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**Teaching Strategies for Reading Comprehension
Development for 10th Graders at Unidad Educativa Mariscal
Sucre in the Scholastic Year 2022 - 2023**

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CERTIFICATION

We certify that this research project was presented by **Noan Eugenio Chaguay Acosta & Omar Moises Ramirez Paz** as a partial fulfillment of the requirements for the **Bachelor's Degree in EFL Pedagogy**.

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We, Noan Eugenio Chaguay Acosta & Omar Moisés Ramírez Paz

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ABSTRACT

The following study focuses on determining the strategies the EFL teacher uses in the actual class for the development of reading comprehension skills among 10th grade students at Unidad Educativa Mariscal Sucre. An EFL proficiency test was carried out to measure the reading comprehension performance of the group. In addition, the teaching methodology applied by the instructor was evaluated through two checklists, and an interview, that was conducted to know the teacher's perception of reading instruction. The research findings show that the group has problems with reading comprehension regarding interpreting texts and understanding the main idea and specific information from texts. It was also found that the teacher is concerned with activating students' background knowledge, but does not promote the interpretation of texts in the classroom and the instructor's strategies are limited. Other issues detected were the lack of contextualization of vocabulary and poor feedback. Based on the findings, a proposal was created for providing strategies that enhance reading comprehension instruction.

Keywords: EFL, reading comprehension, skills, strategies, lesson plan, scaffolding.

INTRODUCTION

Reading is an important skill during school years as it allows to obtain new information that is used to perform academic tasks. Nonetheless, the main purpose of reading is comprehension, that is, understanding and using the information for inferential or evaluative activities. This purpose is also applied for learning English as a Foreign Language (EFL), but non-native speakers have to make a considerable effort in reading English-based materials since they have to switch to a foreign language in order to make sense of what is in the text. So, they need consistent classroom support to become effective readers in the target language.

Some of the reading comprehension flaws of students are; being unable to interpret texts and understand what the text is about. These problems might be due to lack of vocabulary, the inability to guess meanings from context, or strategies like skimming and scanning. Another problem is that EFL learners cannot activate their background knowledge successfully; they do not have enough knowledge of the topic or do not know how to relate it with the text. In order to overcome any reading difficulties, instructors should consider using a variety of educational strategies. For instance, vocabulary should be contextualized through examples using synonyms, antonyms, or cognates.

Inferencing should be practiced to enhance students' interpretative abilities. The use of mind maps or graphs is useful for teaching how to make summaries of the text without writing long paragraphs. The use of skimming and scanning helps students become effective readers in the sense that they know how to approach texts faster.

As learners advance to higher education levels, the difficulty of reading materials also increases. So, there is a demand for students to understand the facts presented in texts and use the information to draw conclusions, interpretations, or predictions. It is crucial for an EFL student to develop English reading skills to understand writing content and extract information that they might require for academic or personal purposes.

JUSTIFICATION

The situation faced by 10th grade (sophomore) high school students from Unidad Educativa Mariscal Sucre, regarding reading comprehension skills, has led this study to analyze what teaching strategies might contribute to developing these skills. Once the problem is understood, a probable solution can be formulated. This project also intends to raise awareness among teachers and the school's authorities about the importance of developing reading skills in students. Furthermore, the findings can be used by researchers from the field of language teaching, to better understand EFL reading problems among high school students.

This study is relevant for teachers. It points out how teaching practices might harm or benefit students' ability to decode and understand texts when developing reading comprehension skills, which is an essential part of English language learning. Furthermore, the findings and proposal of this research might help teachers when working on the development of their student's reading skills and make the English instructors aware of the importance of some basic elements that are crucial for reading comprehension like, vocabulary, student background knowledge, and reading techniques. Once learners know the appropriate learning techniques for reading practices, they can be encouraged to use them in the English classroom, to bring out their potential in terms of reading skills.

Finally, this research will benefit the school principal and EFL coordinators. The results of this study can be used as a guide for selecting materials and creating reading activities. Students might improve their reading comprehension skills when the materials are chosen, and activities are designed appropriately.

PROBLEM STATEMENT

The Unidad Educativa Mariscal Sucre is located in the North of Guayaquil, Juan Tanca Marengo Avenue. It receives students in two daily shifts, one in the morning and the other in the afternoon. All of the students take English as a foreign language. The following study involves 10th-graders with a beginner's level of English. This study evidenced issues in the learners when the EFL instructor worked on the development of their reading comprehension skills. While the students worked on exercises related to reading workshops, it was observed they were not able to understand the questions about the material that was read, pushing them guess the answers. Based on the observation this study carried out, of students' performance, it can be said that students have problems with reading comprehension skills.

Teaching strategies applied in the EFL class, might be involved as the cause, that is why they are the focus of this study.

Research question

What EFL teaching techniques contribute to the development of reading comprehension skills among sophomore high school students from Unidad Educativa Mariscal Sucre in the year 2022-2023?

Main objective:

Analyze the EFL teaching techniques that contribute to the development of reading comprehension skills among sophomore high school students from Unidad Educativa Mariscal Sucre.

Specific objectives:

- To identify and describe the reading comprehension performance of students.
- To identify and characterize the teaching techniques used in the EFL class, for the development of reading comprehension skills among sophomore high school students.
- To propose strategies that contribute to the development of reading comprehension skills among sophomore high school students from Unidad Educativa Mariscal Sucre

CHAPTER I - THEORETICAL FRAMEWORK

Concepts regarding reading

Several researchers provide different accounts of the definition of reading. Rumelhart (1985) states that reading is a perceptive and cognitive process of understanding written language. It begins with perceiving print patterns on the retina and ends by defining an idea about the message intended by the author.

Hoover and Gough (1990) formulated the simple view of reading, stating that reading is the product of decoding and linguistic comprehension. Decoding is recognizing words and linguistic comprehension is taking semantic information to form sentences and discourse interpretations. Moreover, they say that both components are necessary for reading, and none is sufficient.

Although sensing and identifying symbols is an initial process in reading, another element such as knowledge of the reader is considered to make sense of what is read. Dechant (1991) says that reading is an "interactive process involving both the reader's previous fund of knowledge and the words in the text" (p. 6). According to him, reading is about relating written symbols to experiences to build a representation of the text, and genuine reading occurs when the reader's and the writer's representations are approximated.

Aebersold and Field (1997) see reading as the interaction between the text and the reader. Written symbols are assigned meanings, but they say meanings might be different from the writer's and other readers' because of factors such as family, community, and cultural environment as well as motivation and aptitudes.

Goodman (1967) proposed another definition of reading using the analysis of the reading process of a fourth-grade child as an example. He observed that the child used miscues (misreadings) to make tentative decisions such as substituting words or correcting word spelling. He concluded that reading is a psycholinguistic game in which reading is not a sequential identification of letters, but a process in which cues or miscues are selected based on the reader's expectations to test guesses of the written symbols in a text.

Reading process

Although there are different perceptions about what reading is, the act of reading undoubtedly involves the use of the mind to store information about texts. The mental actions performed when reading can be referred to as cognitive processes. These processes were and are still part of research on reading. Grabe (2008) compiles studies on reading cognitive processes and identifies two types that together create what is called comprehension: lower-level and high-level processes. He also considers working memory an essential part of the reading process.

1. **Lower-level processes.** They comprise word recognition, syntactic parsing, and semantic-proposition encoding. Word recognition is the initial cognitive activity in reading. To recognize words fluently, the reader should link the graphic word (letter) with phonological information, identify meanings, word order, and complex morphological compositions, and finally access the mental lexicon. Syntactic parsing is how the information within the text makes sense through word order. Semantic-proposition encoding is the final step of lower-level processing; meaning units are built after recognizing words and parsing their structure.
2. **Working memory.** It is the information that is temporarily active for processing actions. The relationship of working memory with the lower-level process is that it stores and combines words that have been activated, it carried out processing of syntax and semantics at the clause level, and it stores relevant information to form text comprehension.
3. **Higher-level processes.** They are processes that rely on linking text components such as propositions or words with background knowledge or experiences. Higher-level processes include the following:
 - a. **Text modeling.** The already-formed propositions and the active meanings are combined to create an understanding of the text. The component skills involved in text modeling are the linkage of information from texts with a network of already known knowledge, the use of background knowledge to rule out any

ambiguity, and gathering processed information into a summary. The aim of text modeling is to represent what the writer intended to communicate.

- b. **Situation modeling.** It is the interpretation of the text based on perceptions of the writer's intentions and personal feelings.

Reading comprehension

As seen previously, reading involves identifying words and using various sources of knowledge (e.g., experiences and general knowledge of the world) to relate words with meanings. This process is the traditional vision of reading but reading for comprehension goes beyond using knowledge to understand meanings. Grabe and Stoller (2011) state that reading comprehension is the ability to interpret information by means of strategies, evaluation, and purpose. While reading, difficulties may arise that call for monitoring comprehension through strategies. Readers evaluate their reading when they select or discard information that matches their purposes. Evaluation for comprehension also occurs when readers use background knowledge and consider personal attitudes to make inferences about the text (e.g., writer's purposes, miscellaneous attitudes) (Grabe, 2008)

To be able to comprehend a text, strategies are to be used to monitor the understanding process, evaluation has to be made to identify different points of view and align the reading with the purpose. Nonetheless, comprehension does not occur at one single level as interpretation can differ between readers because of the way the information is evaluated. Mohamad (1999) says there are three levels of reading comprehension: literal, interpretive, and critical.

- **Literal comprehension.** It is the ability to understand explicit information in the text such as places, objects, and locations. Drawing on the information requires knowledge of word meanings in a specific context.
- **Interpretative comprehension.** It is the ability to look further into the literal meaning of words. It is about making relationships between different ideas to draw conclusions and generalize or make predictions.

- Critical comprehension. It is the ability to evaluate the information in the text. It occurs after readers went through explicit and interpretative comprehension. Some tasks expected in this level of comprehension are distinguishing between fact and opinion and recognizing persuasive tones.

Reading strategies

When readers are engaged in reading activities using their knowledge to decode written input, they also perform specific actions such as predicting or questioning to further understand the meaning. These actions can be referred to as reading strategies. As stated by Cohen (1990), reading strategies are “those mental processes that readers consciously choose to use in accomplishing reading tasks” (p. 83). He also makes some points about reading strategies:

- They are used as a means to realize a skill. For example, skimming is a skill, and reading the first sentence of a paragraph is the strategy to realize it.
- Sometimes it is needed to pay attention to the strategy. For example, to perform more successful skimming, the reader might look for keywords and avoid getting stuck in details.
- The effectiveness of the strategy depends on judgment and care of the reading. For example, skimming might not be useful when the reader wants to locate specific details.

Block (1986) categorizes reading strategies into two levels: general and local linguistics strategies. The former are strategies to monitor comprehension and the latter seeks to analyze linguistic units to achieve understanding. These categories are further classified into specific strategies.

General strategies:

- Anticipate content: Predictions are made on the content of the text.

- Recognize text structure: The purpose of the information is discussed (e.g., the distinction between main and supporting ideas).
- Integrate information: New information is connected to different parts of the text.
- Question information in the text: The significance of the content is questioned.
- Interpret the text. Inferences are made based on the content of the text.
- Use general knowledge: Knowledge and experience are used to explain, clarify, or evaluate the veracity of the content.
- Comment on behavior. There is a self-awareness of the reading process.
- Monitor comprehension. The degree of understanding of the text is assessed.
- Correct behavior: Mistakes regarding assumptions or interpretations are realized and corrected.
- React to the text. The reader makes emotional remarks about the text.

Local strategies

- Paraphrase: The content of the text is rephrased with different words, maintaining the same idea.
- Reread: Portions of the text are reread aloud or silently to reflect on the content.
- Question the meaning of a sentence. Questions regarding the meaning of the sentence are asked to find out what it means.
- Question the meaning of a word. Questions about a word's meaning are asked to find out what it means.
- Solve vocabulary problems: Context and synonyms are used to work out meanings.

English as L2 in reading

Reading in English as a foreign language (L2) involves a change of language systems from the native tongue or L1. Taking Spanish as L1, Spanish and English differ with respect to statement syntax (e.g., noun and adjective order) and grammatical inflections (e.g., verbs, plurals). However, one similarity between reading in L1 and L2 is that both of them employ similar linguistic and cognitive components (Grabe, 2014). Readers of both Spanish and English mentally recognize words and nuances and evaluate the information using personal experiences or background knowledge. Linguistics knowledge in morphology, syntaxis, and semantics also assists in the cognitive processing of the text to reach an explanation of what it conveys. Nonetheless, the differences are still present, and Grabe (2014) points out them regarding reading:

- Learners have limited knowledge of vocabulary and grammar of the target language in comparison to knowledge in L1.
- Learners have less exposition to L2 reading experiences.
- The language system of L1 and L2 are different.
- Learners' background knowledge is different.

Based on these differences, there are some implications for EFL reading:

Vocabulary knowledge. Readers are constrained in comprehension in its different levels (e.g., literal, inferential, and evaluative) when they have limited word meaning inventory. Because of this constraint, vocabulary knowledge is important to English L2 reading comprehension (Grabe, 1991). Qian (2002) argues that a larger vocabulary allows learners to build a database large enough to guess the meanings of unknown and newly learned words and learners are likely to be more efficient in their guessing by having a deeper vocabulary knowledge. For Spanish-speaking English learners, instruction in L2 vocabulary can help students to be trained in identifying cognates which in turn is a considerable aid in comprehending texts when inferring meanings of unknown words (Nagy et al., 1993).

The importance of vocabulary knowledge arises from the ability of EFL readers to access the direct meanings of high-frequency words and identify other meanings through context and morphological analysis. Reading strategies such as skimming and scanning require accessing existing vocabulary in order to looking for specific information and generating the main idea. So, lacking word meaning knowledge in superficial and depth dimensions can compromise the reading decoding process. Regarding the depth of vocabulary, Nuttall (1996) suggests that lexical items and cohesion devices cause difficulties for EFL readers. He explains in specific what those items are:

Lexical items. They are a word or group of words that denote a meaning that needs to be learned as a whole. The identified troublesome lexical items are:

- Idioms. The idiom may not be understood if readers try to deduce it from each word that comprises it.
- Superordinate words. Readers might have difficulties when they do not know that a group of words might refer to a general class.
- Irony. Readers mismatch the literal meaning with the real intention of the text.

Cohesive devices. They are language items that help readers make the right connection between ideas with texts. Those devices found to be problematic are:

- Pro-forms. Problems in comprehension occur when readers can't recognize the reference word (e.g., pronouns and determiners) for the object of the previous information.
- Ellipsis. The problem arises when readers can't identify the grammatical items (e.g., verbs) that were omitted. They might perceive the information as incomplete, thus they do not fully understand it.

Background knowledge. Background knowledge, formally known as schema, is the knowledge the reader has about the concepts of objects or situations (Rumelhart D. E., 1980). Comprehension occurs when readers

construct a schema that is associated with the elements presented in the message (Anderson, 2013). Readers activate their knowledge of the objects and situations portrayed in the text, and they can understand the message when they can relate it to what they already know.

On the other hand, comprehension might be hindered when the text does not match the readers' schema. Bensousann (1998) explains that they can't find a relationship between their schema with the text because the topic is unfamiliar or too abstract. He also points out that one handicap of L2 readers is that the text assumed a cultural background different from theirs. Because of the unfamiliarity of the text and the lack of cultural background lack assumed, readers activate the wrong schema, leading to inaccurate interpretations. To support the L2 reader's interpretation, contextual information should be provided in order to activate relevant schemas (Wallace, 1992). Information is contextualized through headlines and images that pinpoint aspects that will be addressed in the text.

Reading comprehension teaching

Given the relevance of background knowledge or schema in EFL reading, Williams (1987) proposes an approach usable in the EFL classroom that starts with the activation of the learner's schema. This approach consists of three phases: pre-reading, reading, and post-reading.

Pre-reading. The aim of the pre-reading phase is to activate the existing schema before engaging in the actual reading. In order to achieve it, the topic of the reading material is introduced, and reasons for reading and language preparation are provided.

Reading. Learners are expected to have activated their schemas. Then they read texts to extract information according to the purpose which can be checking comprehension, clarifying text content, or understanding text structure or purpose. Inferencing is also part of the reading phase activities.

Post-reading. It aims to reflect on and relate what is read with one's own knowledge. Learners may identify other situations similar to the text, make recommendations, or argue against the text's views.

In light of William's three-phase approach, Barnett (1988) presents other elements to be considered. To begin with, activities used for pre-reading are discussing the text, brainstorming, reviewing similar plots, viewing illustrations and titles, skimming, and scanning. Moreover, in the reading phase, reading strategies are used to decode text passages. The learner is to use context, morphological and cognate clues to guess word meanings, analyze reference words, predict text content, and read for specific pieces of information. Furthermore, the approach can end with a follow-up phase in which reading skills are transferred to other texts or integrated with other language skills. Some post-reading activities are reviewing notes, making an outline of the organization of the text, retelling the author's intentions, relating the text to experiences, and criticizing the text (Auerbach & Paxton, 1997).

Skimming for the main idea can be used as a pre-reading activity (Auerbach & Paxton, 1997). The activity involves observing titles, headings, and the first and last paragraphs of the paragraphs to preview the general ideas of the text. After reading the whole text, the main idea of the text can also be summarized in the post-reading stage to monitor that learners could understand what the text is about.

Aebersold and Field (1997) mention that scanning can be used as a pre-reading activity in building knowledge. Learners are encouraged to scan the text to answer questions about specific pieces of information. Moreover, by quickly scanning for details, learners activate their background knowledge and thus connect their personal ideas with information from the text.

Reading principles in EFL

Williams (1986) proposes ten principles for teaching EFL reading that aim at encouraging teachers to reevaluate their beliefs about how reading works, texts to be used, and text-based activities.

- Interest in texts is important. Teachers should make sure that the texts are interesting for students. To do so, they should ask students what they like reading in class and choose texts based on students' perceptions.
- Focus only on reading. The main activity of a reading class is reading texts. So, teachers should not talk or ask them questions because they interrupt students' reading. The addition of another activity is justifiable if the objective is to integrate reading with another skill (e.g., a writing task).
- Expanding sight vocabulary. Teachers should expose students to a variety of words and help them recognize grammar patterns before working on reading tasks.
- Taking account of the interactive aspect of reading. Teachers should make activities interactive through pair work or group work in which students discuss hypotheses or predictions about the text.
- Fewer teachers' interference. Teachers should help students when necessary and allow students to perform on their own.
- Consideration of effective reading strategies. The teacher should identify strategies that help students become efficient readers.
- Formal reading class is not enough. Students do not develop their reading skills by just reading intensively for performing academic tasks. There should be moments in which students read for enjoyment.
- Reading has to be real. The reading activities should encourage students to make contributions by connecting what they read with experiences.
- Listening is also important. Research has suggested that prosody helps students achieve a high degree of comprehension.

- Teaching reading is not about using a text. Teachers should not focus on using language-based texts (e.g., for teaching vocabulary and grammar) in the reading class. They should choose texts that develop cognitive strategies such as reconstructing meanings.

Reading comprehension questions

One of the concerns of English teaching is to develop students' strategies for reading. A way to work on this end is to work on questions that make the most of students' abilities to understand texts. Nuttall (1996) develops a list of questions the EFL teacher can use when working on reading comprehension:

- **Literal comprehension questions.** The answers are explicitly found in the text. It assesses the ability to understand the text in a plain sense (e.g., facts). Examples are asking for facts using wh-words (when, what, or why).
- **Reorganization and interpreting questions.** It requires learners to reinterpret explicit information or infer new meanings by putting different parts of the text together. Examples: Was Yano watering the plants in the garden? (Reinterpreting literal sentence, she played with her dog in the garden.) How much does John have left? (Reorganizing: what he had initially with what he spent along the month)
- **Inferential questions.** It requires learners to imply what was not explicitly stated in the text. Like reorganizing questions, it is required to organize pieces of information scattered in different parts of the text to make implications. Examples. What position is confirmed by the author?
- **Evaluative questions.** Learners have to judge the writer's intentions and actions depicted in the text. The writer's position (e.g., impartial or biased) or the validity of the argument (e.g., presence of evidence). Readers have to find objective reasons within the text to support their judgment.

- **Personal response questions.** The questions of this type may overlap with evaluative questions in the sense that readers have to judge information, but the difference is that the responses are personal, meanings that they vary according to the reader. The response is subjective but it must be based on the text. Examples: What is your opinion on Y's action?

The relevance of reading comprehension questions is that there are more ways to measure comprehension than asking for recalling explicit information. Teachers should be aware that reading comprehension is about connecting ideas from the text with other information from the same source and the knowledge readers have about the topic. Learners may not come up with an immediate response. For that reason, teachers should emphasize the analysis of how to reach an answer rather than the answer itself.

Difficulties in EFL reading

Not all the readers are skillful as some of them might not have or develop the necessary strategies to tackle text comprehension. Moreover, research has noted some difficulties among EFL learners. For instance, the task of determining the main idea is not easy for readers as they have to recognize text elements and possible connections, distinguish text structure and extract relevant information (Van Den Broek et al., 2003). The connection of those elements can be observed as a text has ideas that support a main idea, but learners sometimes are not aware of this relationship, so they might confuse the main idea as supporting details.

Learners might not understand the main idea because of poor vocabulary (Dwiarti, 2005). When beginner readers encounter with an unfamiliar word and cannot decode its meaning, they ignore it and try to move on. This action has a negative effect as the message is lost because some words were not decoded.

The interpretation of the main idea is influenced by learners' prior knowledge (Afflerbach, 1990). Background knowledge allows for the identification of the topic of the message. When this knowledge is integrated with the message of

the text, a main idea can be constructed. Background knowledge is also a resource to make sense of the text when word meaning is still in development.

Inferencing is regarded as an important skill in reading (Davoudi, 2005). Readers have to be aware that they have to connect pieces of information or using linguistic knowledge to interpret ideas that are not explicitly stated, in order to have a better understanding of the text. However, some readers cannot infer meanings because of word recognition uncertainty (Huckin & Bloch, 1993). Without a clear understanding of word meanings, learners are unable to draw other interpretations of the text. Lack of comprehension monitoring strategies and not being aware of relevant information are also factors affecting inferencing (Walls, 1986). Readers might try to read the text without clarifying meanings, correcting misunderstanding, or selecting information, which results in poor inferencing skills.

To address the possible reading comprehension difficulties, there are a series of strategies. For instance, graphic organizers are teaching aids to help identify the main idea (Simmons et al., 1988). Through this strategy, learners divide the information according to level of hierarchy, that is, they tell apart between main idea and supporting details. Semantic maps can be also used to work on background knowledge (Anderson, 1999). The idea is to link concepts with keywords. While forming explicit connections through semantics maps, learners activate their background knowledge and use it to construct meaning. The instruction for inferencing can be based on finding the meaning of words through context clues such as synonym, antonym, definition, and examples (Baumann et al., 2005). The purpose behind this strategy is to discuss with learners alternative, similar and opposite meanings, and related groups of words to infer the meaning of an unknown word.

LITERATURE REVIEW

Metacognitive strategies

One of the recent concerns is what strategies readers use when monitoring their reading and how aware readers are when using them. The awareness of strategies was labeled as reading metacognitive awareness. The term metacognition refers to the state in which one is knowledgeable of the process of thinking and the way to monitor it (Flavell, 1979). Regarding reading, Auerbach and Paxton (1997) say that metacognitive awareness “entails knowledge of strategies for processing texts, the ability to monitor comprehension, and the ability to adjust strategies as needed” (pp. 240-41). Readers are aware of their thinking process when reading, and they sort out the strategies acquired to aid in the interpretation of the text. One of the most referenced studies of metacognitive reading awareness is from Mokhtarib and Reichard (2002) who found that English learners monitor their reading process through conscious strategies. They further developed the Metacognitive Awareness of Reading Strategies Inventory (MARS), which classifies reading strategies into three main groups.

1. Global Reading strategies. They are oriented to the analysis of the text as a whole. Some strategies are selecting and ignoring what to read, thinking about strategies that help understand what was read, and having a purpose in mind.
2. Problem-solving strategies. They are oriented to deal with problems when the difficulty of the test becomes high. Some strategies are reading again the text and adjusting reading speed.
3. Support reading strategies. They are oriented to the use of references. Some examples are taking notes, underlining information, and summarizing what was read.

These strategies were previously observed to be used by non-native English speakers by Sheoreya and Mokhtari (2001), and there have been surging studies on the metacognitive strategies in EFL reading comprehension. For

instance, some studies (Tavakoli (2014), Chen (2015), Meniado (2016), Aziz, Nasir, and Ramazani (2019)) showed that EFL readers use global reading, problem-solving, and support strategies when finding ways to improve the understanding of the text. Ismail and Tawalbeh (2015) found that instruction on metacognitive reading strategies makes low-proficient readers suitable to choose the appropriate strategies to deal with reading-oriented problems. Their study suggests that learners become capable readers when they know strategies to achieve what they want regarding reading tasks. Because of the awareness of metacognitive strategies, they turn into strategic readers. Meniado (2016) says that metacognitive strategies are part of strategic readers as they plan and evaluate their reading performance.

The study of Aziz, Nasir, and Ramazani (2019) showed that EFL learners use metacognitive strategies and highlighted that strategies are used more frequently by high-performance students than low-performance ones. Sheorey and Mohktari (2001) say the degree of reading metacognitive awareness is higher when the readers acquire strategies and use them frequently, making them proficient readers. On the other hand, non-proficient readers are likely to not apply reading strategies as they have not learned them or do not know how to use them. Regarding the concern of reading proficiency of learners, it is suggested by Ali and Razali (2019) that teachers need to find out learners' reading difficulties and teach them strategies according to those difficulties. Proficiency increases when they acquire a larger inventory of reading strategies, thus, their metacognitive reading awareness increases as well.

Flipped method

As technology has gained a place in the field of education, methods such as the flipped method also become a trend due to their innovative way of constructing the class. The method is also called the flipped classroom and consists of the flip in a traditional class and the homework. According to Bergmann and Sams (2013), the traditional teacher's lecture is done at home, and the homework is done in the classroom. The lectures are recorded and shared with students who are encouraged to take notes on the lesson and formulated questions. The questions are answered at the beginning of the

class. Afterward, an activity is carried out which can be an inquiry activity or a test. Moreover, through the flipped classroom, students can review anytime the content, and teachers have more time to answer inquiries and guide students in their activities. In the EFL context, the effectiveness of the flipped classroom in EFL reading comprehension has also been observed in different studies.

Karimi and Hamzavi (2017) explains in their study that the flipped classroom helps students work on their reading comprehension skills as they already covered the reading material through videos and the time class allowed for more discussion, reflection, and practice. Abaeian and Samadi (2016) agree that students are active to participate when they are previously instructed through the flipped classroom. Moreover, Hashemifardnia, Namaziandost, and Shafiee (2018) found that students in a flipped classroom could process information more effectively as their time increased to relate the content with their prior knowledge. They also observe that students who learned the content traditionally (e.g., through in-class lectures) may not establish the schemas due to limited time.

Scaffolding reading comprehension instruction

Although learners are expected to be independent, at the beginning they need some guidance so that they become confident in their performance and stand on their own. The idea of helping students is conceived as scaffolding. Maybin, Mercer, and Stierer (1992) says that scaffolding is the assistance that learners need to accomplish a task when they do not manage to do it on their own, and they are able to complete the task on their own when they reach a certain level of competence. The point of scaffolding is to enable learners to perform independently. Other components of scaffolding are to identify the needs of the learners in order to prepare appropriate prompting and modeling and to withdraw support when they are able to do it for themselves (Nuttall, 1996).

Scaffolding is also applied in promoting reading comprehension. Learners first need to be taught how to use strategies to understand the text so that they can move on the production activities such as summarizing, making conclusions,

or drawing graphs. Moreover, it can be said the lesson on reading comprehension can be scaffolded into strategies. Smit, van de Grift, de Bot, and Jansen (2017) developed an instrument called The English Reading Comprehension Observation (ERCOP). It contains strategies that can be used to support EFL teaching regarding reading comprehension. The strategies are divided into categories such as instruction (e.g., activating background knowledge), explaining (e.g., introducing keywords), hints (e.g., breaking a reading task into small activities), modeling (e.g., using visual materials), feedback (e.g., giving remarks on students' learning process), and questioning (e.g., asking for interpretations of the text).

The scaffolding of reading comprehension has also been studied in the EFL context. For instance, Salem (2017) reported that the strategies used for scaffolding reading comprehension are asking questions, summarizing, and using graphic organizers. These strategies were intended to help learners develop comprehension of the text, focus on the main idea, and visualize relationships of facts respectively. Yusuk (2018) found that scaffolding contributed positively to the development of reading comprehension skills as the teacher asked questions to activate learners' background knowledge, explain instructions, and guide them when encountering difficult tasks. Furthermore, the study conducted by Zheng and Wang (2019) showed that scaffolding the questioning strategy encourages students to elicit answers. Although the answers may not be right, the objective of scaffolding is to help students complete the task and guide them to reach an accurate answer, giving them a sense of accomplishment.

CHAPTER II - METHODOLOGY

The aim of this study is to identify and characterize the EFL teaching strategies, applied in EFL reading comprehension practices for the development of 10th grade student reading skills.

Furthermore, the information of the characterization mentioned above, is used for suggesting ways of helping the improvement of EFL reading comprehension skills of sophomore high school students at Unidad Educativa Mariscal Sucre.

Methodology design

The method of inquiry for this study is basic research. According to Phakiti and Paltridge (2015), basic research in applied linguistics “aims to produce fundamental knowledge about something that we currently lack, to refine or to fine-tune current knowledge, so that explanations of a phenomenon are meaningful, sufficient or robust” (p. 11). Considering the above-mentioned, this study analyses a problem in the field of teaching English as a Foreign Language (EFL) regarding reading comprehension through different research instruments in order to understand it. Once the problem has been understood, a possible solution in the form of a project is proposed, aiming to encourage students to learn reading comprehension strategies that are not usually taught in class.

In order to answer the research questions, the mixed method is applied as qualitative and quantitative data is collected from the participants of this study. Ivankova and Creswell (2009) mentions that mixed methods is a research approach in which the researcher collects, analyzes and integrates both quantitative and qualitative data to understand the research problem in question.

Participants

The teacher will be subject to observation in order to determine what strategies are used and how they are applied in the classroom. The other participants of

this study are the 10th graders with a “Beginners 1” English level at Unidad Educativa Mariscal Sucre. The course is made up of 29 students: 12 girls and 17 boys. Their age range is between 14 to 15. They were placed at the Beginners level according to the result of a placement test applied at the beginning of the scholastic year. Students currently are being prepared through the coursebook to reach the B1 level. So, they are expected to have an A2 level.

Data gathering instruments

Quantitative and qualitative data-gathering tools have been chosen as part of the mixed-method design. The tools for the research are an English proficiency test, two classroom observation checklists, and an interview for the teacher.

The student participants of the beginner level are expected to have an A2 English proficiency level. So, the A2 Key Cambridge Test was applied to prove that learners have the necessary skills to understand texts in that proficiency level. The test results are used to make a diagnosis, regarding the students’ reading comprehension performance.

To observe what strategies the teacher uses during a reading lesson, a checklist was applied. The checklist is adapted from the work of Smit et al., (2017) which is an observation protocol that contains teaching strategies to scaffold reading comprehension in the EFL class. It uses a 4-point Likert scale. 4 indicates that the strategy is always used and 0 is when it is never used. The items are classified into six categories:

Table 1. Reading comprehension observation checklist.

| No. | Category | Number of items. |
|-----|-------------|------------------|
| 1 | Instruction | 7 |
| 2 | Explaining | 7 |
| 3 | Hints | 9 |
| 4 | Modeling | 4 |
| 5 | Feedback | 8 |
| 6 | Questioning | 4 |

Retrieved from Smit et al. (2017, p. 128).

For the checklist applied in the classroom observation, only 10 items in total were considered as they related directly to reading comprehension instruction (e.g., activating background knowledge, promoting an interpretation of the text, and so on.). The other items were discarded because some of them can be considered repeated or were not relevant. The objective of this observation checklist is to evaluate the teacher's general methodology when working in a reading comprehension lesson.

Another classroom observation was conducted using a checklist adapted from Mahmoud (2000). The original instrument was a survey with a Likert scale. It has reading instruction strategies during the three reading phases in the classroom: pre-reading, during reading, and post reading. The survey was changed into a checklist that applies a checkmark to indicate that the teacher uses the strategy or a cross if she does not. Some strategies from the original instrument were discarded as some of them were irrelevant. The objective of this observation is to find if the teacher follows the three-stages sequence, which is helpful in helping students develop reading comprehension skills.

Finally, a teacher interview adapted from Sostaka (2000) was carried out to find out her perceptions of the strategies she uses during a reading lesson.

Protocol

The present study went through the following procedure. First, a request in letter format was issued to ask the school principal for permission to allow the researcher to carry out the activities necessary for the study. Next, the researcher talked with the teacher of the participant group in order to socialize the procedure.

In December a reading test was administered with the authorization of the teacher. The test was carried out to collect information regarding students' reading comprehension performance. The instrument used to administrate the test was Google Forms.

After collecting the test information, a classroom observation was conducted using two checklists. The first checklist was used to observe the general

reading instruction strategies and the second to observe specific strategies during three phases: pre-reading, while reading, and post-reading. In addition, the perceptions of the teacher, regarding reading instruction, were obtained and analyzed through an interview. The interview questions were taken from the reading section of the book called Information Guide on Teaching Practice.

Finally, the test results were analyzed to determine the group's performance in reading comprehension. The classroom observation results and the teacher's response from the interview were also described. The study formulated conclusions and recommendations using the information from classroom observation and the interview.

CHAPTER III. DATA ANALYSIS

Results from the reading comprehension section of the key test

The reading comprehension section of the Key test comprises three parts.

First part: Reading for the main message

Table 2. Score frequency of the first part of the reading comprehension section.

| Score | Frequency | % |
|-------|-----------|------|
| 0 | 2 | 7% |
| 1 | 8 | 28% |
| 2 | 3 | 10% |
| 3 | 10 | 34% |
| 4 | 3 | 10% |
| 5 | 3 | 10% |
| 6 | 0 | 0% |
| Total | 29 | 100% |

Table 2. Based on the final scores of the first part of the reading comprehension section of the test.

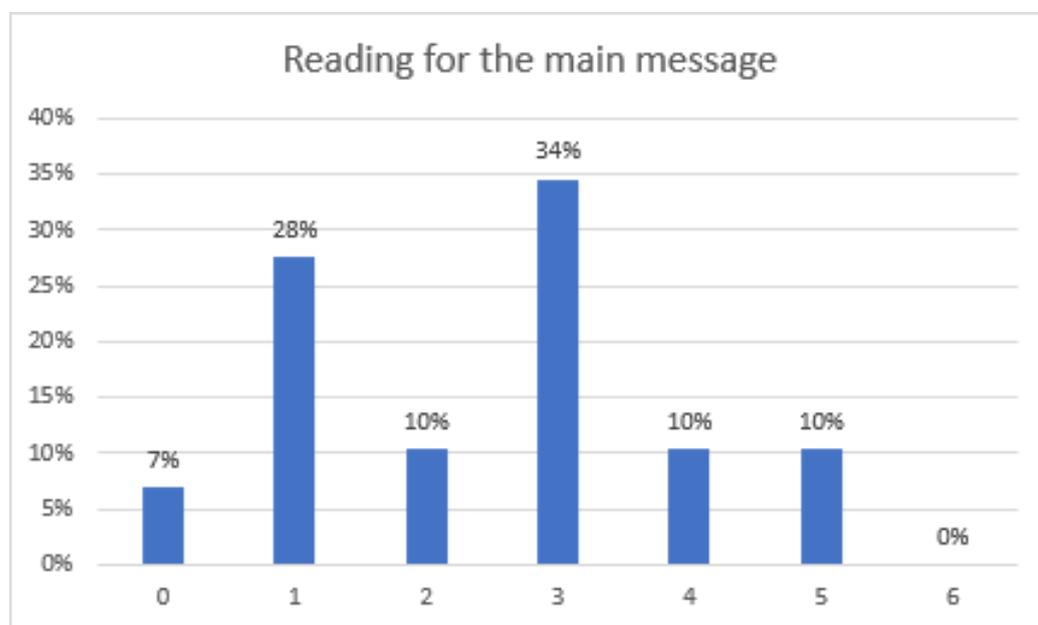


Figure 1. Based on the results of the first part of the reading comprehension section of the test. Created by the authors.

In this section, students have to read a short message and choose the option that best expresses the idea. Students are assessed on how they can interpret the main idea. The number of items is 6, each of them is worth 1 point.

According to the graph and table, a considerable number of students (34%) can interpret half the messages. Only few students can interpret correctly more than 4 messages. It can be also observed that 10 out of 29 students do not go beyond one correct answer.

Second part: Reading for specific information

Table 3. Score frequency of the second part of the reading comprehension section.

| Score | Frequency | % |
|-------|-----------|------|
| 0 | 1 | 3% |
| 1 | 2 | 7% |
| 2 | 6 | 21% |
| 3 | 5 | 17% |
| 4 | 8 | 28% |
| 5 | 5 | 17% |
| 6 | 2 | 7% |
| 7 | 0 | 0% |
| TOTAL | 29 | 100% |

Based on the final scores of the second part of the reading comprehension section of the test.

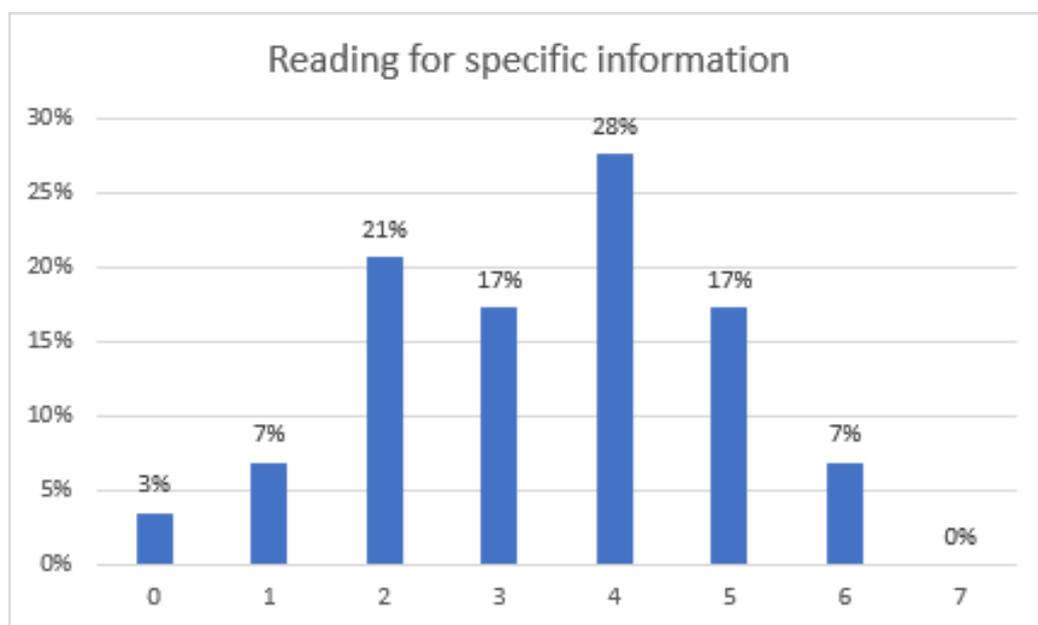


Figure 2. Based on the results of the second part of the reading comprehension section of the test. Created by the authors.

This part is about reading three paragraphs and finding who talked about a certain topic or did an action. It assesses students' ability to understand details. There were 7 questions, each worth 1 point. The lowest score obtained by

students was 0 and the highest was 6. Only a small portion of students achieved a high grade. Most of the students could correctly answer 4 questions. However, there is still a significant number of students that could not get more than that score. It can be suggested that students can understand details of the text, but they still might struggle.

Third section: Reading for details and main ideas.

Table 4. Score frequency of the third part of the reading comprehension section.

| Score | Frequency | % |
|-------|-----------|------|
| 0 | 3 | 10% |
| 1 | 10 | 34% |
| 2 | 6 | 21% |
| 3 | 4 | 14% |
| 4 | 6 | 21% |
| 5 | 0 | 0% |
| TOTAL | 29 | 100% |

Based on the final scores of the third part of the reading comprehension section of the test.

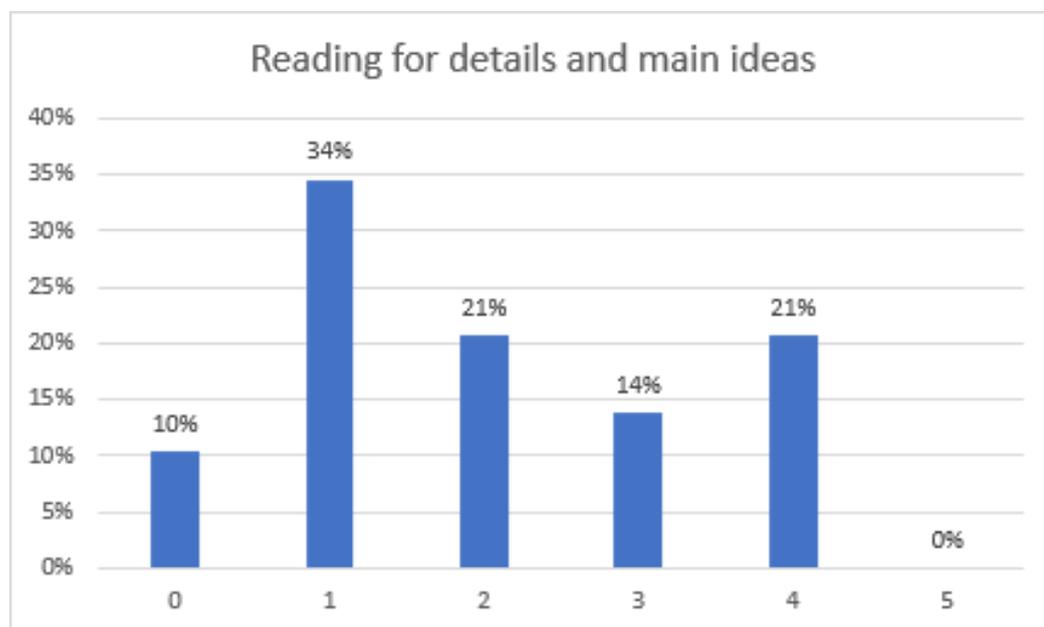


Figure 3. Based on the results of the third part of the reading comprehension section of the test. Created by the authors.

In this part, students read a passage and answer multiple-choice questions to assess their understanding of the text. Students have to make inferences observing details and identify general ideas. The number of items is 5 and the maximum score is 5. The lowest score obtained by students was 0 and the

highest was 4. According to the graph, the majority of students have problems understanding the text as they were able to correctly answer only one question. However, some students show they have the necessary reading comprehension skills as there are 6 students who scored 4. It is suggested that students know how to make inferences and identify the main idea but there is still a large number of students who still have problems with those reading comprehension skills.

Total score

Table 5. Total score frequency of the reading comprehension section of the test.

| Score (range) | Frequency | % |
|---------------|-----------|------|
| 0-3 | 3 | 10% |
| 4-6 | 9 | 31% |
| 7-9 | 6 | 21% |
| 10-12 | 8 | 28% |
| 13-15 | 3 | 10% |
| 16-18 | 0 | 0% |
| TOTAL | 29 | 100% |

Based on the total score of the reading comprehension section of the test.

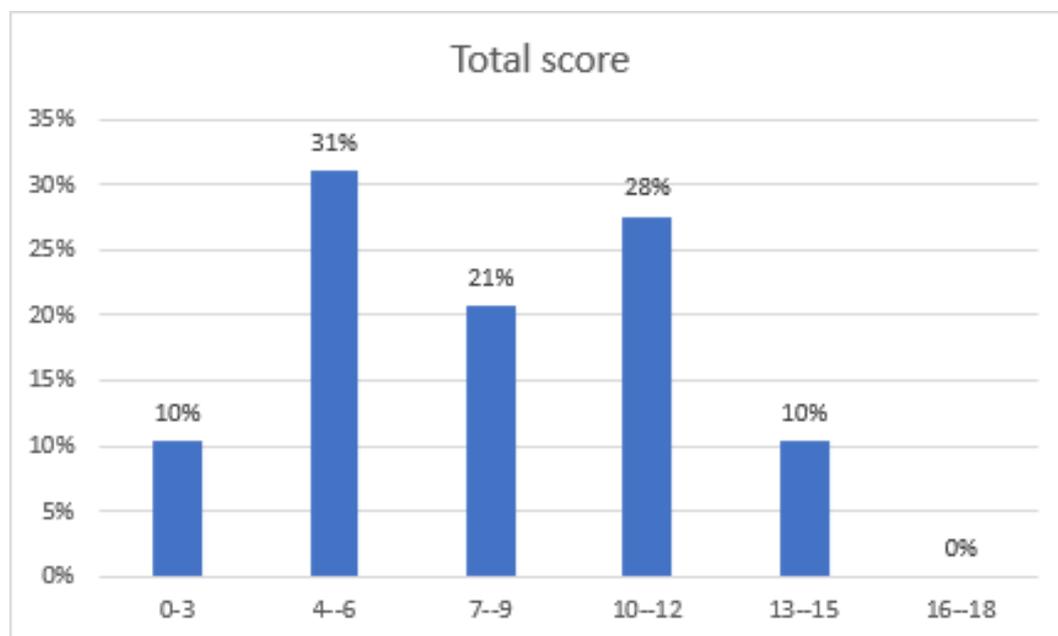


Figure 4. Total score frequency of the reading comprehension section of the reading test. Created by the authors.

The test was graded out of 18. Each item was worth 1 point. According to the results, few students could get a high score. The majority (18 out of 29

students) struggle in reading comprehension tasks as they scored less than 10.

The problems observed in the classroom led to the administration of a standardized test to measure students' reading comprehension performance. The A2 Key test was chosen to be administered to align the results with the level students are expected to have. The scores showed that students have the required skills to understand what they read in a text, but a significant number of students struggle in reading comprehension activities. They might not have enough practice in reading strategies during the class so they cannot perform as expected during reading-based activities.

EFL Reading Comprehension Observation Protocol (ERCOP)

The ERCOP observation checklist was applied to determine if the 10-grade teacher follow instructional strategies to work on reading comprehension. A 4 scale Likert-scale was used to evaluate the quality of the strategy. An explanation of the scales is given below:

| Scale | Explanation |
|-------|---|
| 1 | Strategy is not used or missed. |
| 2 | strategy is used rarely or occasionally. It was not completely implemented or the teacher does something different not related to reading comprehension (e.g., grammar) |
| 3 | strategy is used sometimes (the teacher used it but did not develop it further) |
| 4 | strategy is used often or always (it is used consistently; the teacher successfully completed the strategy) |

Table 6. Likert scale for the ERCOP observation checklist, adapted from Smit et al. (2017).

The teaching strategies were scored using the Likert scale. One class was observed which was carried out in the morning and lasted 40 minutes. The evaluation had the following results:

| Instruction | | Score |
|-------------|--|-------|
| 1 | The teacher has good introductory hands-on tasks to build initial interest | 4 |
| 2 | The teacher relates the text to students' background knowledge | 4 |
| Explaining | | |
| 3 | The teacher introduces keywords critical to understand important concepts | 2 |

| | | |
|-------------|---|----|
| 4 | The teacher helps students to derive the meanings of unfamiliar words. | 1 |
| Hints | | |
| 5 | The teacher breaks down the reading into sub-activities. | 3 |
| Modeling | | |
| 6 | The teacher uses visual materials. (e.g., graphic organizers, pictures) | 4 |
| Feedback | | |
| 7 | The teacher gives feedback on the student's learning process. | 1 |
| Questioning | | |
| 8 | The teacher promotes students' interpretations of the text. | 2 |
| TOTAL | | 19 |

Table 7. Results based on the classroom observation, adapted from Smit et al. (Smit et al., 2017).

The total score was divided by the number of statements to get an average figure that can be used to understand the quality of instruction in terms of the initial Likert scale. The average was 2.4. This figure can imply that the teacher considered some strategies important for reading instruction, but some strategies were not properly or completely implemented.

The activity used by the teacher at the beginning of the class was asking questions related to the topic. The questions were about what students know of the topic. She beforehand displayed a video about the main topic and proceed to the questioning activity. This activity can be seen as a strategy to relate students' background knowledge to the text. The visual materials used by the teacher were the video.

During the class the teacher gave orally the meanings of some words. She did not explain further the meanings with examples or pictures. She neither provided students with opportunities to derive the meanings of words considered unfamiliar or new to them.

Students read a passage silently then some of them are asked to read orally. Then they had to answer the questions from the worksheet. Student read their answers aloud and the teacher told them to check when their answers were wrong. Teacher's feedback was not observed. At the end of the class, she asked students if they did not understand any word from the text.

The reading activities comprised reading aloud and silently, answering literal questions and checking answers. However, the teacher did not encourage

students to show their interpretation of the text (e.g., identifying main ideas, making inferences).

Three stages reading comprehension instruction checklist

To determine if the teacher’s instruction is divided into the three stages of reading instruction (pre-reading, reading, and post-reading), an observation checklist was applied, adapting the work of Mahmoud (2019). The instrument for the observation considered strategies according to the level of students and contains the following elements:

| | |
|--|---|
| Before reading, the teacher asks students to | |
| 1 | Answer pre-reading questions |
| 2 | Identify keywords related to the text |
| 3 | Predict events of a story from the title and images |
| During reading, the teacher asks students to | |
| 4 | Take notes while they read |
| 5 | Use context to guess words’ meanings |
| 6 | Skim or scan texts |
| After reading, the teacher asks students to | |
| 7 | Summarize the main idea of a text |
| 8 | State their opinion of a text |
| 9 | Create a story map |

Table 8. Three stages reading comprehension instruction checklist, adapted from Mahmoud (2019).

The results were from the same class observed using the ERCOP checklist. It was observed that the teacher used pre-reading strategies such as asking pre-reading questions. She asked students questions about the topic of the text. She did not consider identifying keywords or predicting from titles or images. During reading, students engage in silent reading. They are not asked to take notes, use context to guess words’ meanings or skim or scan texts. After reading, the teacher asked students if they have doubts about the meaning of the words from the passage. She did not practice summarizing the main idea, stating opinions from students of the text, or creating story maps or mind maps.

Teacher interview

The interview was carried out to understand the perspective of the English teacher regarding reading comprehension in the 10th grade course. The

questions were adapted from the Information Guide on Teaching Practice by Sostaka (2000). The questions for the interview are the following:

1. What do you do at the beginning of the reading class?
2. What do you do in the middle of the reading class?
3. What do you do at the end of a reading class?
4. What strategies do you use to monitor comprehension? Do you ask students questions? If not why. If yes, what kind of questions?
5. Do you include time for word study? If not why? If yes, what types of words do you teach and how do you teach them?
6. Do you relate students' knowledge with the information in the text? If not, why? If yes, what strategies do you use?

Table 9. Reading comprehension instruction interview questions for teachers, adapted from Sostaka (Sostaka, 2000).

According to the interview, the teacher at the beginning of the reading class always uses something as input such as a video or pictures. She also does brainstorming. She applies these strategies to relate the material she is going to use with the one she has for students. In the middle of the reading class, she stops the video and starts asking questions related to the previous knowledge students have. She asks about what they have seen in the video to check that they remember. At the end of the reading class, she asks students to compare their answers to the person next to them. She also asks questions to students and they have to answer. She mentioned not all of them have the opportunity to answer orally, but she starts checking that all of them have the answer. If one student does not have the answer, she asks that student why.

To monitor comprehension, the teacher asks students about vocabulary. The questions are about what it is or what they do see there. She states she asks specific questions about what she is showing to students. She said that she includes word study in the lesson. She emphasizes the use of pictures to teach vocabulary. The words she teaches depend on the unit or words that are related to the reading. The teacher relates students' knowledge with the information of the text not only through questions about students' experiences

but she also includes grammar. She checks grammar points because they are part of the reading.

CONCLUSIONS

Upon the results of the observation sheets, the interview, and the Key reading test, it can be concluded that

- One of the reading strategies that was applied and identified in the English class, that did contribute to the development of reading comprehension skills of students was the activation of students' background knowledge. This activation was carried out by showing a video and asking questions about the general topic of the video before students start reading. The teacher says she always uses videos as input and then she starts asking questions.
- Through the test administered, students show an understanding of the text being read. However, it is observed that some of them struggle in interpreting messages and identifying the main idea. They might also have problems making basic inferences using the information in the text.
- Asking literal questions is the strategy used by the teacher to monitor comprehension. However, the instructor did not encourage students to provide interpretations of the text.
- Although the teacher said that vocabulary was revised during reading, it was observed that the English instructor only directly gives the meanings of the words. In the actual class, the students were not given opportunities to use their knowledge to derive meanings.
- The teacher considers the pre-reading phase of reading instruction by asking introductory questions. There is a lack of while-reading activities that allow students to be more active in the reading (e.g., extracting relevant or specific information). The teacher does not apply appropriate post-reading activities as it was observed that at the end of the reading activity she wanted to know if students have questions about the words of the text.

- Based on this study's findings and the literature that was researched and analyzed, a proposal was built, and its characteristics are detailed in the final part of the recommendation section.

RECOMMENDATIONS

The following recommendations are proposed based on the findings:

- It is advisable for the teacher to vary activities for activating students background knowledge. Other alternatives can be brainstorming, previewing titles or images within the text, and predicting based on the previewed text elements. These activities are more engaging since students explore text elements or help them make implicit connections.
- The teacher should consider other types of questions or activities to monitor comprehension. It should be appropriate to practice interpreting with students using their language knowledge.
- The new vocabulary should be contextualized through activities in which students use their current knowledge to see what the word means and in which context it can be used.
- As a while reading activity, it is recommended that the teacher pays attention to activities in which students extract relevant or specific information. The point is to make students effective readers who can select the information they need. In addition, the teacher should work with students in finding main ideas to improve their interpretative skills.
- The teacher should consider a methodology based on a variety of strategies that help students develop efficiently reading comprehension skills so that they are prepared to read more advanced texts.

PROPOSAL

Since the last objective of this study and the last recommendation is to propose strategies that contribute to the development of reading comprehension skills of the 10th-grade beginner course, a proposal is formed to provide the teacher with quality strategies for teaching reading.

| General Data | | | | |
|---|---|--------------|---------|----------------|
| Project Title: | Reading is fun | | | |
| Project Team: | Noan Chaguay and Omar Ramirez | | | |
| Main Objective: | To develop English reading comprehension skills in the tenth course at Unidad Educativa Mariscal Sucre over four months using teacher-made resources. | | | |
| Specific Objectives: | 1. To promote self-decision for choosing reading materials. | | | |
| | 2. To implement reading sessions following pre-reading, while-reading, and post-reading stages. | | | |
| | 3. To explore interactive activities that could help students develop reading comprehension skills. | | | |
| Execution time: | Starting: | 08 May 2023 | Ending: | 28 July 2023 |
| Evaluation time: | Starting: | 31 July 2023 | Ending: | 11 August 2023 |
| Project Description | | | | |
| <p>This project is intended to be used among tenth graders from Unidad Educativa Mariscal Sucre focusing on reading comprehension skills in the English class. This is a collection of strategies along with their activities for the teacher in tenth, which are designed in three stages.</p> <p>First, students decide the topics they would like to read. The topics are based on the content covered in the textbook. Passages and short messages will be the reading materials used for the activities.</p> <p>Second, the teacher will organize lesson plans using reading materials (passages and short texts). The lessons will follow these stages: pre-reading, while reading, and post-reading.</p> <p>Finally, students will participate in games related to reading comprehension.</p> | | | | |

| Execution Matrix | | | | | | | |
|-------------------------|-----------------|---|--|------------------------|--------------|-----------------------|---|
| Objective | Activity | Actions | What change is expected/Outcomes | Resources | Time | Responsibility | Assessment |
| S.O.1 | Decision-taking | <ul style="list-style-type: none"> The teacher will select passages and short texts according to the student's English level and the content covered in the coursebook. The reading material will be retrieved from free online sources. The teacher will display a slide presentation to show the topics the reading materials are about. Students will be asked to choose the topics they would like to read about. | Students will express their preference when choosing the material they would like to read. | Slides Survey | 1 week | Teachers | Students select the reader and would justify in a quick survey about the genre and why they chose that title. |
| S.O.2 | Reading lessons | <ul style="list-style-type: none"> The teacher will select reading materials based on the topics chosen by students. | Students will be able to interpret texts, find the main idea, summarize texts through mind | Worksheets Pictures | 2-3 weeks | Teachers | The teacher will conduct the following strategies: 1. finding the main |

| | | | | | | | |
|--------------|------------------------|---|--|---------------------------------|--------------|----------|---|
| | | <ul style="list-style-type: none"> • The teacher organizes lesson plans considering the topics chosen by students. • The lessons follow these stages: pre-reading, while reading, and post-reading. • The lessons use the strategies proposed (Previewing and predicting, mind mapping, finding a main idea, interpreting messages, and guessing the word meaning through context.). | maps, and guess meanings of words using their knowledge. | | | | idea, 2. Summarizing texts through mind maps, 3. Guessing meanings of words using previous knowledge. |
| S.O.3 | Games and storytelling | <ul style="list-style-type: none"> • Students will participate in games and a short storytelling session. | Students will reinforce their reading comprehension skills through dynamic activities. | Worksheet Pictures Reader | 1-2 weeks | Teachers | The games' names are roll and answer, comic strip, and guessing it. |

Strategies or activities

| Strategy: Previewing and predicting | |
|--|---|
| Objective | To enhance students' awareness of text elements such as titles and pictures. To develop students' interpretative skills. |
| Resources | Worksheet. |
| Description: <ol style="list-style-type: none">1. The teacher asks students to look at the elements of the reading material (titles and pictures).2. After students finish, the teacher asks them if they know what the text will be about.3. Students write their predictions on the worksheet. | |

| Strategy: Mind map | |
|---|--|
| Objective | To improve students' understanding of facts or events of a text. |
| Resources | Whiteboard Markers Worksheet |
| Description: <ol style="list-style-type: none">1. Once the students finish the proposed activities in the worksheet, they have to complete a mind map with the information from the text.2. The teacher explains how they need to complete it.3. The teacher does the activity with students to check it. | |

| Strategy: Finding a main idea (skimming) | |
|--|--|
| Objective | To improve students' understanding of a main idea of a text. |
| Resources | Whiteboard Markers Worksheet |
| Description: <ol style="list-style-type: none">1. The teacher explains what the main idea and supporting ideas are using a sample paragraph.2. The teacher asks students to read the first sentence of the paragraph of the reading material.3. The teacher asks students to read the next sentences.4. The teacher asks students which sentence gives the main message and which gives supporting details. | |

| Activity: Interpreting messages | |
|---------------------------------|---|
| Objective | To help students interpret other messages from short paragraphs |
| Resources | Worksheet |

| | |
|---|------------|
| | Whiteboard |
| Description | |
| <ol style="list-style-type: none"> 1. The teacher prepares a worksheet with two sentences. 2. The teacher asks students to read the sentences 3. The teacher asks students if they can interpret another message from those sentences. 4. The teacher guide students to reach an interpretation of the sentences. | |

| | |
|---|---|
| Strategy: Guessing the word's meaning through context | |
| Objective | To think about possible things related to a word to guess the meaning |
| Resources | Worksheet Whiteboard |
| <ol style="list-style-type: none"> 1. The teacher selects some words from the reading material. 2. The teacher asks students what the word is through categories: object, animal, color, place, quality, action, etc. 3. The teacher asks students if they find similarities between the target language word and Spanish words. 4. The teacher asks students if the word is positive or negative. 5. The teacher asks students to give a very short definition. | |

Games activities

| |
|--|
| Roll and answer |
| Description |
| <ol style="list-style-type: none"> 1. Students read the proposed reading material. 2. They are given a worksheet with questions. Each question has the symbol of a face of a dice. 3. The teacher rolls the dice. 4. Students have to answer the question based on the face the dice lands on. |

| |
|--|
| Comic strip |
| Description: |
| <ol style="list-style-type: none"> 1. The teacher first models how to create a comic strip 2. Students read a short text. 3. Students are asked to draw a comic strip portraying the possible scenes. |

Guessing it**Description**

1. The teacher prepares some titles with small descriptions
2. The students are asked to make predictions of possible events portrayed in the title.

Storytelling**Description**

1. The teacher reads a small tale with the students. Students will have the tale printed.
2. The teacher asks students to answer some questions about the text in the worksheet. The questions are the following:
 - What are the characters?
 - Where does the story occur?
 - What happens at the start of the story?
 - Were there any problems?
 - What happens at the end of the story?

GANTT CHART

| Strategy | Starts | Ends | 2023 | | | |
|---|----------|----------|------|------|------|--------|
| | | | May | June | July | August |
| 1 Design and planning of the proposal | 08/05/23 | 22/05/23 | █ | | | |
| 2 Diagnostic phase | 23/05/23 | 26/05/23 | | █ | | |
| 3 Selection of the reading material. | 29/05/23 | 09/06/23 | | █ | | |
| 4 Preparing the slides | 12/06/23 | 16/06/23 | | █ | | |
| 4 Presentation of the material through slides | 19/06/23 | 23/06/23 | | █ | | |
| 6 Organizing and conducting reading lessons | 26/06/23 | 14/07/23 | | | █ | |
| 7 Games | 17/07/23 | 28/7/23 | | | | █ |
| 8 Project Assessment | 31/7/23 | 11/8/23 | | | | █ |

BUDGET

| | | | |
|------------------|---------------------------------|---------------|-------------------|
| PROJECT | Reading is fun | | |
| RESPONSIBLE | Noan Chaguay and Omar Ramirez | | |
| DATE | Starting date: 14/May 2023 | Closing date: | 14/September/2023 |
| INSTITUTION | Unidad Educativa Mariscal Sucre | | |
| | | UNIT COST | SUBTOTAL |
| Diagnostic Phase | Equipment | | |
| | Laptop | \$700 | \$700 |
| | Diagnostic test (b/w) | \$0,00 | \$0 |
| | Traveling spendings | \$22 | \$440 |
| Implementation | Material resources | | |
| | Worksheets (b/w) | \$0,05 | \$30 |

| | | | |
|--------------------|-------------------------------------|--------------|---------|
| | Printer ink (b/w) | \$25 | \$25 |
| | Paper sheets for flashcards (color) | \$0,30 | \$15 |
| | Reader (for storytelling) | \$0,05 | \$0,75 |
| | Labor hours | \$5 | \$50 |
| | Office Supplies | | |
| Project evaluation | Paper sheets (b/w) | \$0,10 | \$0,80 |
| | Printer ink (b/w) | \$25 | \$25 |
| | SUBTOTAL | | \$1.287 |
| | Contingency reserves | 5% | \$64 |
| | | TOTAL BUDGET | \$1.351 |

LESSON PLAN SAMPLE

| Lesson plan: Reading | | | |
|--|--|---------------------------|--|
| Reading title: Captain Tsubasa: the animated star who changed the face of Japanese soccer and inspired Messi and Iniesta. Retrieved online | | | |
| Stage | Strategies | Resources | Assessment |
| Pre-reading | <ul style="list-style-type: none"> T asks Ss to look at the title of the text and the picture. T asks Ss what the text is about (skimming for the main idea). | Poster Markers Whiteboard | Ss predicts what the text is about by looking at the title and pictures. |
| During-reading | <ul style="list-style-type: none"> Ss read silently the passage for 5-10 minutes. T reads aloud the passage. T presents the new vocabulary: regulars/revolution/fictional/charm/wanna be/celebrity. Verbs: researched/captivated/inspired/set up/portray. T discusses the new words with students. T asks students about specific facts from the passage and students have to reread again to find the answers (scanning for specific information). Students have to write their answers on the worksheet. | Worksheet | Ss identify specific pieces of information from the passage. Ss make inference to answer multiple-choice questions |
| Post-reading | <ul style="list-style-type: none"> T asks students to complete the chart with information from the passage. (summary) T asks students to read the chart aloud. | Worksheet | Ss complete the chart to make a summary of the passage |

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APPENDIX

READING PART 1



Questions 1-6

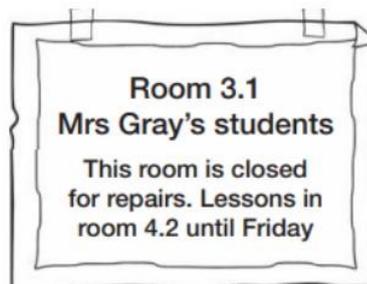
For each question, choose the correct answer.

Choose the option that best expresses the idea. *



- A student has found the wrong ID card in his sports bag.
- The person who lost his bag can get it from the school office.
- If you find a lost sports bag, please take it to the school office.

Choose the option that best expresses the idea. *



- Mrs Gray is not coming to the school until Friday.
- Mrs Gray's class is going to be on a different day this week.
- Mrs Gray isn't able to use her usual room at the moment.

Choose the option that best expresses the idea. *



- Students have to bring their own food to school for lunch next week.
- The school is going to stop offering lunch to students after next week.
- Only a few types of food will be available for student lunches next week.

Choose the option that best expresses the idea. *



- Mark is asking Suzy if he should visit her today.
- Mark wants Suzy to help him complete their project.
- Mark thinks Suzy should give the project to the teacher.

Choose the option that best expresses the idea. *



- Go online to check if there are still concert tickets available
- Tell people that it is still possible for them to come to the concert
- Ask if his father can collect them after the concert

Choose the option that best expresses the idea. *



- Mr Jones is offering to teach club members something new.
- Some people have told Mr Jones they want to leave the photography club.
- Mr Jones wants to find out more about photography software.

READING PART 2



QUESTIONS 7–13

For each question, choose the correct answer

Reading: "My favorite book"

My favourite book

Jian



This well-known book was in a box of old books that a neighbour gave me. I wasn't sure about it when I picked it up because I saw the pictures and thought it was a book for little children. But I was bored, so I started reading. After a few pages I couldn't stop, and when I got to the last page, I was quite upset that there wasn't more. It's about two friends who play a game, and how it changes their lives. It's brilliant!

Max



This was one of the first books I ever had, but it's still a favourite. Even before I could read, I loved looking at the drawings as my parents read the story to me. Now my little sister's got it, and she loves it too. The writer has become quite famous, but this is the first book she wrote, and not many people have heard of it. It's very different from the books she wrote later. I suppose what you write about changes as your life changes.

Kojo



I read this book for the first time when I was about eight. One of the reasons I liked it was that it was about people growing up in a place which I knew nothing about. My friend read it too, and our ideas for games often came from this book. I read it again recently, and I still think it's great, except the last few pages. What happens in them doesn't seem real.

*

| | Jian | Max | Kojo |
|--|-----------------------|-----------------------|-----------------------|
| Who does not like the way the book ends? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Who enjoyed the pictures in the book? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Who explains how he got the book? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Who enjoyed learning about lives which are different from his own? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Who says something about what happens in the story? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Who says the book is not very well-known? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Who felt sad when he finished the book? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

READING PART 3



QUESTIONS 14–18

For each question, choose the correct answer

A young cheesemaker

16-year-old Pat Tulloch has an unusual hobby. She makes cheese on the family farm in Australia. She began by making yoghurt with her mother when she was little. Then she started watching her father's workers make cheese. When she was ten, she made some herself for the first time. 'It wasn't great,' she says, 'but the workers told me what I was doing wrong and that helped me to slowly get better.'

Pat always needs good milk for her cheese, but she doesn't have to buy it. Her mother and father keep 100 cows on their farm. Pat can just ask them when she needs more. Last year, Pat's neighbour gave her a young cow to keep and look after, but it doesn't produce milk to make cheese yet.

Pat and her family make several types of cheese. Recently they won a prize for one of them. 'It's been great for helping customers find out about us,' says Pat. 'Last month we started selling cheese in New Zealand. People there read about our prize in a food magazine. Soon we're going to do some advertisements, too.'

Pat's next idea is to post some online recipes for cooking with cheese. 'One of my favourites is cheese with eggs for breakfast. It's great! Our cheese is also lovely with pasta – I hope a restaurant might buy some one day.' But right now Pat is still at school. 'Making cheese is fun and winning a prize for it is great, but doing well in my studies matters more for now.'

Pat learned to make good cheese *

- by listening to the advice she got
- by seeing how her mother did it.
- by practising at home on her own.

Where does Pat get the milk for her cheese? *

- from her neighbour's farm
- her father helps her to buy it
- her parents give it to her

Pat says winning the prize means *

- more people know about her family's cheese
- she can be the star of the family's new advertisements.
- she was invited to visit another country.

What's the most important thing for Pat at the moment? *

- writing a new cookbook
- being successful at school
- selling cheese to a restaurant

In this article, Pat is explaining *

- why her family started making cheese.
- how to win a competition for making cheese.
- how she has become part of a cheese-making business.



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Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros

EFL Reading Comprehension Observation Protocol Checklist

For each statement, please mark the response that best describes what the teacher does in the classroom

Lesson's length: 40 minutes Course: 10th Date: January 11th 2023

Scale: 1: strategy is not used or missed; 2: strategy is used rarely or occasionally; 3: strategy is used sometimes; 4: strategy is used often or always.

| Statement | | 4 | 3 | 2 | 1 |
|--------------------|--|---|---|---|---|
| Instruction | | | | | |
| 1 | The teacher has good introductory hands-on tasks to build initial interest | ✓ | | | |
| 2 | The teacher relates the text to students' background knowledge | ✓ | | | |
| Explaining | | | | | |
| 3 | The teacher introduces keywords critical to understand important concepts | | | ✓ | |
| 4 | The teacher helps students to derive the meanings of unfamiliar words. | | | | ✓ |
| Hints | | | | | |
| 5 | The teacher breaks down reading into sub-activities. | | ✓ | | |
| Modeling | | | | | |
| 6 | The teacher uses visual materials. (e.g., graphic organizers, pictures) | ✓ | | | |
| Feedback | | | | | |
| 7 | The teacher gives feedback on the student's learning process. | | | | ✓ |
| Questioning | | | | | |
| 8 | The teacher promotes students' interpretations of the text. | | | ✓ | |

Adapted from Smith, van de Grift, de Bot, and Jansen, (2017)



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Reading instructional strategies

For each statement, please place a checkmark (✓) if the teacher applies the strategy in the classroom. If not, put a cross (X).

Lesson's length: 40 minutes Course: 10th Date: January 11th 2023

| Reading instructional strategies | | Checkmark |
|--|---|-----------|
| Before reading, the teacher asks students to | | |
| 1 | Answer pre-reading questions | ✓ |
| 2 | Identify keywords related to the text | ✓ |
| 3 | Predict events of a story from the title and images | x |
| During reading, the teacher asks students to | | |
| 4 | Take notes while they read | x |
| 5 | Use context to guess words' meanings | x |
| 6 | Scan or skim the text | x |
| After reading, the teacher asks students to | | |
| 7 | Summarize the main idea of a text | x |
| 8 | State their opinion of a text | x |
| 9 | Create a story map | x |

Adapted from Mahmoud (2019)

Researcher: What do you do at the beginning of the reading class?

Teacher: I always use something as input, a video. I don't know, pictures or just brainstorming, so I can relate the material we are going to use with the one I have for them.

Researcher: What do you do in the middle of the reading class?

Teacher: I stop with the video and then I start asking questions related to the previous knowledge students have. I stopped doing what I am doing. If it is a record, I stop that then I start asking. For example, in the case of the activity I was doing, I was asking them questions related to animals. I was asking about the views, everything that they saw, no? I stopped and check that they remembered.

Researcher: What do you do at the end of a reading class?

Teacher: I asked students to compare their answers to the person next to them or behind them. And then I also by myself start asking students questions and they have to answer. I also check that their answers are correct. Not all of them have the opportunity to answer orally, but I go to the chair and start checking that all of them have the answer. If one student does not have, well I have to ask this student why.

Researcher: What strategies do you use to monitor comprehension?

Teacher: If I show them the pictures, I ask them exactly about vocabulary for example. What is this? What do you see here? Specific questions about what I am showing them. Very specific.

Researcher: Do you include time for word study?

Teacher: I think it was included. Also, previous knowledge was also asked, was also reviewed with them. After you left, there was also another activity, another reading activity, and in that worksheet, there were pictures that were vocabulary. Specific vocabulary. The previous one, there were no pictures,

there was a video. But in the next one, there was no video but there were pictures.

Researcher: What types of words do you teach?

Teacher: The words depend on the unit, at least something that is related. We are not going to find, exactly, readings that have all this stuff about the unit, but maybe some of them. So, trying to have relations, words that are related to the reading.

Researcher: Do you relate students' knowledge with the information in the text?

Teacher: Yea, I did at the end, today. Because in the reading, there were also grammar structures students are going to see. For example, there was past perfect, there was reported speech and these are the topics that we are going to study. Past perfect is the one we are checking and then reported speech is the one we are going to check after. So, everything is connected. To relate the background knowledge they have, I can ask questions about themselves, personal questions. For example, I was asking, have any of you been to Thailand? So, there are questions, open questions. Everything, as I told you, is related. I usually do these types of questions.



FAH-PINE-024-2022

Guayaquil, 08 de diciembre del 2022

Dra.
Rosy Cañizares H.
Rectora
Unidad Educativa Mariscal Sucre

Reciba un cordial saludo. Por el presente solicito a usted muy comedidamente, salvo su mejor criterio, se permita al Señor Noan Chaguay, estudiante del 8vo ciclo de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros – inglés, de la Facultad de Artes y Humanidades de la Universidad Católica de Santiago de Guayaquil, realizar observaciones áulicas y entrevistas que le permita recolectar información para elaborar su Trabajo de Integración Curricular (Trabajo de titulación) denominado **Teaching strategies for Reading Comprehension development for 10th graders at Unidad Educativa Mariscal Sucre in the scholastic year 2022 – 2023**. El Señor Chaguay estaría realizando dicha actividad en la clase de inglés que reciben los estudiantes, durante los meses de diciembre del 2022 a enero 2023.

Agradecido de antemano por la atención al presente.

Atentamente,

Lcdo. Stanley González Ubilla, M.Ed.
Director de Carrera
Pedagogía de los Idiomas Nacionales y Extranjeros – inglés



Inglés, más que un idioma... una profesión ¡Sin Fronteras!



Name: _____

Date: _____

Read the following passage about Captain Tsubasa

Captain Tsubasa: the animated star who changed the face of Japanese soccer and inspired Messi and Iniesta



Picture retrieved from <https://www.crunchyroll.com/es/series/GZJH3D7G9/captain-tsubasa>

The Japanese soccer team was once a team who couldn't go into the World Cup. But today they can be seen as regulars because they have participated several times since 1998. The Samurai Blue was able to make a revolution due to the formation of the first professional Japanese soccer league in the 1990s. The team also has to thank one player for inspiring people who later formed a generation of soccer players. That player is Tsubasa Oozora, the fictional 11-year-old soccer lover student.

When he was a high school student, the Japanese writer Yoichi Takahashi came up with Tsubasa. Sumo was the national sport of Japan in the 1970s and 80s. But Takashi was captivated by the 1978 World Cup in Argentina, encouraging him to set up Tsubasa in the world of soccer.

The story of Tsubasa debuted in 1981 in a famous Japanese magazine. Tsubasa was portrayed as a young wannabe soccer star, who survived a bus hitting him because of the soccer ball he held. Takahashi ended up falling for the charm of soccer as he researched it for his work.

Captain Tsubasa has received animated series and film adaptations, console video games, toys, clothes, and much more. It is a popular series in Japan and was able to inspire thousands of children to give soccer a try, including soccer celebrities such as Lionel Messi, Andres Iniesta, Fernando Torres, Zidane, and many more.

Adapted from

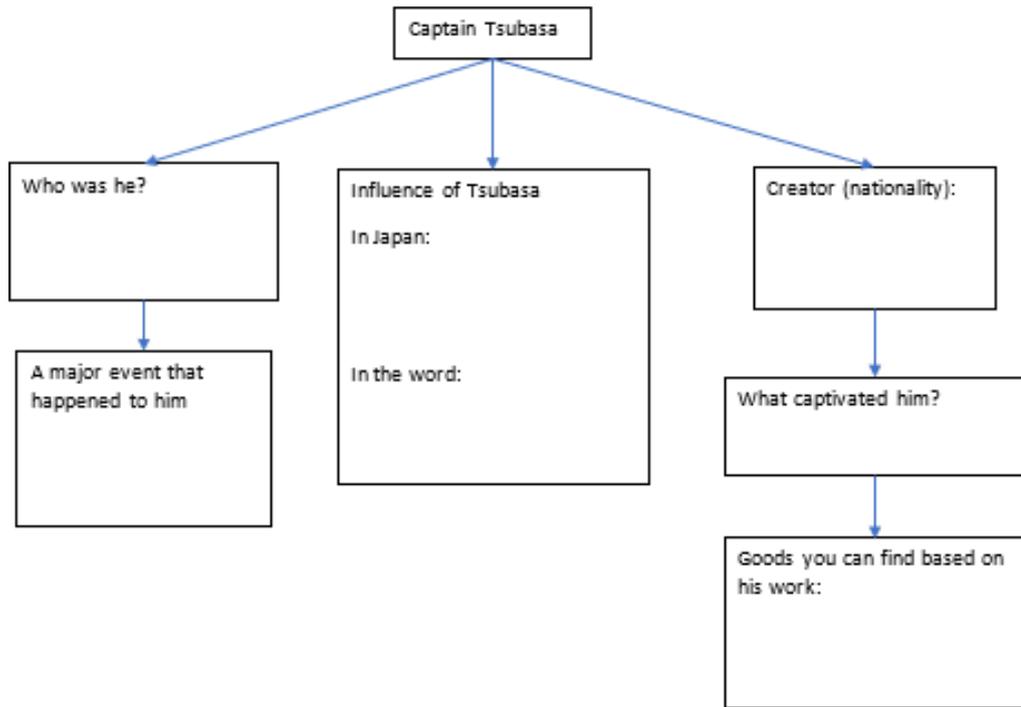
<https://web.archive.org/web/20221029002958/https://thesefootballtimes.co/2018/06/11/captain-tsubasa-the-anime-star-who-changed-the-face-of-japanese-football-and-inspired-messi-iniesta-and-nakata/>

Answer the questions

1. What is the other name for the Japanese soccer team? _____
2. Where was the 78's World Cup? _____
3. Who was the creator of Captain Tsubasa? _____
4. What was Japan's favorite sport in the 70s? _____
5. What type of goods of Captain Tsubasa are there? _____
6. What was formed in Japan in the 90s? _____
7. How did Captain Tsubasa inspire Messi?
 - a) Messi wanted to be a soccer player like Tsubasa.
 - b) Messi wanted to play in a Japanese soccer team.
 - c) Messi wanted to be rich as a soccer player.
8. How is Tsubasa described?
 - a) A boy who tries to be a soccer player.
 - b) A boy who plays soccer professionally.
 - c) A boy who is very popular as a soccer player.
9. What is the influence of Captain Tsubasa on Japanese soccer?
 - a) He made soccer an important sport in Japan.
 - b) Fans of Tsubasa started playing soccer.
 - c) People watched more soccer games on TV.
10. How the Japanese soccer team can be described?
 - a) The team was able to go into the World Cup in the last years.
 - b) The team still can't go into the World Cup.
 - c) The team needs someone that leads them to victory.

Name: _____ Course: _____

Complete the mind map about the passage.



After reading and completing the mind map, can you tell what is the passage about?



DECLARACIÓN Y AUTORIZACIÓN

Nosotros, **Noan Eugenio Chaguay Acosta**, con C.C: # 0950579185 y, **Omar Moisés Ramírez Paz**, con C.C: # 0958380374 autores del trabajo de titulación: **Teaching Strategies for Reading Comprehension Development for 10th Graders at Unidad Educativa Mariscal Sucre in the Scholastic Year 2022 - 2023** previo a la obtención del título de **Licenciado en Pedagogía del Idioma Inglés** en la Universidad Católica de Santiago de Guayaquil.

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Guayaquil, 15 de febrero de 2023

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| RESUMEN/ABSTRACT (150-250 palabras): | <p>The following study focuses on determining the strategies the EFL teacher uses in the actual class to contribute to the development of reading comprehension skills of 10th-grade beginner students at Unidad Educativa Mariscal Sucre. A proficiency test based on students' levels was carried out to measure the reading comprehension performance of the group. In addition, the teaching methodology was evaluated through two checklists, and an interview was conducted to know the teacher's perception of reading instruction. The findings show that the group has problems with reading comprehension regarding interpreting texts and understanding the main idea and specific information from texts. It was also found that the teacher is concerned with activating students' background knowledge, but she does not promote the interpretation of texts in the classroom and her strategies are limited. Other shortcomings detected were the lack of contextualization of vocabulary and poor feedback. Based on the findings, a proposal was created whose objective is to provide strategies that enhance reading comprehension instruction.</p> | | |
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