for instance teacher may increase the use of extensive reading, vocabulary knowledge and some other activities that help students to enrich their knowledge about the world as well as their lexicon.

CHAPTER V

V CONCLUSIONS AND RECOMMENDATIONS

5.1 Conclusions

- In contrast to the concept of reading as a skill Nunan (2003) most students from the Reading & conversations courses may not be able to decode what they read for themselves. Students show a deficit when talking about word decoding according to the field observation and the test results. This can be the reason why students could not achieve the correct answers in the skimming exercises on the test or when students could not give an accurate summarize at the first or second try as it was seen in the observed classes. As a consequence, most students from the four groups of the Reading & conversations courses show lack of sentences comprehension, misunderstanding how words come together or failing to understand the relationships between the sentences and the meaning of the text as a whole. This learning deficit may be due to the lack of reading outside of class, the lack of students' interest toward classes and learning reading strategies and more importantly, students may lack the reading strategies required to overcome such challenges.
- According to the results obtained during this investigation, it can be said that teaching reading strategies influence the students' comprehension in a way. Some of the teachers observed provided good instruction on what a reading strategy is and how to use it when

reading a text. Nevertheless, it was noticed that some classes were too mechanical because the teacher was following just what the book says. These types of activities got some students bored and not interested in learning how to use reading strategies correctly. It was observed that some students did the exercises provided in the book just because they had to do it. Therefore, it would be better if these reading strategies were taught in an innovative manner. That is, apply different types of activities to develop and practice the use of reading strategies.

- Learning how to read to understand the meaning of a text is a really important aspect within the learning process since most of the information that we obtain comes from a text. This study shows that reading strategies help students to comprehend better a text when applying them correctly. It was noticeable that students had a notorious improvement in relation to the results that they obtained on the test that was conducted at the beginning and at the end of the semester. Nevertheless, it is important to highlight that most of the students do not apply these reading strategies even though if they know how to use them. On top of that, most of them declared that they do not feel motivated by the teacher to use them as a tool to improve their reading comprehension.
- During the conduction of this study, it was found out that most of the students use skimming and scanning as two of the most useful reading strategies to comprehend a text. Through the different instruments used to collect the information it was noticed that students do not only practice skimming and scanning in class but also they stated that these two reading strategies were the most they used when reading a text. However, on the triangulation of the different instruments used there was a discrepancy in relation to skimming since the results obtained on test differed on what students mentioned and on what the researchers observed

when doing the field observation too. Therefore, it can be said that there is a lack of concentration on the students' side due to the fact that even though they practiced skimming very frequently in classes they had low results the moment of testing this reading strategy.

- It was observed that even though all the groups used the same syllabus. However, not all the groups cover the topics the same way. In like manner, not all the activities that are set on the syllabus are covering the same way. On top of that, teachers do not work as a team when testing reading strategies. This makes a disadvantage for the teacher because there is no way to know if students are at the same level of knowledge in all groups.
- Through the results gathered during this investigation, it was found out that the low level of reading and comprehension is due to different factors such as lack of previous reading knowledge, grammar knowledge and poor vocabulary. Besides that, the absence of a reading habit in students makes more difficult to identify the essential parts of a text and that makes more difficult the comprehension of the students.
- During the field observation that was conducted during this investigation, it was noticed that students were not fully committed with the subject because it seemed that they were not interested on how to learn to read correctly. Besides that, on the interview that was administered most of them said that if they read something it is because they have to do it and it is not because they want to do it. In other words, students seemed to be more interested just on approved the subject and not in learning how to use reading strategies when reading a text.

5.2 Recommendations

- According to Brown (2001) “students bring emotions, experiences, information and culture to the printed text to understand what they are reading”. Therefore, this is something teachers can consider in the reading learning process since students may apply linguistic knowledge with knowledge of the word to understand easier a piece of text plus knowing and applying the different reading strategies.
- Teaching reading is a very complex process. Therefore, teacher should take the most out of the material available in order to provide different types of activities to practice the use of reading strategies to make the learning process much more interactive because it was noticed that students felt more motivated to use reading strategies when the teacher brings different activities to practice the use of reading strategies than when the teacher just follow what the book says.
- Even though it is not within the teachers’ scope to change the teaching methodology in the classroom, new ways of teaching reading should be taking into consideration such as the use of extensive reading since the beginning of the semester to help students to enrich their vocabulary knowledge, to make use of bottom up and top down theories to encourage students to use linguistic and conceptual knowledge to increase their comprehension.

- Teachers should do more team work in order to organize very well not only the type of activities that will be developed during the semester but also the type evaluation to be carried out during because it was observed that in all the groups teachers were doing different activities.
- Students should be aware that they are taking readings and conversation for the sake of learning how to read to comprehend better a text. It was observed that students do not give too much importance to learn how each of these reading strategies work and how they can be useful to get the most out of a text.
- Many authors have stated that reading is the key for learning; therefore, the researchers recommend using extensive reading since the beginning of the major so that students can start learning new vocabulary and knowledge about the world, so when they get to the reading and conversation course they have previous knowledge about what reading is.
- Students should get the habit of reading not only for academic purpose but also for pleasure in order to increase comprehension when reading since it was noticed that students had difficulties when reading text about different topics.
- After doing this research, the researches recommend to the Foreign Language Department that this subject should be split, teachers should focus on Readings only and then Conversation. Thus, by this way the enrolled students will be able to learn better each of these macro skills.

VI RESOURCES

- **Human resources**

1. The research group
2. The advisor
3. Teacher from Readings and Conversation I courses
4. Students from Readings and Conversation I courses

- **Material resources**

1. Computers
2. Books
3. Photocopies and handouts
4. Internet access

- **Financial resources**

1. Printing	
materials/reports/surveys	\$60.00
2. Transportation	\$50.40

Total	\$110.40

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ANEXES

A. Observation check list

Transcriptions of tutoring observations.

1	Information (Date and Time)
2	Description (Setting and Context)
3	Action (What was done in the class) 1. Predicting: _____ _____ 2. Scanning: _____ _____ 3. Skimming: _____ _____ 4. Inferring: _____ _____ 5. Summarizing: _____ _____ 6. Paraphrasing: _____ _____ 7. Other strategies: _____ _____ _____ _____
4	Observation (What I observed in my student's attitude) Positive attitude: _____ _____ Negative attitude: _____ _____ Other: _____ _____
5	Questions (Issues I want to ponder about) _____ _____ _____ _____ _____ _____

B. Student's test

UNIVERSITY OF EL SALVADOR SCHOOL OF ARTS AND SCIENCES FOREIGN LANGUAGE DEPARTMENT



Reading test administered to students from the Readings and conversation I course, semester II 2015 at Foreign Language Department, University of El Salvador.

Objective: To gather information from students of Readings and Conversation I of the English teaching Mayor, about the reading strategies they use when they read English texts.

Research question: “How reading strategies influence reading comprehension by English students of Reading and Conversation I as a Foreign Language (EFL) at the University of El Salvador, Foreign Language Department, Semester II, 2015?”

Group # _____

Directions: Read carefully and answer each question about your reading learning. Choose the best answer that defines your reading learning.

I. SCANNING PART

Scanning is the skill that you use in daily life. For instance, you might see the list of names in a telephone directory in order to find a phone number

EXERCISE 1

Instructions: Read each question and underline the key words, then answer the following car advertisement to find the correct answer. *Work quickly! (One minute)*

1. What is the cheapest car in the ad?

2. Which cars have power windows?

3. How many super cars are available?

4. Does the Escape Wagon have power Steering?

5. Can college graduate get a rebate for all the cars in this ad?

6. For which cars can you get a “Daniel Discount”?

7. Which car has cash back?

2004 TAURUS SEDANS & WAGONS
SAVE \$3,000 OFF ORIGINAL LIST PRICE

- Automatic Transmission
- V6 Engine
- 6 Passengers
- Power Windows
- Power Door Locks
- CD Player
- A/C

Original List \$19,260
Discount -2,000
Rebate -1,000

\$16,260

YOU PAY

50 AVAILABLE AT THIS DISCOUNT

2004 FOCUS
SAVE \$2,700 OFF ORIGINAL LIST PRICE

- A/C
- Tilt Wheel
- Floor Mats
- Power Door Locks
- AM/FM & CD
- Clearcoat Paint

Original List \$14,450
Rebate -700
Discount -2,000

\$11,750

YOU PAY

100 AVAILABLE AT THIS DISCOUNT

2004 EXPLORER 4 x 4
(4 DR.) XLTs & EDDIE BAUER
SAVE \$5,000 OFF ORIGINAL LIST PRICE

- Cloth Captain's Chairs
- Power Windows
- Power Door Locks
- Cruise Control
- A/C
- Auto Transmission

Original List \$34,399
Discount -1,000
Recent College Grad Rebate -4,000

\$29,399

YOU PAY

50 AVAILABLE AT THIS DISCOUNT

2004 F150 SUPER CABS

- Automatic Transmission
- Rear Bench Seat
- XL Trim
- Step & Tow Bumpers
- Cassette Stereo

Sale Price \$21,570
Rebate -1,800
Discount -4,300

\$15,470

YOU PAY

10 AVAILABLE AT THIS DISCOUNT

2004 ESCAPE WAGONS
SAVE \$2,500 OFF ORIGINAL LIST PRICE

- A/C
- Power Steering
- Luggage Rack
- Electronic Mirrors
- Convenience Group
- Automatic Transmission

Original List \$22,790
Discount -2,100
Recent College Grad Rebate -400

\$20,290

YOU PAY

OVER 50 ESCAPE WAGONS AVAILABLE

2004 RANGER XLT SUPER CABS
SAVE \$4,000 OFF ORIGINAL LIST PRICE

- AM/FM Cassette CD
- Custom Aluminum Wheels
- Sliding Rear Window
- Cargo Cover
- XLT Trim

Original List \$19,270
Cash Back -650
Recent College Grad Rebate -1,000
Discount -2,350

\$15,270

YOU PAY

20 AVAILABLE AT THIS DISCOUNT

2004 EXPLORER XLS & XLT
SAVE \$4,500 OFF ORIGINAL LIST PRICE

- A/C
- Cruise Control
- Power Windows
- Power Door Locks
- Rear Window Defrost
- Convenience Group
- Clearcoat Paint

Original List \$29,999
Rebate -1,000
Daniel Discount -3,500

\$25,499

YOU PAY

100 AVAILABLE IN STOCK

2004 SPORT TRAC 4 x 4
SAVE \$4,000 OFF ORIGINAL LIST PRICE

- Automatic
- A/C
- Power Antenna
- Captain's Chairs
- Power Door Locks

Original List \$26,999
Daniel Discount -3,000
Rebate -1,000

\$22,999

YOU PAY

6 AVAILABLE AT THIS DISCOUNT

DANIEL FORD

540 Southern Ave. Medford 800-555-0100

1. What are the four kind of information given in this table?

2. What is the symbol for Iron?

3. What is the Atomic number of Tin?

4. Which has a higher atomic weight, zinc or lead?

5. What is the atomic weight of Hydrogen?

6. What is the symbol for silicon?

7. Which element has the highest atomic weight?

EXERCISE 2

Instructions: In this exercise, you will scan the table of atomic weights. Read each question, then scan the table below to locate the information. *Work quickly!*

Table of Atomic Weights

Element	Symbol	Atomic number	Atomic weight	Element	Symbol	Atomic number	Atomic weight
Actinium	Ac	89	(277)	Mercury	Hg	80	200.59
Aluminum	Al	13	26.9815	Molybdenum	Mo	42	95.94
Antimony	Sb	51	121.75	Neodymium	Nd	60	144.24
Argon	Ar	18	39.948	Neon	Ne	10	20.179
Arsenic	As	33	74.9216	Neptunium	Np	93	237.0482
Astatine	At	85	(210)	Nickel	Ni	28	58.71
Barium	Ba	56	137.34	Niobium	Nb	41	92.9064
Berkelium	Bk	97	(249)	Nitrogen	N	7	14.0067
Beryllium	Be	4	9.01218	Nobelium	No	102	(254)
Bismuth	Bi	83	208.9806	Osmium	Os	76	190.2
Boron	B	5	10.81	Oxygen	O	8	15.9994
Bromine	Br	35	79.904	Palladium	Pd	46	106.4
Cadmium	Cd	48	112.40	Phosphorous	P	15	30.9738
Calcium	Ca	20	40.08	Platinum	Pt	78	195.09
Californium	Cf	98	(251)	Plutonium	Pu	94	(242)
Carbon	C	6	12.011	Polonium	Po	84	(210)
Cerium	Ce	58	140.12	Potassium	K	19	39.102
Cesium	Cs	55	132.9055	Praseodymium	Pr	59	140.9077
Chlorine	Cl	17	35.453	Promethium	Pm	61	(145)
Chromium	Cr	24	51.996	Protactinium	Pa	91	231.0359
Cobalt	Co	27	58.9332	Radium	Ra	88	226.0254
Copper	Cu	29	63.546	Radon	Rn	86	(222)
Curium	Cm	96	(247)	Rhenium	Re	75	186.2
Dysprosium	Dy	66	162.50	Rhodium	Rh	45	102.9055
Einsteinium	Es	99	(254)	Rubidium	Rb	37	85.4678
Erbium	Er	68	167.26	Ruthenium	Ru	44	101.07
Europium	Eu	63	151.96	Samarium	Sm	62	150.4
Fermium	Fm	100	(253)	Scandium	Sc	21	44.9559
Fluorine	F	9	8.9984	Selenium	Se	34	78.96
Francium	Fr	87	(223)	Silicon	Si	14	28.086
Gadolinium	Gd	64	157.25	Silver	Ag	47	107.868
Gallium	Ga	31	69.72	Sodium	Na	11	22.9898
Germanium	Ge	32	72.59	Strontium	Sr	38	87.62
Gold	Au	79	196.9665	Sulfur	S	16	32.06
Hafnium	Hf	72	178.49	Tantalum	Ta	73	180.9479
Helium	He	2	4.00260	Technetium	Tc	43	98.9062
Holmium	Ho	67	164.9303	Tellurium	Te	52	127.60
Hydrogen	H	1	1.0080	Terbium	Tb	65	158.9254
Indium	In	49	114.82	Thallium	Tl	81	204.37
Iodine	I	53	126.9045	Thorium	Th	90	232.0381
Iridium	Ir	77	192.22	Thulium	Tm	69	168.9342
Iron	Fe	26	55.847	Tin	Sn	50	118.69
Krypton	Kr	36	83.80	Titanium	Ti	22	47.90
Lanthanum	La	57	138.9055	Tungsten	W	74	183.85
Lawrencium	Lr	103	(257)	Uranium	U	92	238.029
Lead	Pb	82	207.2	Vanadium	V	23	50.9414
Lithium	Li	3	6.941	Xenon	Xe	54	131.30
Lutetium	Lu	71	174.97	Ytterbium	Yb	70	173.04
Magnesium	Mg	12	24.305	Yttrium	Y	39	88.9059
Manganese	Mn	25	54.9380	Zinc	Zn	30	65.37
Mendelevium	Md	101	(256)	Zirconium	Zr	40	91.22

II. PREVIEWING PART

EXERCISE 3

Instructions: Preview the following story. Read only the underline parts. Then answer the questions. *Time limit: sixty second to preview*

Carmelita's Amazing Rescue

At the Santos family's apartment in Sao Paulo, the doorbell is constantly ringing. All the friends and neighbors are there to hear what happened to two-year-old Carmelita. Her mother has tears in her eyes, but they are tears of relief, of thankfulness. Her Carmelita is smiling shyly, safe in her father's lap.

The story could easily have had ended very differently, not so happily. It all started this morning just before noon. Mrs. Santos was returning from the supermarket with her daughter and a friend, their neighbor. They stopped on the stairway of their building at their fifth floor apartment. The neighbor opened her door first, and little Carmelita ran past her. She knew the apartment well, since she had visited it many times. The friend put down her keys and shopping bags, and turned back a moment to Mrs.

Santos. At that moment, there was a sudden gust of wind and the door to the apartment slammed shut. Carmelita was inside, alone.

The friend remembered then that she had left her kitchen window open. She and Mrs. Santos rushed to the Santos' apartment and telephoned the police. But there was no time to get help in opening the neighboring apartment. They could see that Carmelita was already leaning out of the kitchen window. She had

climbed onto a chair, and soon she was climbing out onto the window sill. Mrs. Santos called to Carmelita to go back inside. But the little girl did not understand the danger and did not want to go back. She only waved to her mother.

Then she lost her balance and her feet slipped off the window sill. She managed to hold on for a while with her hands, but she began to be afraid. Her mother screamed for help, and now Carmelita was crying desperately. And then she could hold on no longer.

But several people had run out into the street on hearing all the screaming. They saw the child hanging onto the window sill and got ready to catch her.

Down she fell, five long stories—and landed safe and sound in the arms of three

strong men. They were Luis, Augusto, and Alfonso Nunes, father and sons. | When they heard the screams, they were in their auto repair shop across the street.

"I never thought we'd do it," said Alfonso afterwards. But I kept thinking, if we don't catch her, she'll die and it'll be on my conscience all my life."

All the neighbors want to shake hands with the three heroes. Carmelita's parents cannot believe how close they came to losing their daughter. And how lucky they are to have her still.



Answer the questions. Remember, do not look back!

1. Where do you think this passage originally appeared?

2. Where does this take place?

3. Who is Carmelita?

4. What happened to her?

5. Who is Alfonso and what did he do?

III. GUESSING PART

EXERCISE 4

Instructions: Guess the meaning of each word from the context of the sentence below.

1. *What does ravenous mean?* _____

Could I have a piece of bread? I missed breakfast and I'm simply ravenous.

The poor horse was ravenous and it ate the leaves and bark off the trees.

2. *What does wink means?* _____

George winked to me from across the room. It was a signal not to say anything about what we had seen.

I have only seen one cat that can wink and that was Tinker. She really could close just one of her eyes and she did it often.

3. *What does stain means?* _____

Polly was very angry when she saw the ugly stain in her new rug.

When you spill fruit juice on a tablecloth, it can make a stain that does not wash away.

4. *What does grab mean?* _____

A witness saw a young man grab Mrs. Knox's purse and run away with it.

As we were crossing the street, I heard a car coming, so I grabbed Selena's hand and pulled her back just in time.

5. *What does plug mean?* _____

There was only one place in the classroom to plug in the television monitor and that was on the back wall of the room.

No wonder the printer is not working. It is not plugged in.

IV. SKIMMING PART

EXERCISE 5

Instructions: Skim the following paragraph. *Work quickly!*

Jackie Chan

Jackie Chan, possibly the biggest movie star in the world, is famous for his action movies. In fact, Chan's movies are more than simple action movies - they are action comedies. He started using comedy early in his career when he was preparing to be the next Bruce Lee. He realized that his friendly face would stop him from being as tough as Lee. So he started to use comedy. But Chan quickly found that using that humor was not so simple. His movie "Rush Hour" was a much bigger success in America and Europe than in Asia. Chan says this was because in different countries, people have a different sense of humor. The humor in "Rush Hour" just did not work with the Asian audience. "From that time I knew that I would have to make two movies a year, one for Asian market and one for American market everyone likes humor, but the humor everyone likes is different!"

What is the main idea of the text?

- a) Some of Jackie Chan’s movies are also comedies.
- b) Jackie Chan’s movies are always very successful in Asia, Europe and in the USA.
- c) Jackie Chan understands that people around the world find things different funny.
- d) People in different countries never find the same things funny.

EXERCISE 6

Instructions: Skim the article about a travel magazine about “jet lag” (jet lag is your body’s reaction to a long plane trip across the time zones.) read the questions and then skim the article for the answers. *Work quickly as you can! (No more than two minutes for the skimming).*

OVERCOMING JET LAG

Experts give recommendations on what works and what doesn’t in trying to escape the effects of crossing time zones

BY MONICA BROOKS

The day before a long flight you are frantically doing last-minute chores and errands, packing, and reading guide books. Then, on the plane, you have several drinks with dinner and stay up late watching the movie. After a brief nap, it’s time for breakfast and a morning arrival in, let’s say, Paris or Rome. Adrenaline flowing, you spend the entire day sightseeing and taking pictures. By evening, exhaustion has set in, and the next morning, you can hardly wake up before noon. Jet lag has taken hold.

Most people who travel by air across multiple time zones fall victim to this affliction of modern air travel. They may suffer from any of a number of unpleasant symptoms, including insomnia, fatigue, nausea, sleepiness, and lethargy.

According to Dr. Harriet Minsky, professor of psychology at Montreal University, the symptoms of jet lag vary from person to person, and also vary according to how far a traveler has

flown. Recovery from jet lag also varies, with some sufferers feeling better gradually and others experiencing alternative days of feeling better or worse.

Dr. Minsky points out that there are three primary causes of jet lag, and of these, two are avoidable. First, people often wear themselves out getting ready for a trip, so they are already exhausted when they get on the plane. Second, long-distance travelers often have a couple of drinks to pass the time. The alcohol can cause stomach distress and interfere with getting a good night’s sleep.

The third and unavoidable cause of jet lag is the fact that long distance air travel upsets your internal biological clock. Dr. Alvin Lacy, chief of general medicine at Northern Medical College, explains that our inner clock controls our cycle of sleeping and waking.

The brain takes its cues from the amount of light and other features in the environment. Without environmental cues, the brain tends to set its biological clock to a longer day. This means that, for most travelers, the effects of jet lag are less severe on trips toward the west, because the travel is following the sun. In traveling toward the east, the body must adjust by shortening its day, going against the body's natural tendency. This explains why trips from west to east often result in greater suffering from jet lag.

Individuals are not all affected to the same degree by jet lag. For example, "night owls," people who are usually most alert and lively late at night, are less likely to feel the effects of jet lag. Younger people suffer less than older travelers. In terms of personality types, extroverts (people who are sociable and like to be in groups) tend to suffer less than introverts.

Many people believe that there must be some quick and easy cure for jet lag—and, in fact, all kinds of cures have been popularized, from vitamins to special diets, but research has shown that none of these are very effective.

However, Dr. Minsky assures travelers that if they follow certain common sense strategies, they will overcome jet lag more quickly.



- Get plenty of rest and eat healthy meals prior to taking a long flight.
- On the plane, set your watch to your destination's time immediately. Then allow that time to guide your behavior. During the trip, eat and sleep according to the new time zone.
- Once you arrive, begin to follow a normal routine for that time zone. Try not to take naps. Set an alarm clock to wake you in the morning. Spend time outside during the day, and sleep at night.
- Avoid sleeping pills, alcohol, or other drugs that you do not normally use.

1. According to this article, is jet lag worse when you travel eastward or westward?

_____ Why?

2. What causes jet lag?

3. What can you do to minimize jet lag?

4. Is there any quick cure for jet lag?

Thank you very much, we appreciate your help!!!

C. Student's semi-structured interview

**UNIVERSITY OF EL SALVADOR
SCHOOL OF ARTS AND SCIENCES
FOREIGN LANGUAGE DEPARTMENT**



Objective: To gather information from students of Readings and Conversation I of the English teaching Mayor, about the reading strategies they use when they read English texts.

Research question: “How reading strategies influence reading comprehension by English students of Reading and Conversation I as a Foreign Language (EFL) at the University of El Salvador, Foreign Language Department, Semester II, 2015?”

Directions: provide an accurate answer to each of the following semi-structured questions, based on your own information.

1. When you have to read a book, do you follow any process before starting read it?

Yes ____ No ____ Describe that process? _____

2. Do you find difficult to look for specific information?

Yes ____ No ____ Why? _____

3. Can you find “main ideas” in a text? What’s the process you follow?

Yes ____ No ____ Why? _____

4. Once you have read a book, what do you do? What’s the process you follow?

Yes ____ No ____ Why? _____

5. Do you know what reading strategies are? Using your own words can you give a definition?

Yes ____ No ____ Definition: _____

6. In your opinion, which are the most helpful reading strategies? Which are the reading strategies you use the most?

7. Have you ever applied any reading strategies when reading? Did they help you to understand better and in short time?

Yes ____ No ____ Why? _____

8. When you are reading a book of your interest, do you read it word by word, paragraph by paragraph? Or do you use any strategy to finish it quickly and get what you need? What's the process you follow?

Yes ____ No ____ Describe that process? _____

9. Tomorrow you have an important text and you have to read 50 pages for it, do you read the complete 50 pages? Or do you follow any other process?

Yes ____ No ____ Describe your process? _____

10. After you have read the text or a book, do you make your own conclusions, imagine a possible guess based on evidence presented in the book or summarize what you have read? Or do you follow any other process?

Yes ____ No ____ Describe your process? _____

11. Has your background knowledge or prior knowledge helped you when you don't know a word in a text? Or have you had to use a reading technique to understand an unknown word? What's the process you follow?

Yes ____ No ____ Describe your process? _____

12. Besides teaching reading strategies, does your teacher encourage you to read for pleasure? Or does your teacher apply other teaching methodologies to help you develop reading strategies? If so, please describe those methods?

Yes ____ No ____ _____

D. Pictures

