

ESCUELA SUPERIOR POLITECNICA DEL LITORAL

Facultad de Ciencias Sociales y Humanísticas



**A COMPARISON OF READING STRATEGIES AMONG SPANISH SPEAKING
UNIVERSITY STUDENTS IN DIFFERENT PROGRAMS OF
ENGLISH FOR SPECIFIC PURPOSES**

MASTERS DEGREE IN TEACHING ENGLISH AS A FOREIGN LANGUAGE

Presented by:

ANDREA SOFIA RIBADENEIRA VACACELA

ESCUELA SUPERIOR POLITÉCNICA DEL LITORAL – ESPOL

Tutor: Professor Jorge Flores, Mg.

Guayaquil - Ecuador

June 26th, 2017

ACKNOWLEDGMENT

With all my heart, I want to acknowledge and thank God for his infinite love and enlightenment in each of my projects. I am very grateful to my thesis supervisor, Jorge Flores, MCs; to my thesis evaluator Fátima Avilés-Maloney, MTEFL; to professor Dennis Maloney, PhD director of the program; and to professor Karen Yambay, MTEFL Chairwoman of the Committee, for their constant support, suggestions, and professional feedback about my degree work. I am also grateful to the coordinators and students of the different programs of English for Specific Purposes (ESP) in the different institutions at national level where I was enthusiastically given the facilities to survey the students of their ESP programs.

My deep thanks is given to my mother, Leonor Vacacela; to my siblings, Cecilia and Wladimir Ribadeneira; to my aunt Margarita Vacacela; to my boyfriend, Alberto Calderón; and to my whole family for always supporting me in all of my academic and work activities.

My heartfelt thanks are also given to all of my friends for being sources of wisdom and grateful support in all of my achievements. I especially acknowledge to William Donaldson, PhD., Nicolay Samaniego, PhD., Ángela Calderón PhD., Anita Ríos PhD., Lécinton Cepeda PhD., Patricio Sánchez, MCs., Magdalena Ullaury PhD., Elvita Lombeida, Lcda., María Eugenia Borja, MCs, Sonia Granizo, Mg., Piedad Robalino, Mg., Eduardo Baldeón, Mg., Susan Alberts, PhD., Connie Fiorito, PhD., Jan Sendzik, PhD., and Mark Sendzik, PhD. who with their affection, support, and wise advise added responsibility and enthusiasm to me so that I could finish the present research study promptly and efficiently.

THESIS EXAMINERS COMMITTEE

Karen Yambay de Armijos, MTEFL

Chairwoman of the Committee

Jorge Flores, M.S.c.
Thesis Advisor

Fátima Avilés-Maloney, MTEFL

Evaluator

DECLARACIÓN EXPRESA

“La responsabilidad del contenido de este Trabajo de Titulación, corresponde exclusivamente al autor, y al patrimonio intelectual de la misma **ESCUELA SUPERIOR POLITÉCNICA DEL LITORAL**”

Andrea Sofía Ribadeneira Vacacela

TABLE OF CONTENTS

ACKNOWLEDGMENT II

THESIS EXAMINERS COMMITTEE III

DECLARACIÓN EXPRESA..... IV

TABLE OF CONTENTS V

Abstract..... VII

RESUMEN VIII

LIST OF TABLES IX

LIST OF FIGURES XII

CHAPTER 1: Brief Summary..... 1

1. The Problem..... 1

1.1 Introduction 1

1.2 Aims and Rationale 1

 1.2.1 General Aim..... 1

 1.2.2 Specific Aims..... 1

 1.3 Research question 2

1.3 Overview of the enquiry 2

CHAPTER 2: Context of the Study 3

 2.1 Introduction 3

 2.2 The institution, its students, and instructors 3

 2.3 The need for this research project 3

 2.4 Conclusion 3

CHAPTER 3: Literature Review 4

3.1 Introduction 4

3.2 Reading 4

3.3 Metacognitive Reading Strategies 6

3.4 English for Specific Purposes (ESP) 7

 3.4.1 Characteristics of ESP 9

 3.4.3 ESP Course Design..... 11

 3.4.3 Teaching ESP..... 12

3.5 ESP Study 12

 Research has attempted to produce better understanding about how reading strategies can impact different types of learning programs such as in ESP programs. Such research has limited availability, but the significance of this type of research is very important..... 12

3.6 Reading Strategies and ESP 14

CHAPTER 4: Research Methodology.....17

4.1 Research Paradigm 17

 4.1.1 Definition and rationale 18

4.2.Method 19

 4.2.1 Definition and characteristics 19

 4.2.2 Methods of data collection..... 20

 4.2.3 Selection and handing of data..... 21

4.3.4 Participants	21
4.3.5 Selection and/or sampling.....	22
4.3.6 Background to the participants	24
4.3.7 Conclusion	25
CHAPTER 5: Presenting the Finding	26
5.1 Introduction	26
There were a total of 65 items on the surveys completed by the 97 volunteer students in six reading strategy categories. Those six categories were:	26
5.2 The presentation	26
CHAPTER 6: Discussion of findings	98
6.1 A Brief Introduction.....	98
6.2 Discussion	98
CHAPTER 7: Conclusion	102
7.1 A summary of the findings and relationship to the questions.	102
7.2 Limitations of the study.....	102
7.3 Future directions and further areas for research.....	103
BIBLIOGRAPHY	104
APPENDIX A.....	113
Letter Permission to Use The Reading Strategies Survey	113
Used In The Olszak 2016 Study	113
APPENDIX B	114
Letter of Permission to Use the Reading Strategies Survey Used in the Olszak 2016 Study	114
APPENDIX C	115
Letter of Permission Request to the Participating Universities	115
APPENDIX D.....	116
Letter to Participant Students.....	116
APPENDIX E	117
Informed Consent Form.....	117
APPENDIX F	119
Sample Student Reading Strategies Questionnaire	119

Abstract

This study examined the relationships of reading strategies among different programs of English for Specific Purposes (ESP). A total of ninety-seven students in four ESP programs in Ecuador were surveyed regarding their reading strategies. The results found that there were significant differences among the four programs. These findings were discussed in regards to whether differences in reading strategies could potentially influence teaching effectiveness, learning outcomes, and English language applications.

Keywords: English for Specific Purposes, reading strategies

RESUMEN

Este estudio examinó las relaciones de las estrategias de lectura entre diferentes programas de Inglés para Propósitos Específicos (ESP). Un total de noventa y siete estudiantes en cuatro programas de ESP en Ecuador fueron encuestados con respecto a sus estrategias de lectura. Los resultados encontraron que sí había diferencias significativas entre los cuatro programas. Estos hallazgos se discutieron en cuanto a si las diferencias en las estrategias de lectura podrían influir en la eficacia de la enseñanza, en los resultados del aprendizaje y en las aplicaciones en el idioma Inglés.

Palabras claves: Inglés para propósitos específicos, estrategias de lectura

LIST OF TABLES

Table 1 Data.....	23
Table 2 Exam Planification	27
Table 3 Aware of the Reading Task	28
Table 4 Text Title	29
Table 5 Attention to the Questions	30
Table 6 Skim the Text	31
Table 7 Reread the Given Question.....	32
Table 8 Structure of Sentences	33
Table 9 Verification of Need	34
Table 10 What to Read	35
Table 11 Fast Reading	36
Table 12 Underline Key Word	37
Table 13 Modify Reading Speed	38
Table 14 Highlight the Topic Sentences.....	39
Table 15 Awareness in Completing the Text	40
Table 16 Monitor Understanding	41
Table 17 Control Progress	42
Table 18 Stop to Think	43
Table 19 Ongoing Reading Task	44
Table 20 Correction of Mistakes	45
Table 21 Hidden Meaning	46
Table 22 Guess Meaning According to the Context.....	47
Table 23 Use Grammar Knowledge	48
Table 24 Guess Meaning According to the Roots or Affixes.....	49
Table 25 Taking Notes While Reading	50
Table 26 Use of Transitional Words.....	51
Table 27 Determining the Goal	52
Table 28 Revise Expected Information	53
Table 29 Evaluation of the Reading Plans.....	54
Table 30 Assessing Performance.....	55
Table 31 Checking Answers Before Submitting	56
Table 32 Evaluation of Strategies.....	57
Table 33 Predict the Content	58
Table 34 Translate	59

Table 35 Summarize the Main Ideas	60
Table 36 Reread the Given Text.....	61
Table 37 Write a Summary.....	62
Table 38 Find Weaknesses	63
Table 39 Control Nervousness	64
Table 40 Distinguish Easy and Difficult Questions	65
Table 41 Relationship Between Given Text and Reading Tasks	66
Table 42 Connect with Prior Experience.....	67
Table 43 Previous Knowledge.....	68
Table 44 Use of Handy Information to Guess.....	69
Table 45 Think How to Improve	70
Table 46 Spend Time on Difficult Reading Tasks	71
Table 47 Use Feedback.....	72
Table 48 Read text in a foreign language on the Internet.....	73
Table 49 Reformulate / paraphrase the language samples found on the Internet.....	73
Table 50 Read Books in a Foreign Language.....	74
Table 51 Go to authentic websites to analyze and collect language sample used by native speakers.....	75
Table 52 Use social networking sites to practice English (e.g. Facebook)	75
Table 53 Listen to podcasts, songs and other audio materials.....	76
Table 54 Contact Native Languages Speakers to Practice.	77
Table 55 Take part in discussions on forums and present my arguments in a foreign language	77
Table 56 Make my own materials (videos / presentations) in a foreign language	78
Table 57 Analyze visuals accompanying some texts.	79
Table 58 Read feedback information after an activity if there is one given.....	79
Table 59 Analyze teacher’s advice and corrections	80
Table 60 Play (online) language games in English	81
Table 61 Watch videos, movies.....	81
Table 62 Other actions.....	82
Table 63 Computer – assisted training	83
Table 64 Web-based communication	83
Table 65 Collaboration (working with friends to complete tasks	84
Table 66 Hypermedia tools.....	85
Table 67 Differences in Answers Between the ESP Groups.....	85

Table 68 Summary of Participants	87
Table 69 Chi-Square for First Language	88
Table 70 Chi-Square for Second Language.....	89
Table 71 Chi-Square for First Language – Group One	90
Table 72 Chi-Square for Second Language – Group One.....	91
Table 73 Chi-Square for First Language – Group Two.....	92
Table 74 Chi-Square for Second Language – Group Two	93
Table 75 Chi-Square for First Language – Group Three.....	94
Table 76 Chi-Square for Second Language – Group Three	95
Table 77 Chi-Square for First Language – Group Four	96
Table 78 Chi-Square for Second Language – Group Four	97

LIST OF FIGURES

Figure 1 Exam Planification	27
Figure 2 Aware of the Reading Task.....	28
Figure 3 Text Title.....	29
Figure 4 Attention to the Questions.....	30
Figure 5 Skim the Text	31
Figure 6 Reread the Given Question	32
Figure 7 Structure of Sentences.....	33
Figure 8 Verification of Need.....	34
Figure 9 What to Read.....	35
Figure 10 Fast Reading.....	36
Figure 11 Underline Key Word	37
Figure 12 Modify Reading Speed.....	38
Figure 13 Highlight the Topic Sentences	39
Figure 14 Awareness in Completing the Text.....	40
Figure 15 Monitor Understanding	41
Figure16 Control Progress.....	42
Figure 17 Stop to Think.....	43
Figure 18 Ongoing Reading Task.....	44
Figure 19 Correction of Mistakes	45
Figure 20 Hidden Meaning.....	46
Figure 21 Guess Meaning According to the Context	47
Figure 22 Use Grammar Knowledge.....	48
Figure 23 Guess Meaning According to the Roots or Affixes	49
Figure 24 Taking Notes While Reading.....	50
Figure 25 Use of Transitional Words	51
Figure 26 Determining the Goal.....	52
Figure 27 Revise Expected Information.....	53
Figure 28 Evaluation of the Reading Plans	54
Figure 29 Assessing Performance	55
Figure 30 Checking Answers Before Submitting.....	56
Figure 31 Evaluation of Strategies	57
Figure 32 Predict the Content.....	58
Figure 33 Translate.....	59

Figure 34 Summarize the Main Ideas.....	60
Figure 35 Reread the Given Text	61
Figure 36 Write a Summary	62
Figure 37 Find Weaknesses.....	63
Figure 38 Control Nervousness	64
Figure 39 Distinguish Easy and Difficult Questions.....	65
Figure 40 Relationship Between Given Text and Reading Tasks.....	66
Figure 41 Connect with Prior Experience	67
Figure 42 Previous Knowledge	68
Figure 43 Use of Handy Information to Guess.....	69
Figure 44 Think How to Improve.....	70
Figure 45 Spend Time on Difficult Reading Tasks.....	71
Figure 46 Use Feedback	72
Figure 47 Read text in a foreign language on the Internet	73
Figure 48 Reformulate / paraphrase the language samples found on the Internet	74
Figure 49 Read Books in a Foreign Language	74
Figure 50 Go to authentic websites to analyze and collect language sample used by native speakers.....	75
Figure 51 Use social networking sites to practice English (e.g. Facebook).....	76
Figure 52 Listen to podcasts, songs and other audio materials	76
Figure 53 Contact Native Languages Speakers to Practice.....	77
Figure 54 Take part in discussions on forums and present my arguments in a foreign language	78
Figure 55 Make my own materials (videos / presentations) in a foreign language.....	78
Figure 56 Analyze visuals accompanying some texts.....	79
Figure 57 Read feedback information after an activity if there is one given	80
Figure 58 Analyze teacher's advice and corrections	80
Figure 59 Play (online) language games in English	81
Figure 60 Watch videos, movies	82
Figure 61 Other actions	82
Figure 62 Computer – assisted training.....	83
Figure 63 Web-based communication.....	84
Figure 64 Collaboration (working with friends to complete tasks	84
Figure 65 Hypermedia tools	85
Figure 66 Differences in Answers Between the ESP Groups	86

CHAPTER 1: Brief Summary

1. The Problem

Different reading strategies have been researched with many different groups of participants, but no known research has evaluated reading strategies employed by different groups of ESP students. Differences in reading strategies could potentially influence teaching effectiveness, learning outcomes, and English language applications. Therefore, the problem is in trying to evaluate if differences exist in reading strategies for different types of ESP groups of students.

1.1 Introduction

The present research deals with reading strategies among different programs of English for Specific Purposes. There is a lack of mastering English language skills for specific purposes for students of ESP programs in Ecuador.

1.2 Aims and Rationale

1.2.1 General Aim

To evaluate potential differences in reading strategies for different English for Specific Purposes groups of students.

1.2.2 Specific Aims

- 1) To evaluate if there are differences in reading strategies for different English for Specific Purposes groups of students.
- 2) To evaluate what those differences might be among different English for Specific Purposes groups of students.

1.3 Research question

Many studies have been carried out in relation to ESP, specifically to what students need to do in their vocations or jobs (Harding, 2012). Likewise, many studies have focused on reading strategies; however, no known studies have compared reading strategies among Spanish speaking students in different programs of ESP.

Therefore, the key research question is: Do Spanish speaking university students in various programs of English for Specific Purposes differ in their reading strategies? In this regard, the research question has two parts:

1. Do Spanish-speaking university students in various programs of English for Specific Purposes differ in their reading strategies?
2. If there are any differences in their reading strategies, what are those specific differences?

The answer to these two parts of the research question is important because such information could be valuable in helping such specialized programs to be more effective and efficient in teaching students specific skills and helping teachers to be more precise and effective in their teaching.

Additionally, this area of inquiry is also significant because it could help students to learn more efficiently and to utilize reading concepts and strategies much better in the world of applied English for Specific Purposes.

1.3 Overview of the enquiry

This research evaluated potential differences in reading strategies for different ESP classes located in two public and two private universities in Ecuador using surveys completed by 97 ESP students.

CHAPTER 2: Context of the Study

2.1 Introduction

This research used survey research to evaluate possible differences in reading strategies for different ESP programs located in Ecuador.

2.2 The institution, its students, and instructors

This research was conducted at two public and two private universities in Ecuador with ESP programs. The ESP programs were focused on business, agriculture, and medical English. There were a total of 1,122 ESP students in the four universities and a total of 97 students volunteered to participate in the survey research.

2.3 The need for this research project

The need for this research project is that differences in reading strategies could potentially influence teaching effectiveness, learning outcomes, and English language applications.

2.4 Conclusion

Research about reading strategies among ESP students could provide more precise understanding about how those reading strategies could enhance teaching effectiveness, student learning outcomes, and English language applications.

CHAPTER 3: Literature Review

3.1 Introduction

Research has found that students often vary in the reading strategies they use to learn. The key question is whether such variance is also occurring with ESP students, independent of their knowledge of general English. In the following section, the different theoretical areas surveyed in this study such as: reading, metacognitive strategies, and ESP, are going to be reviewed.

3.2 Reading

Reading is the ability or activity of reading materials. This activity can be performed silently or audibly verbalized. Reading is a mechanism for assisting in the transmission of information immediately and over time.

Fuchs, Fuchs, and Hosp (2001) found that younger learners tend to demonstrate larger learning increases than older learners and, this was also found in a study documented by Dixon (2012). Additionally, Fuchs, Fuchs, and Hosp (2001) and Reece, Garnier, and Gallimore (2000) found that students who read aloud tended to learn more and retain more information. Fuchs, Fuchs, and Hosp study reviewed oral reading fluency as an indicator of reading competence and provided a theoretical, empirical, and historical analysis “of the extent to which oral reading fluency has been incorporated into measurement approaches during the past century.” (2001:240)

The study also included specific recommendations regarding the assessment of oral reading fluency for applications with research and applied practice. The key aspects of the research found that younger students did much better in correlating better oral reading fluency and academic performance while older adults were less likely to demonstrate such positive academic performance. Additionally, the study found that

correlations for oral reading fluency were substantially higher and statistically significantly higher than for silent reading fluency scores.

Research conducted by Crawford, Tindal, and Stieber, S. (2001) found that students who practiced reading and writing at home and in the classroom demonstrated better academic performance. The study found that students who wrote more tended to demonstrate better academic performance and students who read more tended to demonstrate better academic performance. These research findings were also documented by Baker, Scher, and Mackler (1997).

The later study used a curriculum-based measurement (CBM) to predict student performance on Oregon statewide reading and math achievement tests. The students read aloud from descriptive passages and the results indicated support for the timed oral readings as a predictor for performance on the tests. The strength of this study is that the research was conducted longitudinally with comprehensive testing procedures and with strong teacher administrative assistance.

Several studies have attempted to provide more precise measures of reading strategy activities. Research that includes need assessment and evaluation such as the one carried out by Basturkmen (2010) found that such activities produce better results and outcome. The research of Basturkmen (2010) focused on real world applications with police officers and with physicians while Edwards (2000) had similar finding with bankers. Arani (2004) also found similar results with second year medical students and ESP learning while Sevilla-Pavon, Serra-Camara, and Gimeno-Sanz, (2012) found the same outcomes with aerospace engineers.

3.3 Metacognitive Reading Strategies

In regards to metacognition and reading strategies, Mokhtari and Reichard (2002) note that monitoring and awareness of comprehension processes are two key elements of skilled reading. They state that, "...such awareness and monitoring processes are often referred to in the literature as metacognition, which can be thought of as the knowledge of the readers' cognition about reading and the self-control mechanisms they exercise when monitoring and regulating text comprehension"(Mokhtari & Reichard, 2002, p. 249)

From the perspective of metacognition, researchers have attempted to evaluate differences between unskilled readers and skilled readers in the area of reading comprehension (Paris & Jacobs, 1984). Thus, reading strategies have received a large amount of research attention in regard to their effects on reading comprehension (Paris & Winograd, 1990) and in regard to the most effective reading strategies.

In an attempt to find the most effective reading strategies, many researchers have developed their own comprehensive reading strategies instruments to use when evaluating this aspect in students (Mokhtari & Reichard, 2002 and Olszak, 2016). Mokhtari & Reichard have also noted that, "In addition, such research has provided teacher educators and practicing teachers with practical suggestions for helping struggling readers increase their awareness and use of reading strategies while reading. However, there are relatively few instruments to measure students' awareness and perceived use of reading strategies while reading for academic purposes." (2002:250) This assertion leads to think that there is limited available research because of the shortage of standardized reading strategies surveys and because of the large investments of time and money necessary to evaluate validity and reliability for such instruments.

3.4 English for Specific Purposes (ESP)

According to Harding (2012) ESP relates directly to what students need to do in their vocations or jobs. Harding (2012) believes that ESP is important because it helps to increase vocational learning and training throughout the world. As globalization is spreading, Harding states that knowledge of English has become the major need. “It’s not just the politician, the business leader, and the academic professor who need to speak to international colleagues and clients: “it’s also the hotel receptionist, the nurse, and the site fireman” (Harding, 2012, p. 7). Anthony (1998) has suggested that ESP can be, but not necessarily be, concerned with a specific discipline and it does not have to be focused on a specific ability range or particular age group. Rather, Anthony suggests that ESP can be viewed as an approach to teaching.

Basturkmen (2006) has indicated two distinct perspectives regarding language for specific purposes. One perspective suggests that English has a common foundation of words of which all learners should know. The other perspective suggests that all language is already for specific purposes, and therefore, specialization must begin at an early age.

Whether specialization begins early or late in the life of an individual, Read (2007) has found that there are numerous methods of identifying vocabulary for specific purposes. However, Read has further noted that there is a lack of a systematic way of identifying vocabulary for specific purposes. The lack of such a systematic methodology could have caused variations in outcomes. Therefore, these variations may have caused many researchers to produce very different and unique conclusions in their research findings.

In terms of theoretical background some researchers have suggested that ESP is just technical vocabulary. Other researchers have suggested that ESP is more than technical vocabulary and that it is important to understand that vocabulary is an important part of any ESP course. Harding (2012) states that partly this is because specific technical words are used to describe particular features of the vocabulary specialization and that teaching and vocabulary development are on-going processes. These concerns are important to this particular research study because much of the study of ESP is based on definitions of technical words and vocabulary, which may be perceived to be perceptually different in different countries and cultures.

Information based on interviews with principals of some other language centers of different universities in Ecuador and some principals of the ESP programs shows that the ESP programs that they coordinate have experienced great success. Casco (2015), Lopez (2015), & Miranda (2015). López, P. (2015). *Enseñar Inglés de Negocios ha producido resultados positivos que ha permitido tener más control a los profesores y de aprendizaje en los estudiantes*. [Business English Teaching has produced positive results, which has allowed more control to teachers and learning in students]. Quito, Ecuador: Universidad Politécnica Salesiana de Quito. Casco, D. (2015) *Se ha venido enseñando programas de ESP con mucho éxito en la Universidad del Pacífico tanto en Quito como en Guayaquil, y ésta universidad trabaja con dos tipos de ESP: Inglés para Propósitos Académicos (EAP) e Inglés para Propósitos Ocupacionales (EOP)* [ESP programs have been successfully taught at Universidad del Pacífico both in Quito and in Guayaquil and this university works with two types of ESP: English for Academic Purposes (EAP) and English for Occupation Purposes (EOP)]. Quito, Ecuador: Universidad del Pacífico de Quito.

3.4.1 Characteristics of ESP

Belcher (2006) addressed the global features of ESP and potential cultural differences. ESP usually includes Technical English, Medical English, Business English, Aviation English, and other English areas. Tony Dudley-Evans (1997); has suggested that the field should be viewed from a set of “absolute” and “variable” characteristics. Dudley-Evans built upon the work of Strevens (1988); and Johns and Dudley-Evans in relation to general English had developed the following characteristics:

Absolute Characteristics

- 1) ESP is defined to meet specific needs of the learners.
- 2) ESP makes use of underlying methodology and activities
- 3) ESP is centered on the language appropriate to these activities in terms of grammar, lexis, register, study skills, discourse and genre.

Variable Characteristics

- 1) ESP may be related to or designed for specific disciplines.
- 2) ESP may be used in specific teaching situations and with a different methodology from that of General English.
- 3) ESP is likely to be designed for adult learners, either at a tertiary level institution or in a professional work situation. It could, however, be for learners at secondary school level.
- 4) ESP is generally designed for intermediate or advanced students.
- 5) Most ESP courses assume some basic knowledge of the language systems.

(Dudley-Evans, 1997:101)

After revising all these studies ESP itself has gone under a process of development, as Hutchinson & Alan Waters noted, “From its early beginnings in the 1960, ESP has undergone five main phases of development including the concept of special languages, rhetorical or discourse analysis, target situation analysis, skills and strategies, and learning centered approach” (2003:9)

3.4.2 ESP Vocabulary

Another important area of ESP is the issue of vocabulary and the kind of vocabulary learners need. From this area of vocabulary, consideration is usually made regarding specialized vocabulary. Nation (2008:10) has suggested that most technical vocabularies have about one thousand to five thousand words depending on the subject area, which can be learned at almost any age.

(Creswell, 2013, Maxwell, 2013, and Denzin and Lincoln, 2011). This methodology will also help researchers better define the relationship of ESP and vocabulary. For example, some researchers have suggested that ESP is just technical vocabulary. Other researchers have suggested that ESP is more than technical vocabulary and that it is important to understand that vocabulary is an important part of any ESP course. Harding (2012) states that partly this is because specific technical words are used to describe particular features of the vocabulary specialization and that teaching and vocabulary is an on-going process.

In regard to all of these facets of ESP, researchers have found many areas of investigations that warrant further inquiry. While there are many regions of disagreement, the field is slowly emerging academically while almost everyone recognizes the obvious need for learning ESP.

3.4.3 ESP Course Design

The ideal situation to develop a successful ESP course is that learners, enrolled in a program, can have the academic skills, knowledge, and that they need to master the core forms of the language necessary to continue learning more complex features of the language. At some Ecuadorian universities, students are required to take a proficiency test and get at least a B1 level score in order to be able to enroll in an ESP course. Another important characteristic of the learners must be their interest to learn and participate actively in the ESP course. Learners must view the ESP course activities as training to complement their orientation to study ESP modules because their knowledge of the subject-area allows students to identify a real context for the content of the ESP course.

In addition, an important aspect in the learners must be their interest to learn and actively participate in the ESP course. Learners must view the ESP course activities as training to complement their orientation because knowledge of the subject-area allows students to identify a real context for the content of the ESP course. In this case, after a needs analysis, the ESP course should focus on developing the oral skills, writing skills, and methodology of teaching and the use of Information and Communication Technologies (ICT).

In order to address the target knowledge, ESP has to include “authentic discourse, vocabulary and situation” used in the context where learners will apply their knowledge (Chalikandy, 2001). For example, Gatehouse (2001) suggested that the proper use of occupational jargon is absolutely necessary to perform an effective needs analysis relative to the specific occupational context.

3.4.3 Teaching ESP

Klimova (2015) suggests that to develop materials for an ESP course, teachers must be authentic in showing students how to use English in real world situations. ESP practitioners must remember that ESP students use English to fulfill their discipline-specific real-world tasks.

As Frenco (2005) has noted, the teacher must give careful preparation relative to the knowledge and experience of the students. For example, Frenco observed that in most other fields of teaching the teacher knows more about the subject than the learner, but in business English the relationship can be more symbiotic: the teacher knows about language and communication, but the learner often knows more about the job and its content.

3.5 ESP Study

Research has attempted to produce better understanding about how reading strategies can impact different types of learning programs such as in ESP programs. Such research has limited availability, but the significance of this type of research is very important.

In regards to reading strategies, Olszak (2016) performed an investigation into the use of reading strategies among students of dual language programs at selected Polish universities. Olszak noted that O'Malley and Chamot (1990:1) found that "language learning strategies are the special thoughts or behaviors that individuals use to help them comprehend, learn or retain new information." (2016:5) Olszak further noted that O'Malley and Chamot used three category learning strategies, which included cognitive, metacognitive, and social/affective strategies with subcategories under each main category.

Olszak utilized the initial works of O'Malley and Chamot (1960) to develop her categories. These categories were also related to the applied aspects of reading strategies and they were: Organizing reading and planning, Actions undertaken while reading, Evaluation after reading, and Dealing with problems.

Olszak used this information to create and to minimize variance among grouping of students and their reading strategies. The resulting questions were the result of direct tabulation of student survey responses. A key aspect of that research was having sufficient numbers of reading strategies, but not too many reading strategies so as to confuse student responses. This approach also complemented the research of Cohen (1990) who divided strategies into two different types which were identified as language learning strategies and language use strategies and Anderson (1991) and Anderson (2003) who examined individual differences in strategy use in reading and testing for second language students.

Therefore, the final test items reflected the general frequency of student survey responses and explanations provided to researchers. This approach allowed the maximum number of responses to be tabulated and to be placed in the final survey while maximizing reliability and validity.

There were a minimum of fifteen reading strategies and five forms of training listed on the student surveys for which responses were tabulated and analyzed. Items were designed to allow for the maximum amount of participant responses through the selection format. Each survey took about fifteen minutes or less per student to complete.

Olszak then used the learning strategies of O'Malley and Chamot to evaluate metacognitive and cognitive reading strategies of dual language learners (DLLs). Olszak (2016) surveyed reading strategies among students of Dual Language Programs

at selected Polish Universities. Olszak found that the “frequency of adopted strategies seem to be rather high.” (p.15) and “there are differences in the adoption of reading strategies between female” dual language learners. (p.15)

3.6 Reading Strategies and ESP

In regards to the broader picture of reading strategies and ESP, Martinez (2008) studied students’ metacognitive awareness of reading strategies using the Metacognitive Awareness of Reading Strategies Inventory (MARSI) (Mokhtari & Reichard, 2002). Martinez surveyed 157 English for Specific Purposes (ESP) university students who were students from a Faculty of Chemistry and the Technical School of Engineering at the University of Oviedo in Spain.

Martinez (2008) found a moderate to high overall use of reading strategies by ESP students and that students demonstrated a specifically higher reported use for problem-solving and global reading strategies. Additionally, the study found that female ESP students reported a significantly higher use of reading strategies and that these same female ESP students tended to utilize reading strategies much more frequently than male ESP students.

Later research conducted by Jafari and Shokrpour (2012) evaluated the reading strategies of Iranian ESP students to comprehend English expository texts. The research used the Survey of Reading Strategies (SORS) (Mokhtari & Sheorey, 2002) with 81 female and male sophomore ESP students who were studying midwifery, environmental health, and occupational health and safety at a university in Shiraz. The results of the study found that the ESP student participants were moderately aware of their own reading strategies and the most frequently used category of strategies

was support strategies, then global strategies, and problem solving strategies. The study also found the ESP student participants utilized reading strategies differently based on their respective academic majors.

Research by Vaez Dalili and Tavakoli (2013) evaluated whether significant differences were found between 35 humanities EFL students and between 35 engineering in regards to metacognitive perceptions and utilization of particular reading strategies while these students were reading English for Specific Purposes (ESP) texts. These 70 students at the University of Isfahan in India completed the Metacognitive Awareness of Reading Strategies Inventory (Mokhtari & Reichard, 2002), which was used to measure the metacognitive awareness of ESP reading strategies with EFL students.

The results of the research study found that although there were two different groups of academic major areas of study, both groups displayed similar reading strategy awareness patterns and similar use of reading strategies while reading the ESP materials. The study also found that engineering ESP students more frequently used some types of reading strategies than did the humanities ESP students. The research study also suggested that the findings, “also help to challenge the purely speculative assumption as to the deficiencies in strategy-based ESP reading comprehension of humanities students.” (p. 63)

A research study by Poole (2009) evaluated whether there were significant differences in the use of reading strategies between Columbian university females (N=235) and Columbian university males (N=117) who completed the Survey of Reading Strategies or SORS (Mokhtari & Sheorey, 2002).

The results of the study found that the use of males’ overall reading strategies was moderate, “as was their use of half of their strategies (p. 1).” For females, the

overall strategy utilization was high as was the female use of half of their own reading strategies. Finally, the study found that the overall reading strategies for females were significantly higher than that of the males. The research study also provided ideas for teaching strategies and for suggesting areas for future research.

Research by Amirian (2013) evaluated “the impact of teaching reading strategies on reading comprehension improvement of ESP readers. It also intended to find out whether there is any interaction between readers' proficiency level and the effectiveness of reading strategy training.” (p.19) The study used 60 sophomore ESP students who were studying geography at Hakim Sabzevari University in Iran and they were randomly assigned to one of two equal sized groups. The control group received traditional reading instruction while the experimental group received training in reading strategies.

The results of the study found training ESP students in reading strategies was more effective than traditional reading instruction for improving the reading ability of ESP students. Additionally, the study found that training in reading strategies did not affect the reading ability of the ESP students who had different levels of reading proficiency. This research result also suggested that less proficient ESP readers could potentially benefit from additional training in reading strategies.

CHAPTER 4: Research Methodology

This chapter describes the participants, the instruments used for the data collection and the statistical test used in the study. The number of ESP universities students who agreed to take the survey defined the sample.

This research study used the survey instrument called the “Questionnaire on the Usage of Reading Strategies” that was developed by Olswak (2016) and it was concerned with evaluating possible differences across different types of university ESP programs.

From a scientific point of view, the quantitative approach was very valuable and has made important contributions to the advancement of knowledge. No research approach is necessarily or intrinsically better than any other approach. Rather, they are only different approaches to the study of a phenomenon. Quantitative research offers the possibility of generalizing the results more widely, giving to the researcher the control over the phenomena, as well as a counting point of view and the magnitudes of these. It also provides a great possibility of replication and a focus on specific points of such phenomena, in addition to facilitating the comparison between similar studies. (Hernandez, 2014) This research thesis is considered to be test pilot research for future investigations with larger numbers of students in more types of ESP programs. Therefore, the findings of this thesis research should be tested by replications and evaluated longitudinally.

4.1 Research Paradigm

The approach of this study was a quantitative method that was also considered to be descriptive. According to Pagano “Descriptive statistics is concerned with techniques that are used to describe or characterize the obtained data.” (2013:10) This research

study used quantitative survey methods to describe data among different ESP groups of students. The survey approach was the best method for obtaining necessary information from the ESP students. (Bryman, 2015)

4.1.1 Definition and rationale

This survey research was performed using an ontological position determined empirically of positivism, an epistemological component of objectivism while using a descriptive methodology. Throughout the last 120 years, statistics has experienced extraordinary change, including the theory of sampling (Cabrera, 1997) that allows a deeper systematic approach to problems of study for researchers in the area of ESP. As ideas evolve, it has been seen throughout this century and the last century that statistics has also undergone an extraordinary change thanks to the many contributions made by researchers who have laid the foundations of what is called the theory of sampling (Martinez, 2012). This theory of sampling includes the incorporation of technological tools to enhance the possibilities of research allowing a deeper approach to study problems such as those problems that were examined in this research study.

University students in three different English for Specific Purposes programs (Business English, English for Agriculture, and medical English) were voluntarily surveyed and compared on their reading strategies and forms of training. Results were evaluated in terms of applicability and relevance to student learning.

4.1.2 Methodological stances

This thesis research was conducted with 97 Spanish-speaking students who were in four different English for Specific Purposes (ESP) programs in Ecuador to evaluate potential reading strategy differences. A copy of that reading strategies survey is found

in Appendix F, and, Appendix A contains the letter of authorization to use Olszak (2016) reading strategies survey.

Olszak (2016) developed a pilot test survey using the responses of 98 dual language students at three different Polish universities who were asked to identify which reading strategies they applied while organizing their process of reading comprehension in the first and second foreign languages that they had studied. The items in the survey thematically include many recognized reading strategies used by learners.

Olszak found the validity of her survey to be 80% and the reliability to be highly statistically significant ($p=0,000$; $R =0,708$) using R =Pearson's correlation coefficient.

4.2.Method

This was a quantitative survey study, which was concerned with evaluating possible differences across different types of ESP programs.

4.2.1 Definition and characteristics

The method used to carry out the study was Descriptive Statistics according to (Gravetter, Wallnau, 2011:231)

Step one: State the hypothesis

Step two: Set the criteria for the decision

Step three: Collect data and compute sample statistics

Step four: Make a decision

Hypothesis Approach:

To verify the hypothesis raised in this study, a Null Hypothesis (H_0) was first defined, where the following affirmation was established; "There are no differences in

reading strategies among Spanish-speaking university students in different ESP programs," as well as an alternative hypothesis (H1) that poses the following; "There are differences in reading strategies among Spanish-speaking university students in different English language programs."

The objective of proposing a Null Hypothesis (Ho) and an Alternative Hypothesis (H1), is to perform a hypothesis test by means of the analysis of the data collected through the surveys carried out, and, thus to evaluate potential differences in reading strategies for different English for Specific Purposes groups of students.

4.2.2 Methods of data collection

The survey questionnaire was selected and used because it was a reading strategies questionnaire that had already been developed and tested with Polish university students (Europe). This research used the same survey to evaluate possible reading strategy differences among Ecuadorian ESP students (South America). In order to collect all the data needed for the study, the following procedure was followed:

1. Evaluated the Olszak journal article and survey.
2. Checked on the validity and reliability of the Olszak survey.
3. Requested the authorization for using the Olszak survey.
4. When the authorization from Ms. Olszak was received, the study was started.
5. Searched for which Ecuadorian universities offered ESP programs.
6. Conacted the coordinators of those ESP programs.
7. Sent letter requesting authorization to survey the students enrolled in those ESP university programs.
8. Obtained permission to survey the ESP students.

9. Arranged meetings with the volunteer ESP students enrolled in Quito, Guayaquil, and Riobamba at four different universities in Ecuador.
10. Informed Consent Forms distributed and explained.
11. Signed Informed Consent Forms received by the Principal Investigator.
12. Research documents completed by student participants.
13. Completed research documents received by the Principal Investigator.
14. Results compiled by the Principal Investigator.
15. Completed research documents are kept by the research department in locked cabinet.
16. Tabulated the surveys.
17. Calculated the differences of reading strategies among four groups of ESP students.
18. Using Chi-square calculations, significant differences were found among the four ESP groups in the study.
19. Results made available to all student participants.

4.2.3 Selection and handing of data

The statistical research question of concern was:

Are there significant statistical differences between the ESP groups?

4.3.4 Participants

For this study, four universities were selected. Two of the universities were located in the Andean region of Ecuador and the other two universities were located in the Costa Region. These universities were selected in order to analyze and to establish a comparison of reading strategies among Spanish-speaking University students in four different ESP programs. The selected universities were: A private university in

Guayaquil, a private university in Quito, a public university in Guayaquil and a public university in Riobamba. The total population of students in the different English programs of the four universities selected was one thousand one hundred twenty two (1,122). From that population a sampling of ninety-seven (97) ESP students voluntarily completed the Olszak (2016) reading strategies survey.

4.3.5 Selection and/or sampling

For the calculation of the sample, the following formula for a known population was used (Cabrera, 1997).

$$n = \frac{N * \sigma^2 * Z^2}{(N - 1)E^2 + \sigma^2 * Z^2}$$

Where:

n = Sample size

N = Universe or population

σ^2 = Variance

Z = Desired confidence level

E = Sample acceptable error limit

Data for the calculation of the sample:

Table 1

Data

Data	
$N =$ Universe or population	1122
$\sigma^2 =$ Variance	$(0,5)^2$
$Z =$ Desired confidence level	95% $\rightarrow Z = 1,96$
$E =$ Sample acceptable error limit	10%

For the variance (σ^2)

Assuming that the probability of success (p) is $1/2 = 0.50$ and that the probability of failure (q) is also $1/2 = 0.50$. The calculation of the variance would be:

$$\sigma^2 = p * q$$

$$\sigma^2 = 0,5 * 0,5$$

$$\sigma^2 = (0,5)^2$$

For the desired confidence level (Z)

This study used a degree of confidence of 95%, which is the usual one applied in these types of studies. The Z score was selected and found to be $Z = 1.96$. For the acceptable sampling error limit (E), a value of 10% was selected which was expressed in decimal form as 0.10.

Calculation of the sample:

$$n = \frac{N * \sigma^2 * Z^2}{(N - 1)E^2 + \sigma^2 * Z^2}$$

$$n = \frac{(1122) * (0.5)^2 * (1,96)^2}{(1122 - 1)(0,1)^2 + (0,5)^2 * (1,96)^2}$$

$$n = 97,27$$

Using these calculations, the results from the 97 surveys were compiled for the information and data necessary for the analysis of the problem.

4.3.6 Background to the participants

A total of ninety-seven (97) ESP students participated in this research study who were students attending to four different universities in Ecuador. The following list indicates the number of students who were voluntarily surveyed at the different programs of ESP at four universities in the country of Ecuador.

- 17 students in the Agriculture English Program at a public university in Guayaquil.
- 23 students in the Accounting and Business English Program at a private university in Guayaquil.
- 32 students in Business English program at a private university in Quito
- 25 students in the Medical English program at a public university in Riobamba.

4.3.7 Conclusion

The research methodology using student questionnaires for this study proved to be a valuable tool for evaluating potential differences in reading strategies for English for Specific Purposes. Because of the number of student participants ($N = 97$), this research can be viewed as a pilot study research until larger studies with larger number of student participants can be performed. Perhaps the use of longitudinal studies could also be helpful in further defining potential differences in reading strategies among ESP students.

CHAPTER 5: Presenting the Finding

5.1 Introduction

This study examined the relationships of reading strategies among different programs of English for Specific Purposes. A total of 97 students enrolled in four English for Specific Purposes (ESP) programs in two public universities and in two private universities in Ecuador were surveyed regarding their reading strategies.

There were a total of 65 items on the surveys completed by the 97 volunteer students in six reading strategy categories. Those six categories were:

1. Organizing Reading and Planning, with the number of survey items to be seven.
2. Actions Undertaken While Reading, with the number of survey items to be 18.
3. Evaluation after Reading, with the number of survey items to be 11.
4. Dealing with Problems, with the number of survey items to be ten.

The following two categories asked for an answer of “yes and no”

5. What kind of actions do you undertake in order to improve your reading skills / comprehension? The number of survey items was 15.
6. Have you ever been engaged in any of the below mentioned forms of learner training? The number of survey items was four.

5.2 The presentation

Research Question:

Are there significant statistical differences between the ESP groups?

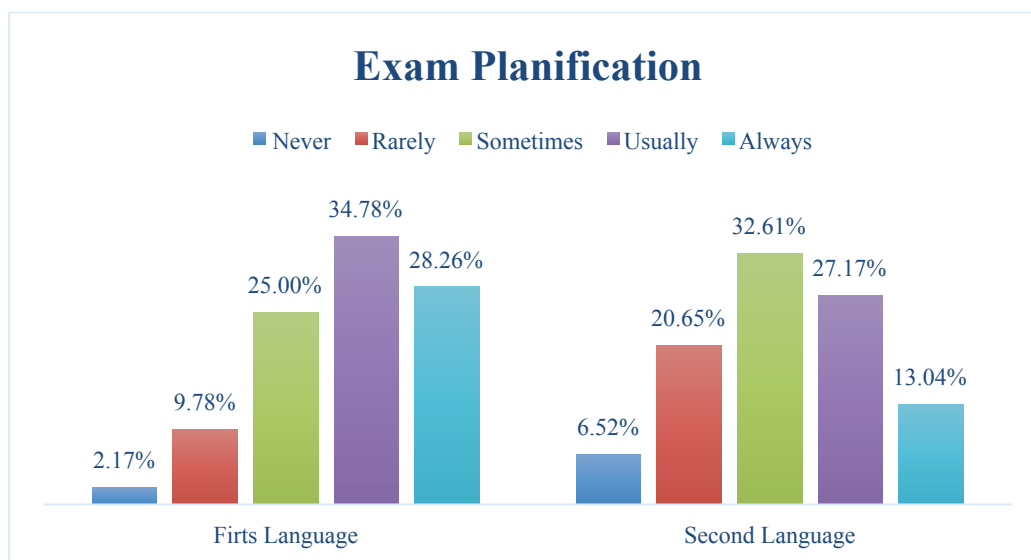
Category 1: Organizing Reading and Planning:

Table 2

Exam Planification

QUESTION 1	First Language	Second Language
Never	2	6
Rarely	9	19
Sometimes	23	30
Usually	32	25
Always	26	12
TOTAL:	92	92

Figure 1



Interpretation:

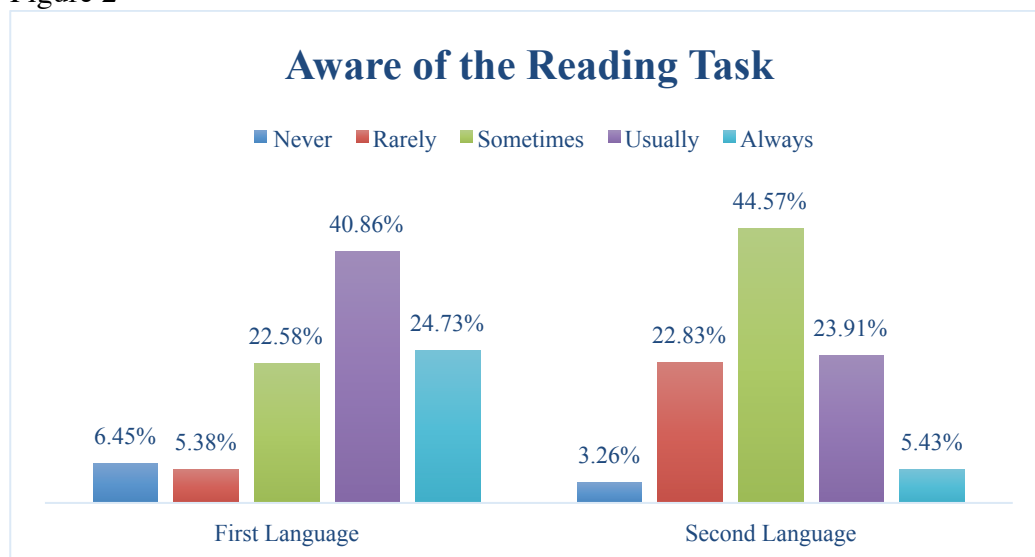
For the first language, students who were planning their examination, “usually” are 34.78% and “always” are 28.26%. While in the second language, students who plan their exam symmetrically, the most representative answer was “sometimes” with 32.61%.

Table 3

Aware of the Reading Task

QUESTION 2	First Language	Second Language
Never	6	3
Rarely	5	21
Sometimes	21	41
Usually	38	22
Always	23	5
TOTAL:	93	92

Figure 2



Interpretation:

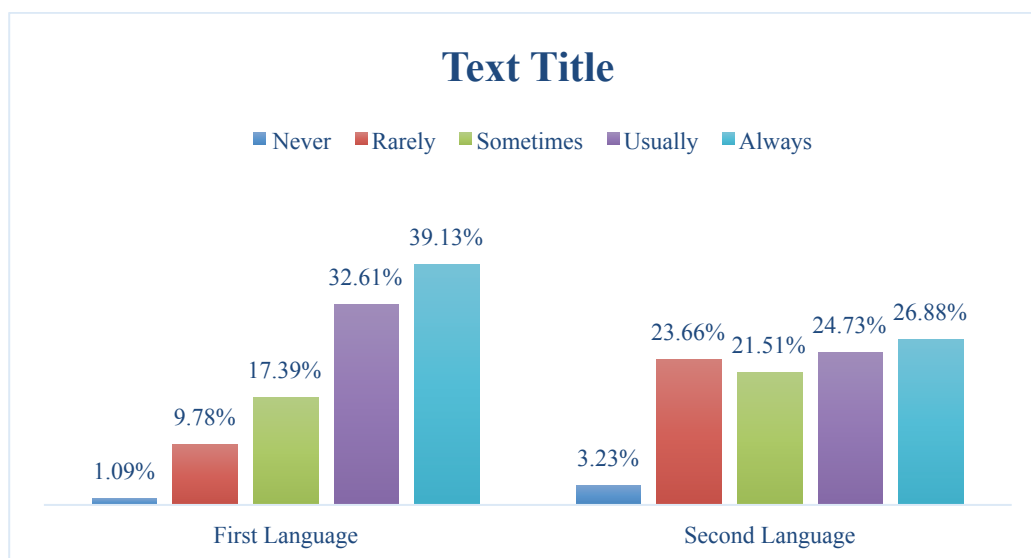
For the first language, the students who were aware of the reading task were “usually” with 40.86%. While in the second language, students were aware of the reading task symmetrically being the most representative answer “sometimes” with 44.57%. The graphic on the left is skewed to the right and the other on the right is symmetrical.

Table 4

Text Title

QUESTION 3	First Language	Second Language
Never	1.09%	3.23%
Rarely	9.78%	23.66%
Sometimes	17.39%	21.51%
Usually	32.61%	24.73%
Always	39.13%	26.88%
TOTAL:	100%	100%

Figure 3



Interpretation:

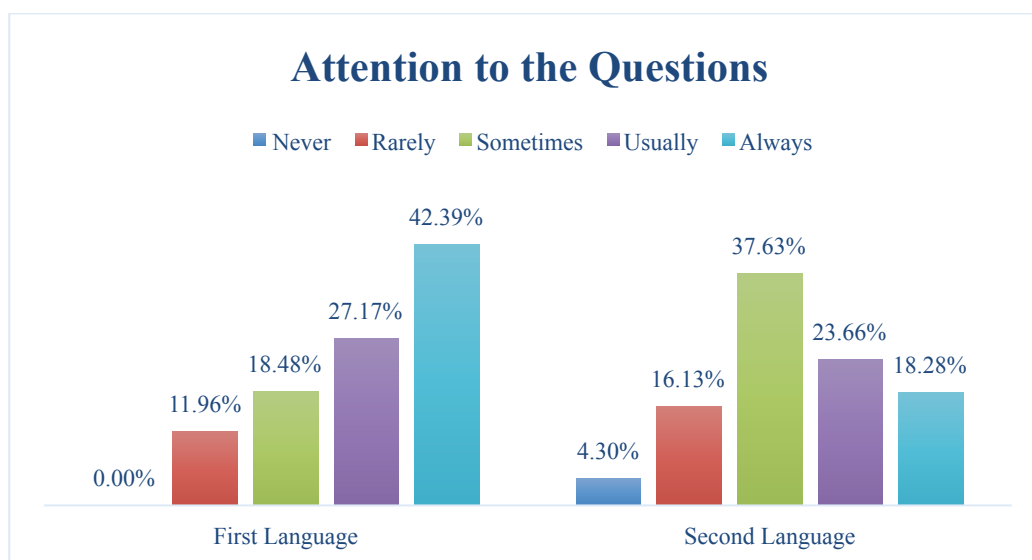
For the first language, it is possible to see that the text title helps students to get the general idea of what is the text about “always” with 39.13%. While, in the second language, the answer that is the most common is “always” with 26.88%.

Table 5

Attention to the Questions

QUESTION 4	First Language	Second Language
Never	0	4
Rarely	11	15
Sometimes	17	35
Usually	25	22
Always	39	17
TOTAL:	92	93

Figure 4



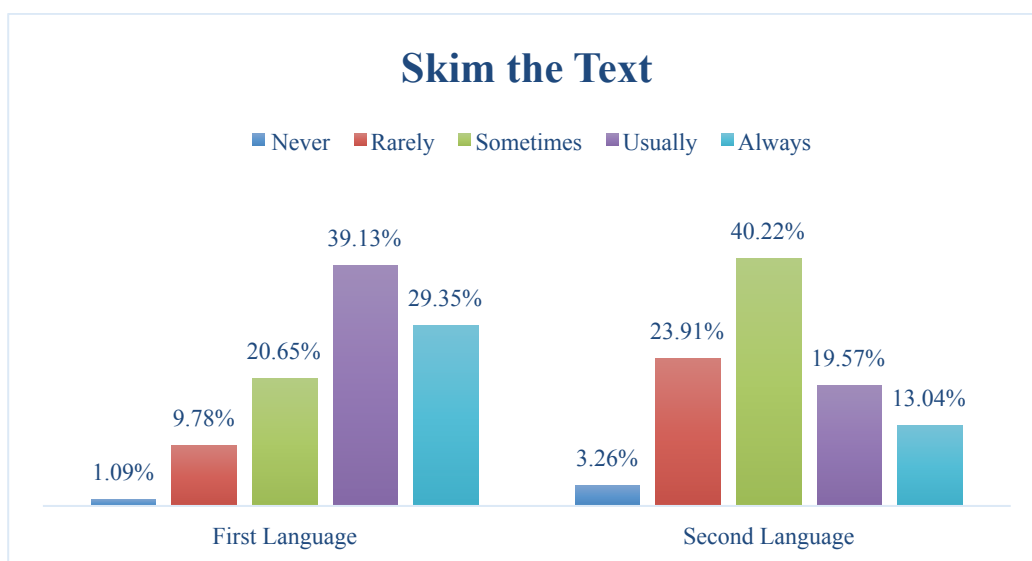
Interpretation:

For the first language, students who pay attention to the questions “always” were 42.39%. While in the second language, students who paid attention to questions “sometimes” were 37.63%.

Table 6
Skim the Text

QUESTION 5	First Language	Second Language
Never	1	3
Rarely	9	22
Sometimes	19	37
Usually	36	18
Always	27	12
TOTAL:	92	92

Figure 5



Interpretation:

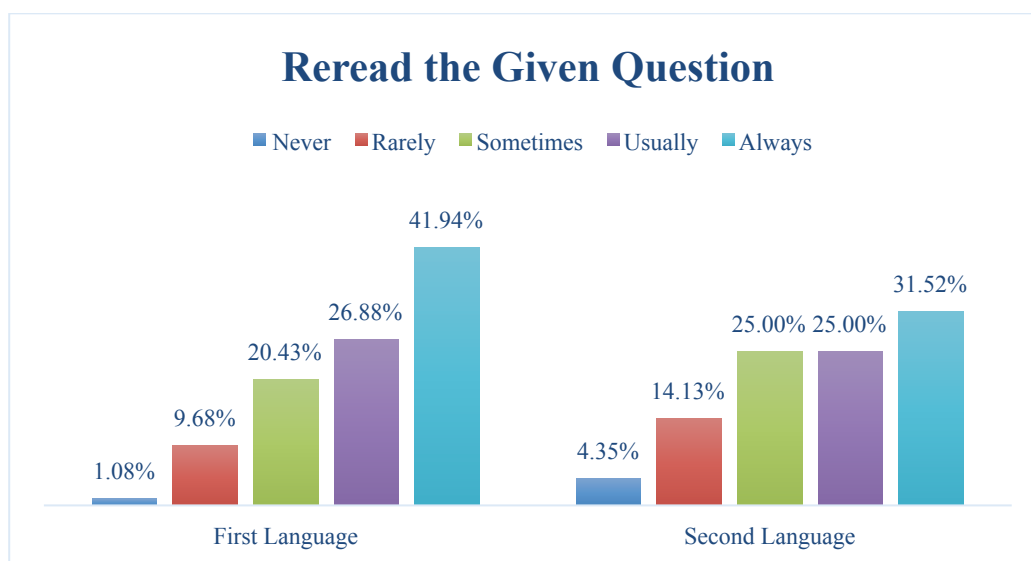
For the first language, it is seen that students skim the text “usually” were 39.13%. While in the second language, students who skim the text “sometimes” were 40.22%.

Table 7

Reread the Given Question

QUESTION 6	First Language	Second Language
Never	1	4
Rarely	9	13
Sometimes	19	23
Usually	25	23
Always	39	29
TOTAL:	93	92

Figure 6



Interpretation:

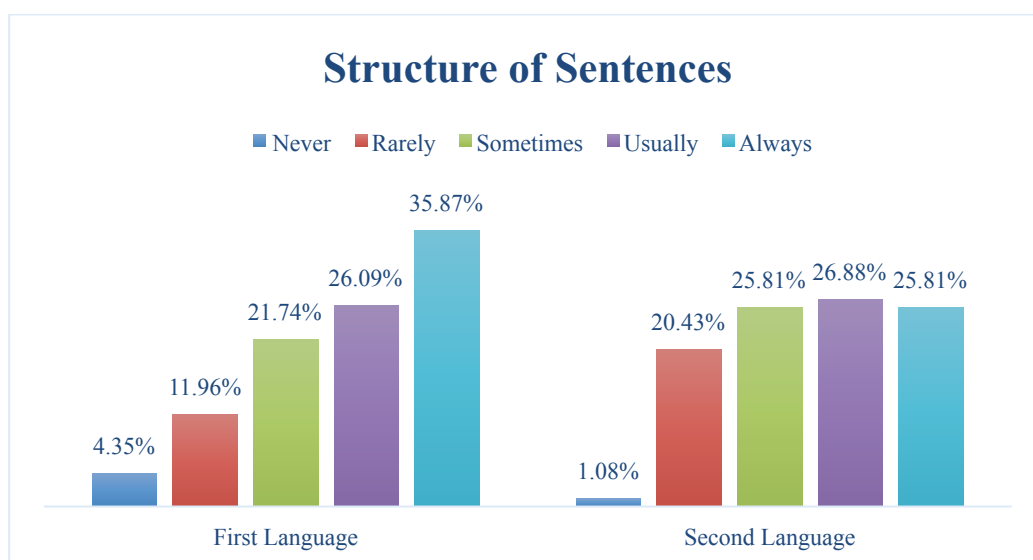
For the first language, students who read the given question “always” were 41.94%. While in the second language, the students who read the given question “always” were 31.52%.

Table 8

Structure of Sentences

QUESTION 7	First Language	Second Language
Never	4	1
Rarely	11	19
Sometimes	20	24
Usually	24	25
Always	33	24
TOTAL:	92	93

Figure 7



Interpretation:

For first language it is possible to see that students who analyzed the structure of sentences “always” were 35.87%. While in the second language, students who analyzed the structure of sentences “usually” were 26.88%.

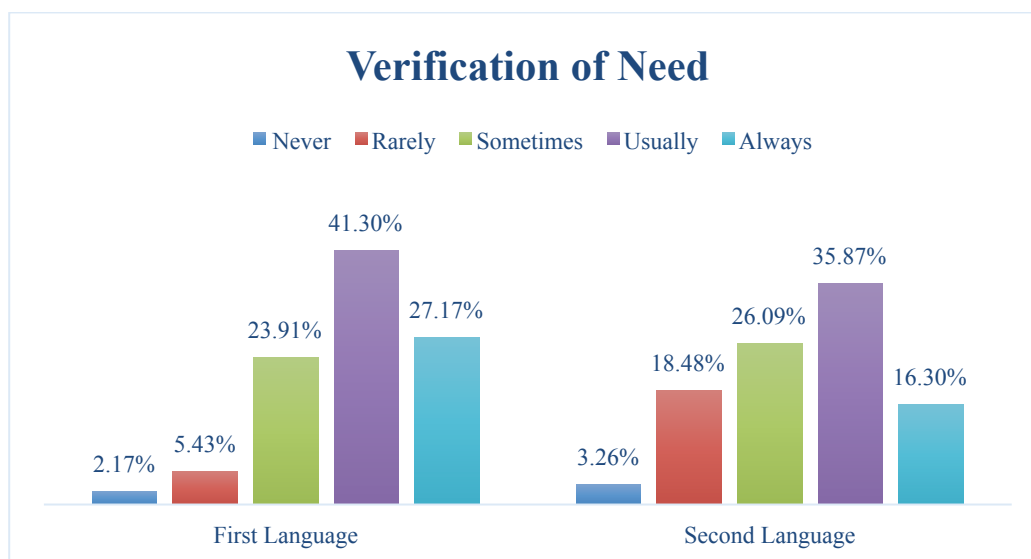
Category 2: Actions Undertaken While Reading

Table 9

Verification of Need

QUESTION 8	First Language	Second Language
Never	2.17%	3.26%
Rarely	5.43%	18.48%
Sometimes	23.91%	26.09%
Usually	41.30%	35.87%
Always	27.17%	16.30%
TOTAL:	100%	100%

Figure 8



Interpretation:

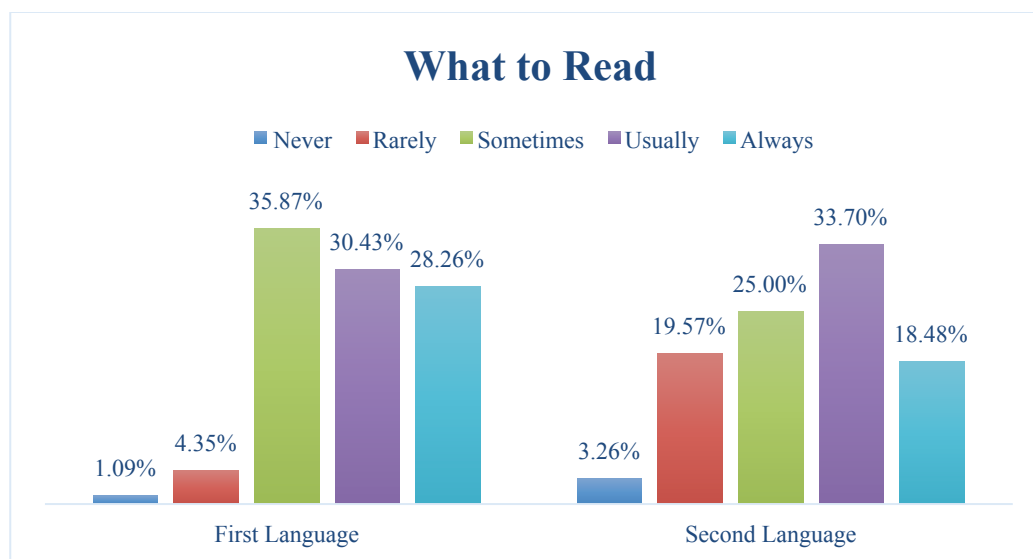
For the first language, students who verified what needs to be done “usually” were 41.30%. While in the second language, students who verified what needs to be done “usually” were 35.87%.

Table 10

What to Read

QUESTION 9	First Language	Second Language
Never	1	3
Rarely	4	18
Sometimes	33	23
Usually	28	31
Always	26	17
TOTAL:	92	92

Figure 9



Interpretation:

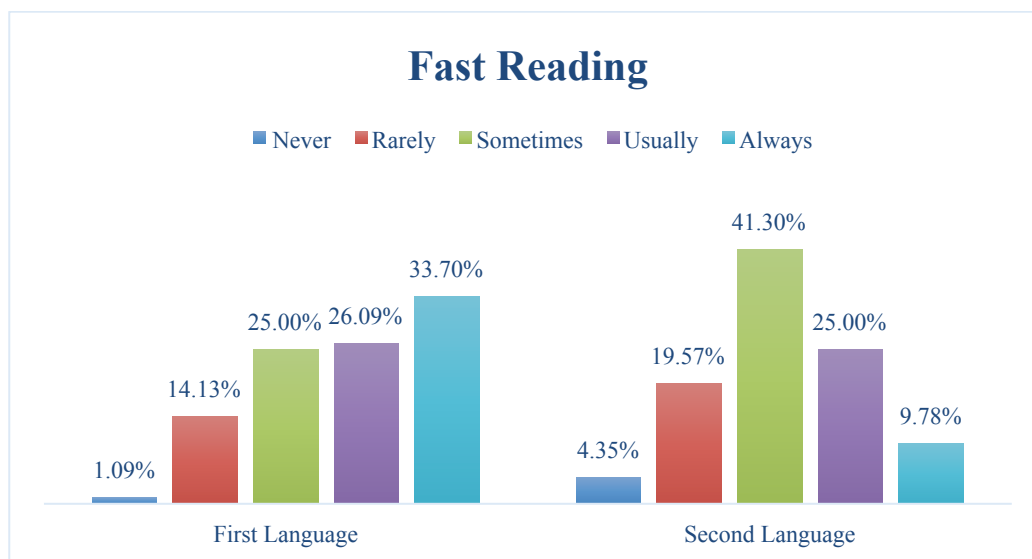
For the first language, students who knew what to read and what to avoid “sometimes” were 35.87%. While in the second language, students who knew what to read and what to avoid “usually” were 33.70%.

Table 11

Fast Reading

QUESTION 10	First Language	Second Language
Never	1	4
Rarely	13	18
Sometimes	23	38
Usually	24	23
Always	31	9
TOTAL:	92	92

Figure 10



Interpretation:

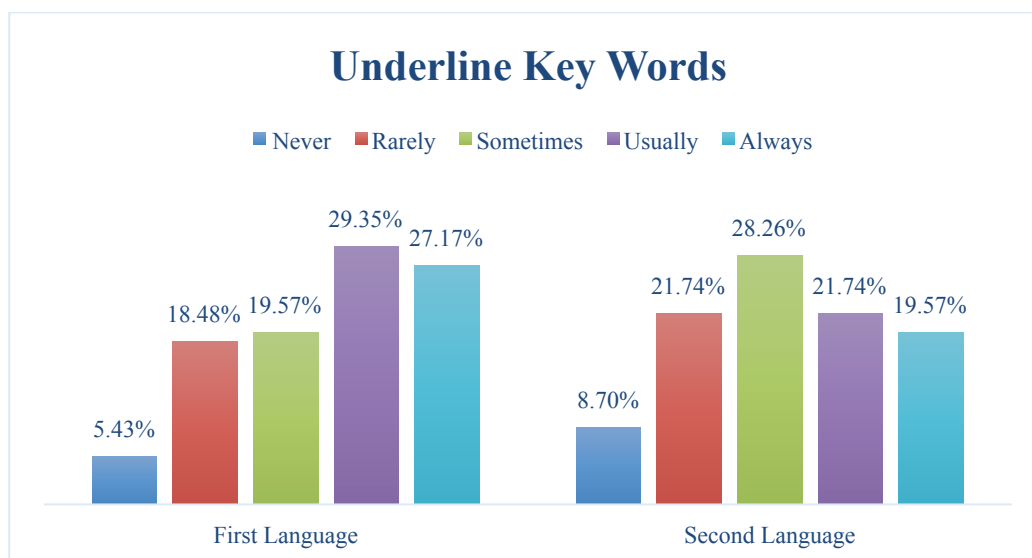
For the first language, it is possible to see that students who read fast to find out the information of the reading task “always“ were 33.70% while students for the second language “sometimes” were 41.30%.

Table 12

Underline Key Word

QUESTION 11	First Language	Second Language
Never	5	8
Rarely	17	20
Sometimes	18	26
Usually	27	20
Always	25	18
TOTAL:	92	92

Figure 11



Interpretation:

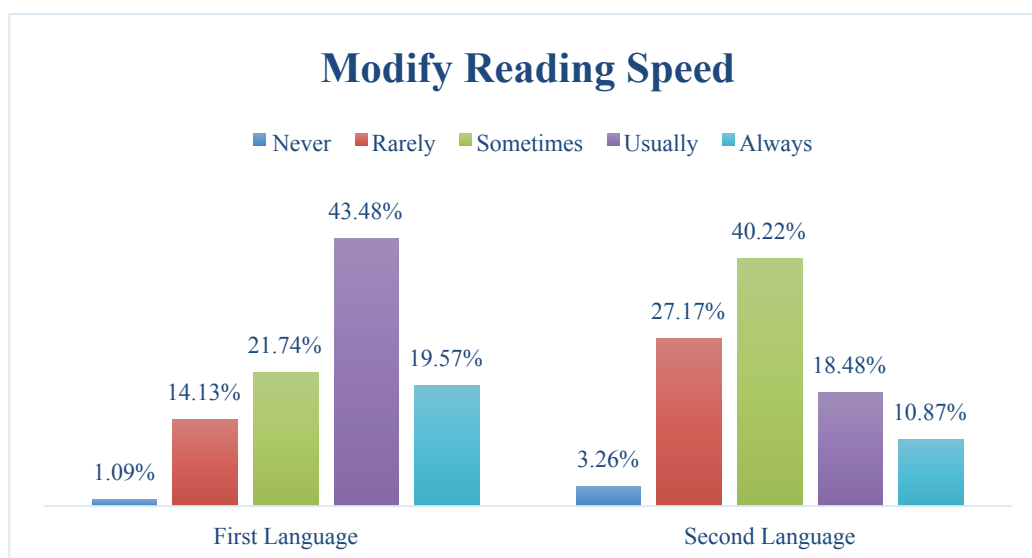
For the first language, students who underlined the key words “usually” were 29.35%. While second language students who underline the key words “sometimes” were 28.26%.

Table 13

Modify Reading Speed

QUESTION 12	First Language	Second Language
Never	1	3
Rarely	13	25
Sometimes	20	37
Usually	40	17
Always	18	10
TOTAL:	92	92

Figure 12



Interpretation:

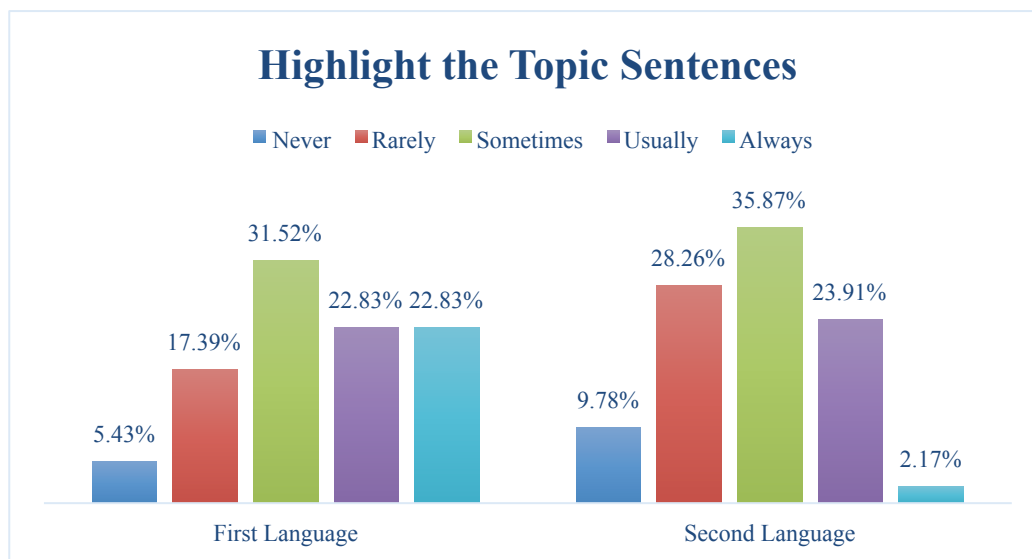
For the first language, it is possible to see that students who modified their reading speed “usually” were 43.48% while second language students who modified their reading speed “sometimes” were 40.22%.

Table 14

Highlight the Topic Sentences

QUESTION 13	First Language	Second Language
Never	5	9
Rarely	16	26
Sometimes	29	33
Usually	21	22
Always	21	2
TOTAL:	92	92

Figure 13



Interpretation:

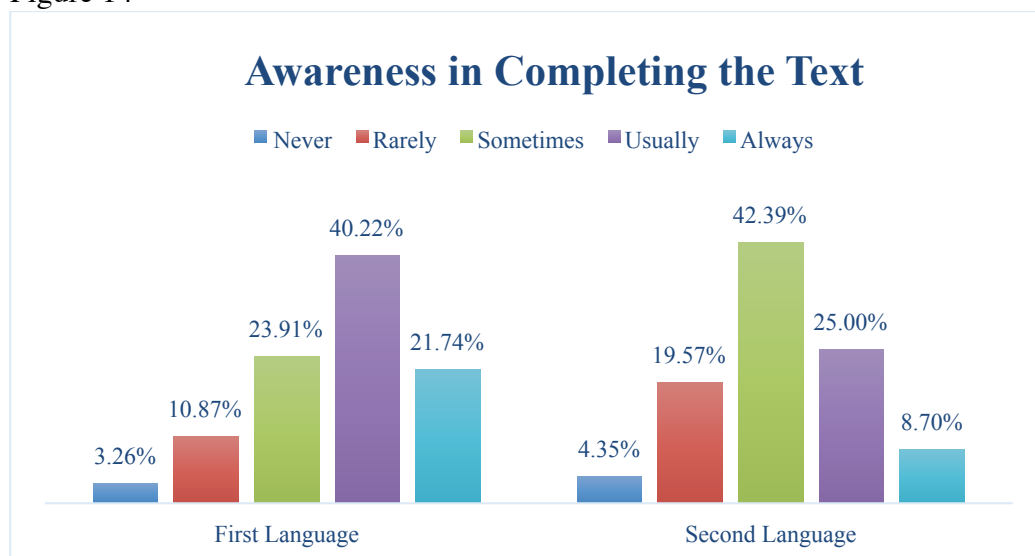
For the first language, students who highlighted the topic sentences “sometimes” were 31.52%. While second language students who highlighted the topic sentences “sometimes” were 35.87%.

Table 15

Awareness in Completing the Text

QUESTION 14	First Language	Second Language
Never	3	4
Rarely	10	18
Sometimes	22	39
Usually	37	23
Always	20	8
TOTAL:	92	92

Figure 14



Interpretation:

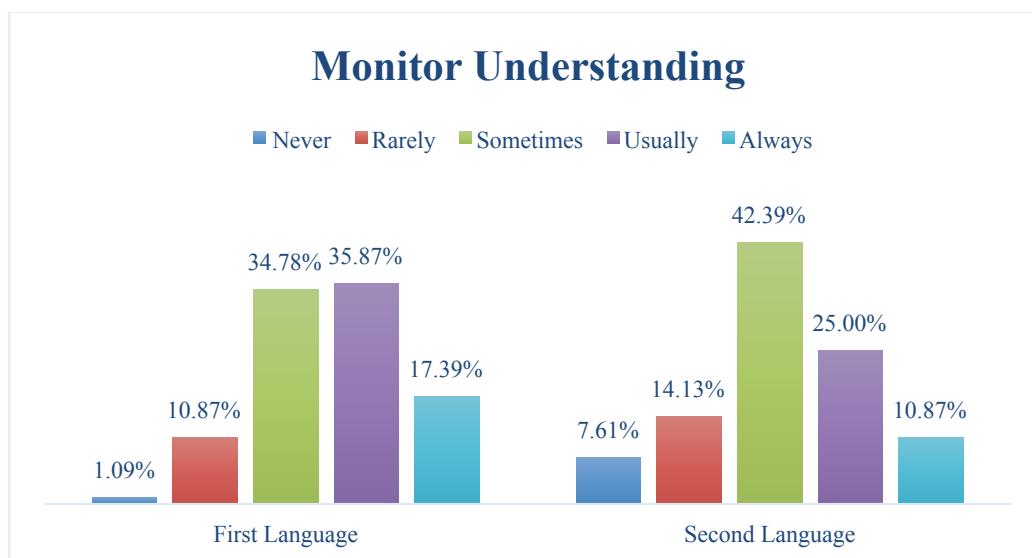
For the first language, it is possible to see that students who were aware in completing the text “usually” were 40.22% while second language students who were aware in completing the text “sometimes” were 42.39%.

Table 16

Monitor Understanding

QUESTION 15	First Language	Second Language
Never	1	7
Rarely	10	13
Sometimes	32	39
Usually	33	23
Always	16	10
TOTAL:	92	92

Figure 15



Interpretation:

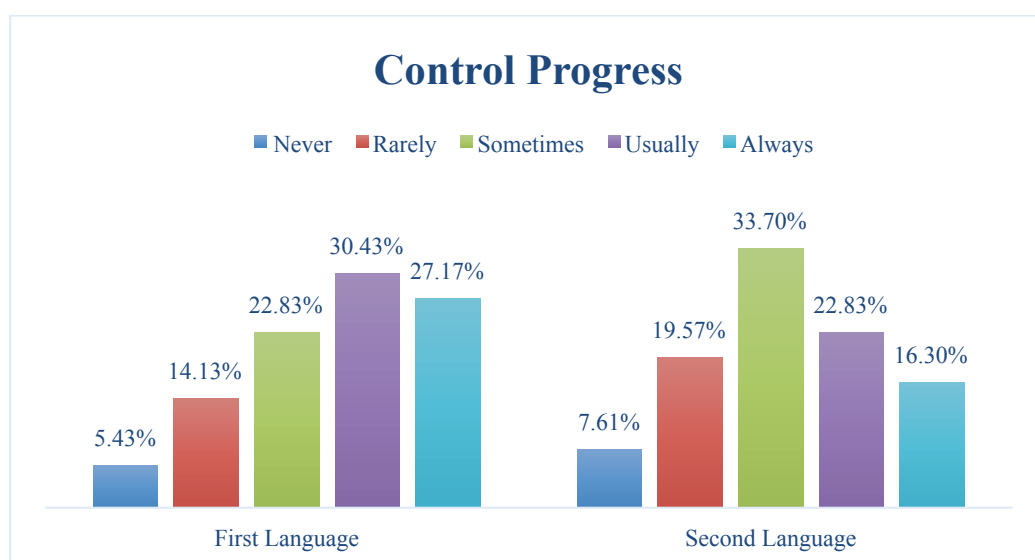
For first language students who monitored the understanding of the reading “usually,” they were 35.87%. While second language students who monitored the understanding of the reading “sometimes” were 42.39%.

Table 17

Control Progress

QUESTION 16	First Language	Second Language
Never	5	7
Rarely	13	18
Sometimes	21	31
Usually	28	21
Always	25	15
TOTAL:	92	92

Figure16



Interpretation:

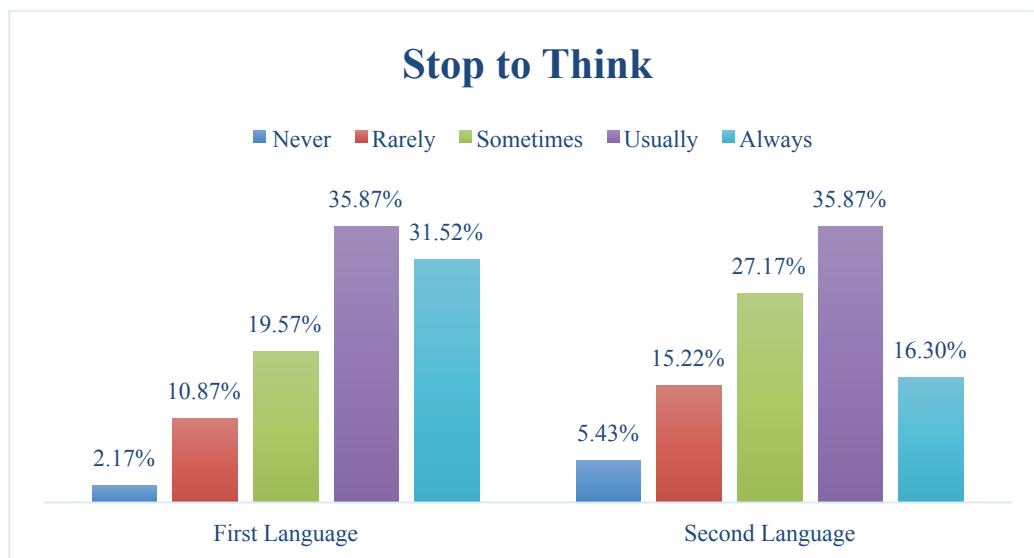
For the first language, students who monitored the understanding of the reading “usually” numbered 35.87%. While second language students who monitored the understanding of the reading “sometimes” numbered 42.39%.

Table 18

Stop to Think

QUESTION 17	First Language	Second Language
Never	2	5
Rarely	10	14
Sometimes	18	25
Usually	33	33
Always	29	15
TOTAL:	92	92

Figure 17



Interpretation:

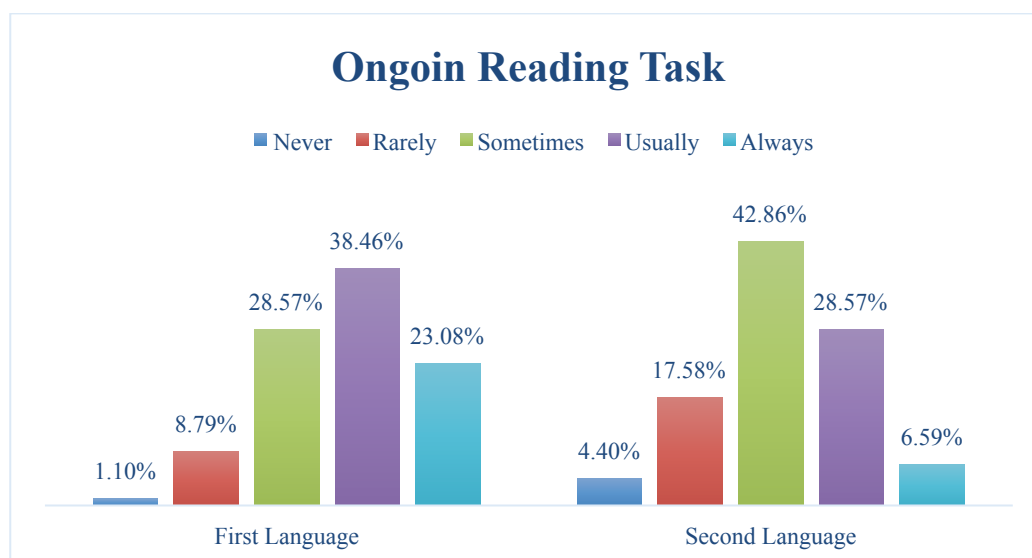
For the first language, students who stopped to think “usually” totaled 35.87% while second language students who stopped to think “usually” also totaled 35.87%.

Table 19

Ongoing Reading Task

QUESTION 18	First Language	Second Language
Never	1	4
Rarely	8	16
Sometimes	26	39
Usually	35	26
Always	21	6
TOTAL:	91	91

Figure 18



Interpretation:

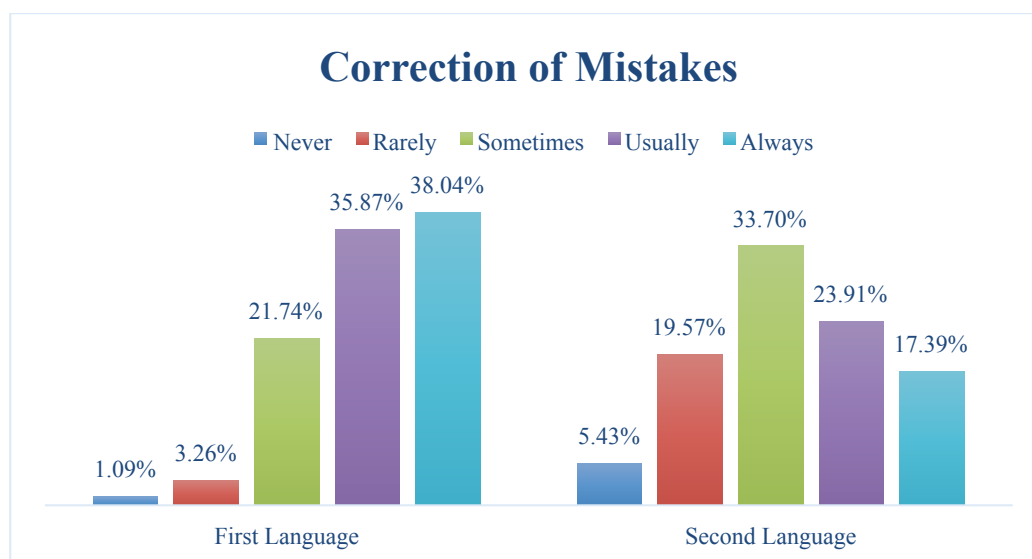
For the first language it is possible to see that students who were aware of their ongoing reading task “usually” numbered 38.46%. While second language students who were aware of their ongoing reading task “sometimes” numbered 42.86%.

Table 20

Correction of Mistakes

QUESTION 19	First Language	Second Language
Never	1	5
Rarely	3	18
Sometimes	20	31
Usually	33	22
Always	35	16
TOTAL:	92	92

Figure 19



Interpretation:

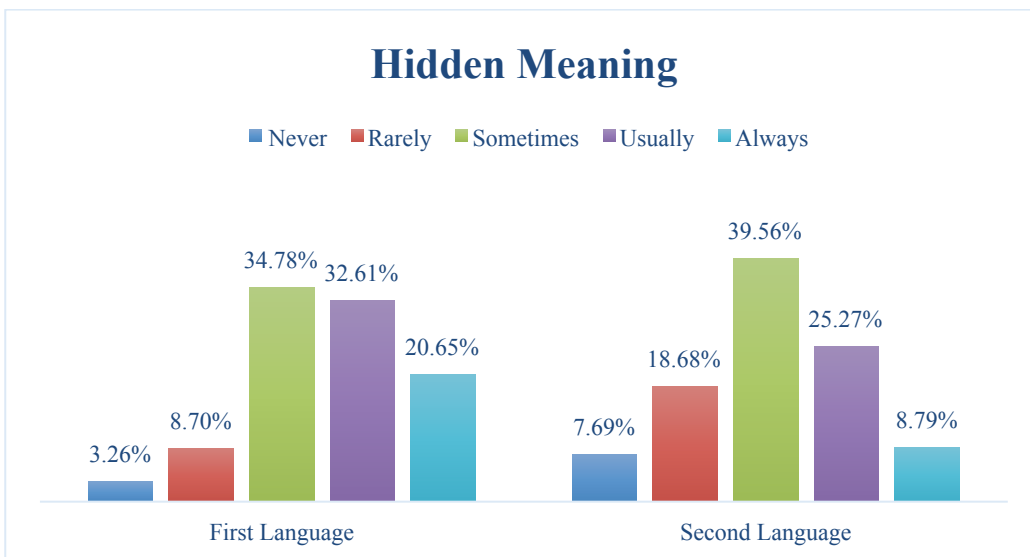
For the first language, students who were able to correct their mistakes immediately “usually” were 38.04%. While second language students who were able to correct their mistakes immediately “sometimes” were 33.70%.

Table 21

Hidden Meaning

QUESTION 20	First Language	Second Language
Never	3	7
Rarely	8	17
Sometimes	32	36
Usually	30	23
Always	19	8
TOTAL:	92	91

Figure 20



Interpretation:

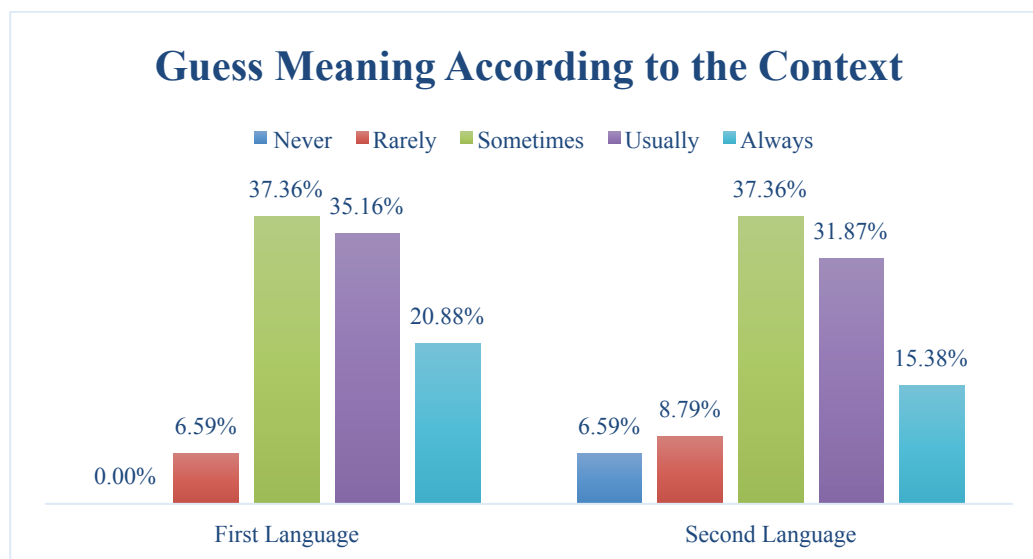
For the first language, it is possible to see that students who attempted to understand the hidden meaning “sometimes” were 34.78%. While second language students who attempted to understand the hidden meaning “sometimes” were 39.56%.

Table 22

Guess Meaning According to the Context

QUESTION 21	First Language	Second Language
Never	0	6
Rarely	6	8
Sometimes	34	34
Usually	32	29
Always	19	14
TOTAL:	91	91

Figure 21



Interpretation:

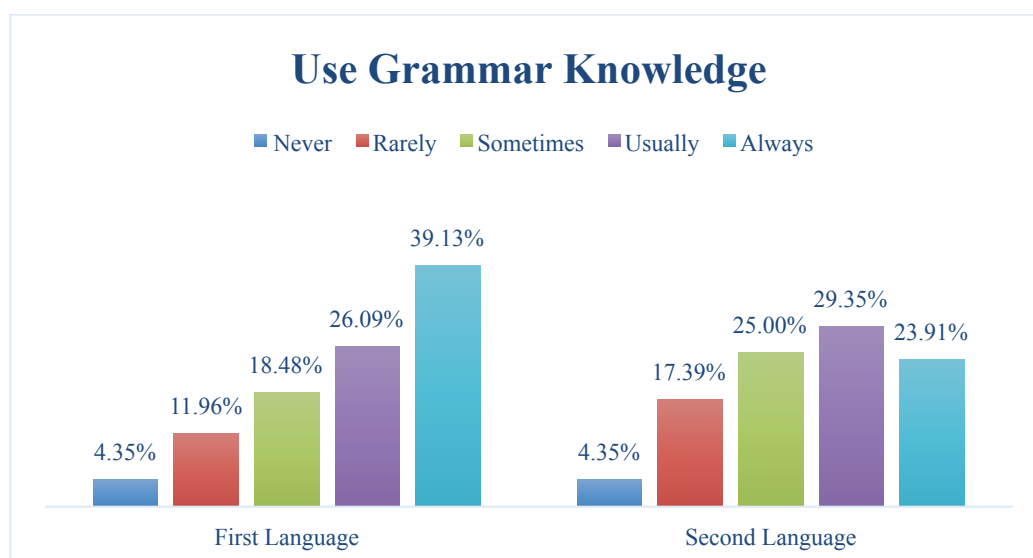
For both the first language and for the second language, student responses were identical where students guessed the meaning according to the context “sometimes” and represented 37.36% of the responses to this question.

Table 23

Use Grammar Knowledge

QUESTION 22	First Language	Second Language
Never	4	4
Rarely	11	16
Sometimes	17	23
Usually	24	27
Always	36	22
TOTAL:	92	92

Figure 22



Interpretation:

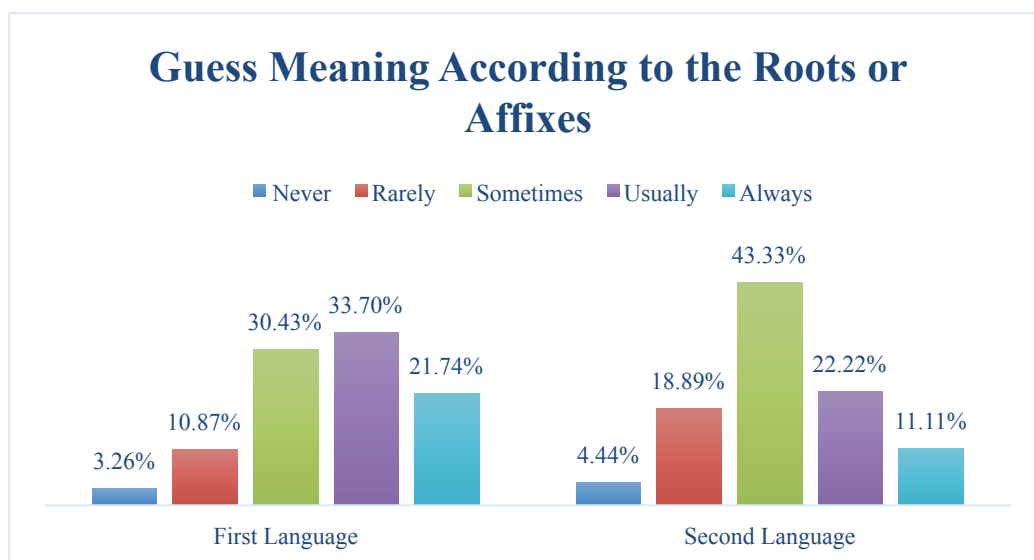
For the first language, students who used grammar knowledge to analyze sentences “always” were 39.13%. While second language students who used grammar knowledge to analyze sentences “usually” were 29.35%.

Table 24

Guess Meaning According to the Roots or Affixes

QUESTION 23	First Language	Second Language
Never	3	4
Rarely	10	17
Sometimes	28	39
Usually	31	20
Always	20	10
TOTAL:	92	90

Figure 23



Interpretation:

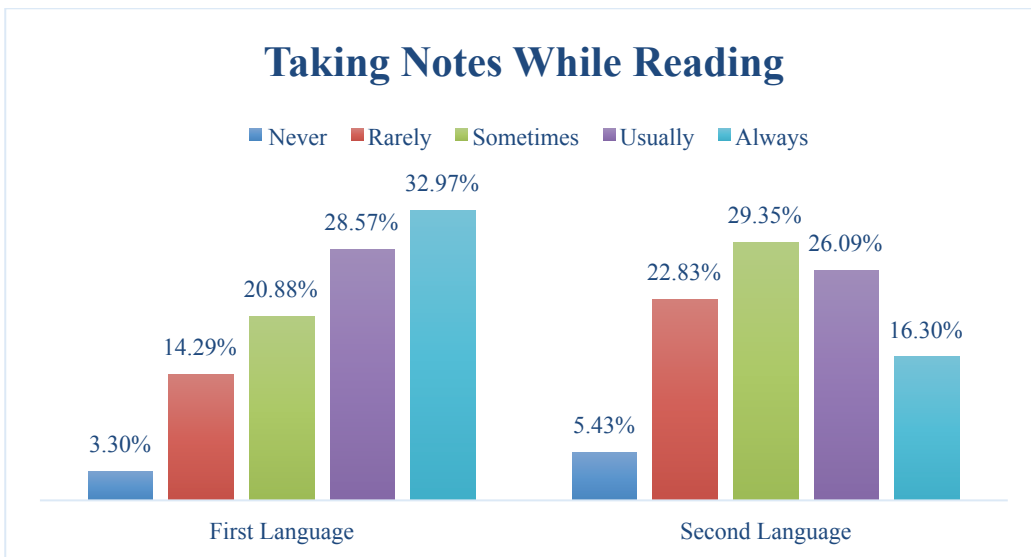
For the first language it is possible to see that students who guessed the meaning according to the roots or affixes “usually” were 33.70% while second language students who guessed the meaning according to the roots or affixes “sometimes” were 43.33%.

Table 25

Taking Notes While Reading

QUESTION 24	First Language	Second Language
Never	3	5
Rarely	13	21
Sometimes	19	27
Usually	26	24
Always	30	15
TOTAL:	91	92

Figure 24



Interpretation:

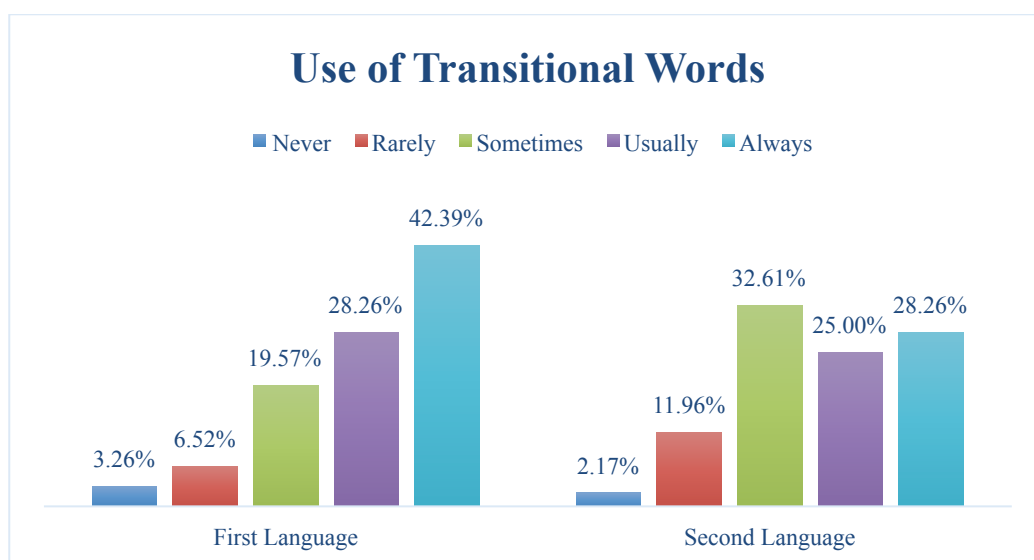
For the first language, the results show that students who took notes while reading “always” were 32.97%. While second language students who took notes while reading “sometimes” were 29.35%.

Table 26

Use of Transitional Words

QUESTION 25	First Language	Second Language
Never	3	2
Rarely	6	11
Sometimes	18	30
Usually	26	23
Always	39	26
TOTAL:	92	92

Figure 25



Interpretation:

For the first language, the results showed that students who used transitional words “always” were 42.39%. On the other hand, second language students who used transitional words “sometimes” were 32.61%.

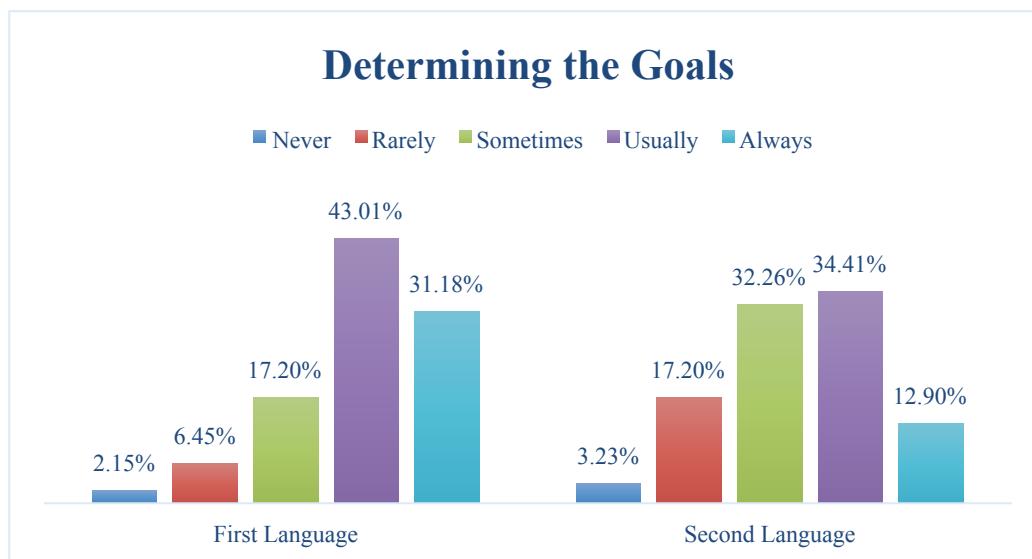
Category 3: Evaluation After Reading:

Table 27

Determining the Goal

QUESTION 26	First Language	Second Language
Never	2	3
Rarely	6	16
Sometimes	16	30
Usually	40	32
Always	29	12
TOTAL:	93	93

Figure 26



Interpretation:

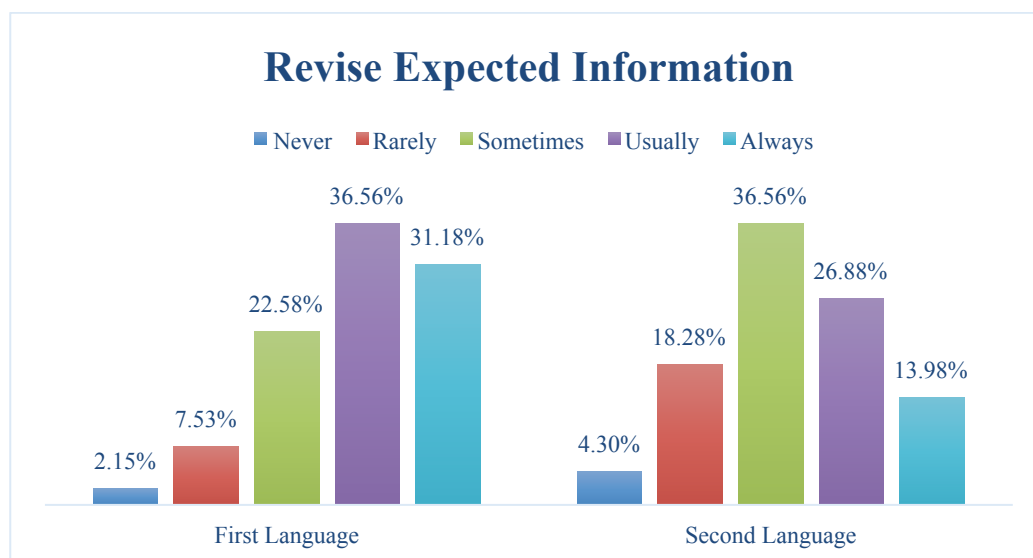
For the first language, students who determined the goals “usually” were 43.01% while the second language students who determined the goals “usually” were 34.41%.

Table 28

Revise Expected Information

QUESTION 27	First Language	Second Language
Never	2	4
Rarely	7	17
Sometimes	21	34
Usually	34	25
Always	29	13
TOTAL:	93	93

Figure 27



Interpretation:

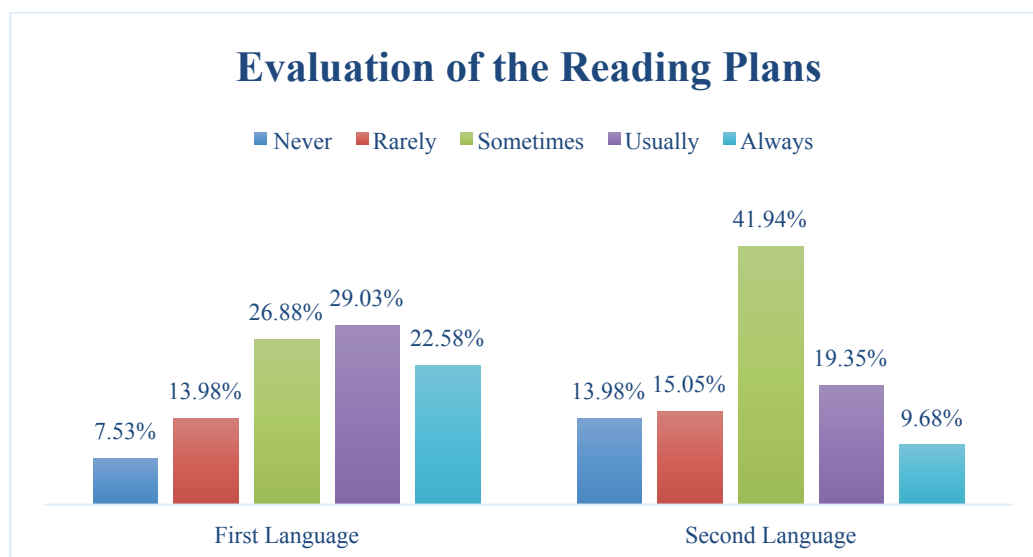
For the first language, it is possible to see that students who revised expected information “usually” were 36.56%. While second language students who revised expected information “sometimes” were 36.56%.

Table 29

Evaluation of the Reading Plans

QUESTION 28	First Language	Second Language
Never	7	13
Rarely	13	14
Sometimes	25	39
Usually	27	18
Always	21	9
TOTAL:	93	93

Figure 28



Interpretation:

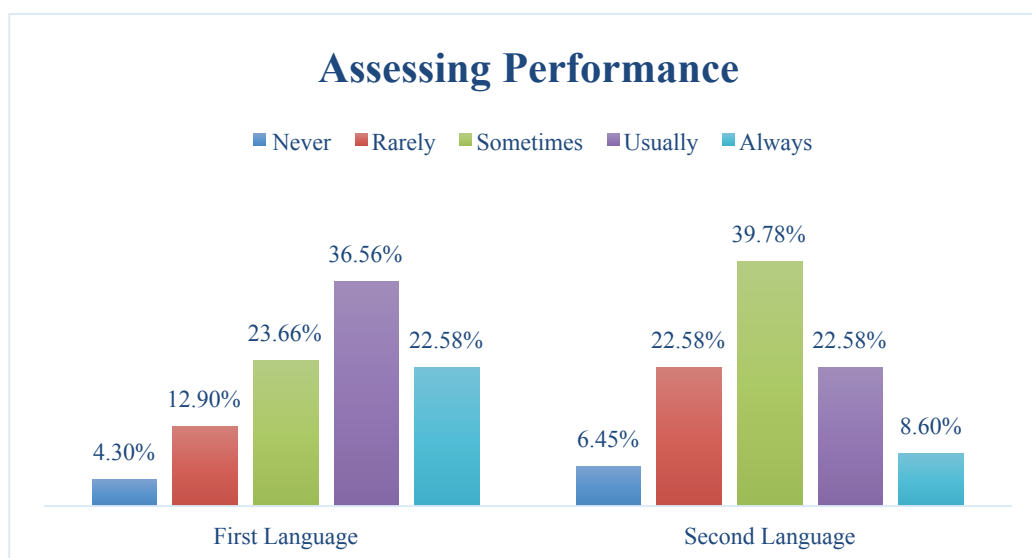
For the first language, the study results found that students who evaluate the reading plans “usually” numbered 29.03%. While second language students who evaluated the reading plans “sometimes” numbered 41.94%.

Table 30

Assessing Performance

QUESTION 29	First Language	Second Language
Never	4	6
Rarely	12	21
Sometimes	22	37
Usually	34	21
Always	21	8
TOTAL:	93	93

Figure 29



Interpretation:

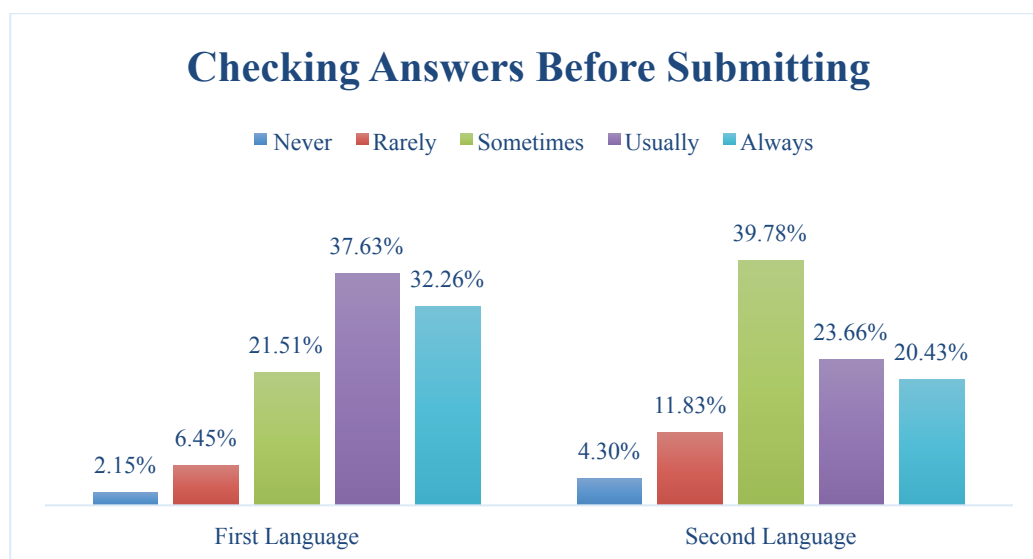
For the first language, the results indicated that students assessing performance “usually” were 36.56%. While second language students assessing performance “sometimes” were 39.78%

Table 31

Checking Answers Before Submitting

QUESTION 30	First Language	Second Language
Never	2	4
Rarely	6	11
Sometimes	20	37
Usually	35	22
Always	30	19
TOTAL:	93	93

Figure 30



Interpretation:

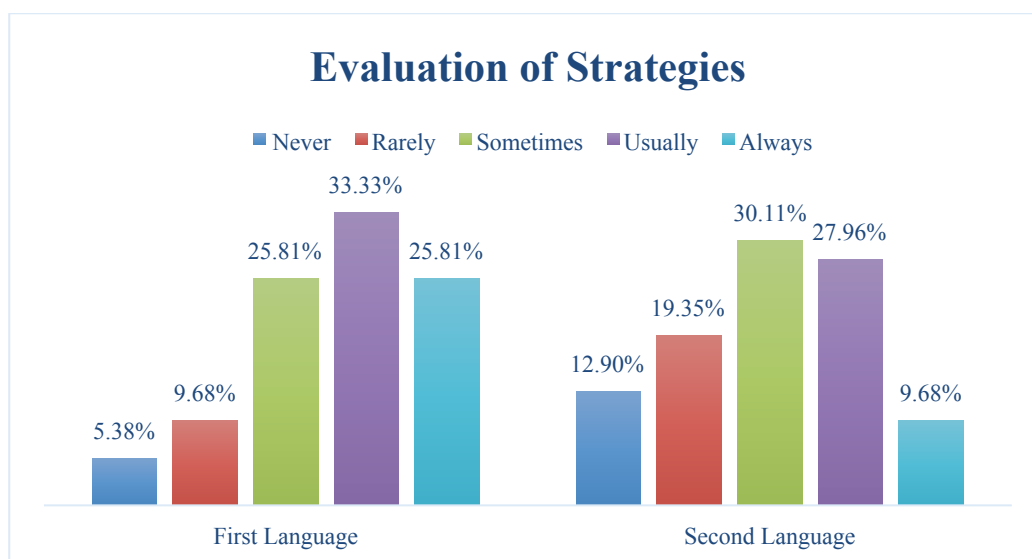
For the first language, the results indicate that students who checked answers before submitting “usually” were 37.63%. While the second language students who check answers before submitting “sometimes” were 39.78%.

Table 32

Evaluation of Strategies

QUESTION 31	First Language	Second Language
Never	5.38%	12.90%
Rarely	9.68%	19.35%
Sometimes	25.81%	30.11%
Usually	33.33%	27.96%
Always	25.81%	9.68%
TOTAL:	100%	100%

Figure 31



Interpretation:

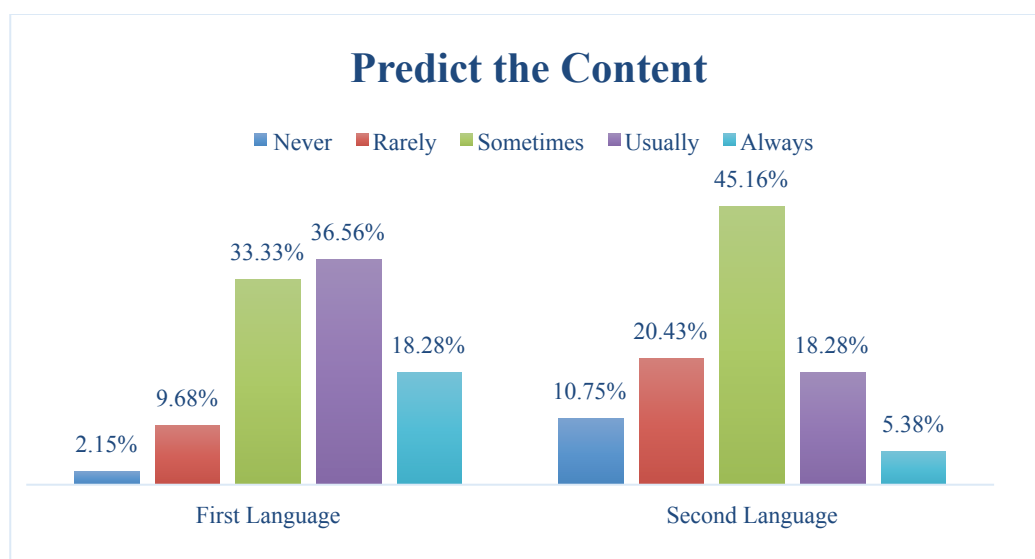
For the first language, the study found it that students who evaluated strategies “usually” were 33.33% while second language students who evaluated strategies “sometimes” were 30.11%.

Table 33

Predict the Content

QUESTION 32	First Language	Second Language
Never	2.15%	10.75%
Rarely	9.68%	20.43%
Sometimes	33.33%	45.16%
Usually	36.56%	18.28%
Always	18.28%	5.38%
TOTAL:	100%	100%

Figure 32



Interpretation:

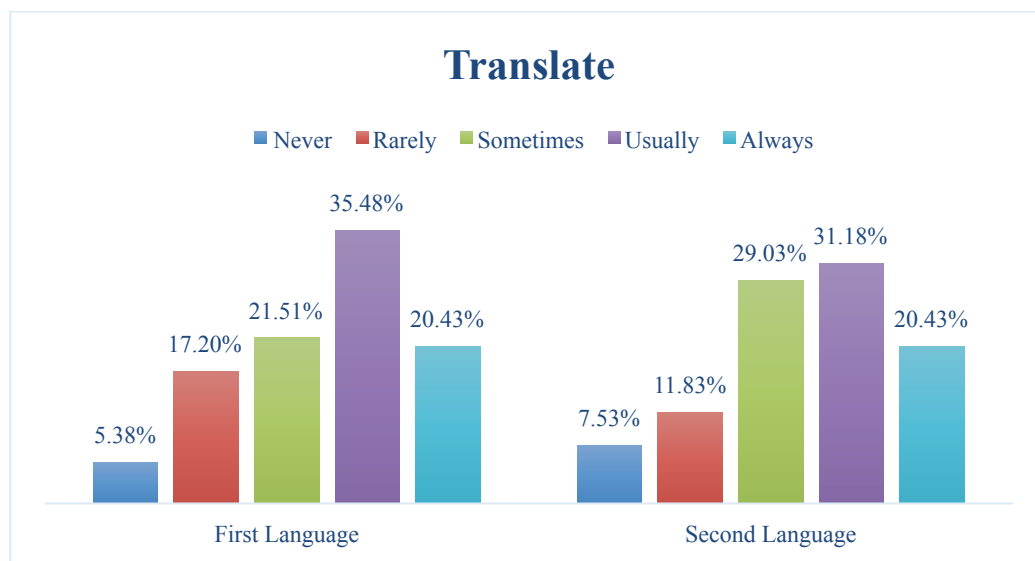
For the first language, the results found that students who predicted the content “usually” numbered 36.56%. While second language students who predicted the content “sometimes” numbered 45.16%.

Table 34

Translate

QUESTION 33	First Language	Second Language
Never	5	7
Rarely	16	11
Sometimes	20	27
Usually	33	29
Always	19	19
TOTAL:	93	93

Figure 33



Interpretation:

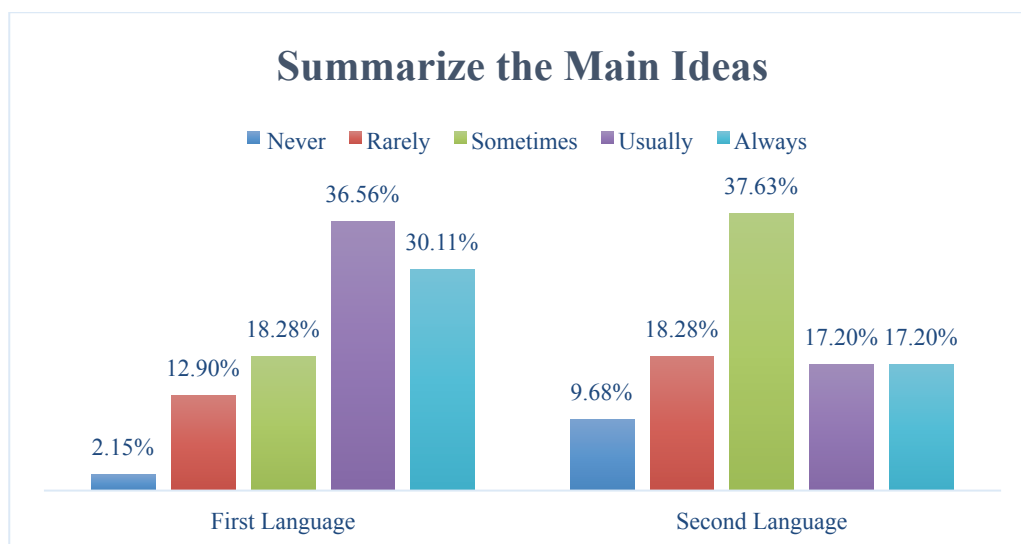
For the first language, students who translate “usually” were 35.48%. While second language students who translate “usually” were 31.18%.

Table 35

Summarize the Main Ideas

QUESTION 34	First Language	Second Language
Never	2	9
Rarely	12	17
Sometimes	17	35
Usually	34	16
Always	28	16
TOTAL:	93	93

Figure 34



Interpretation:

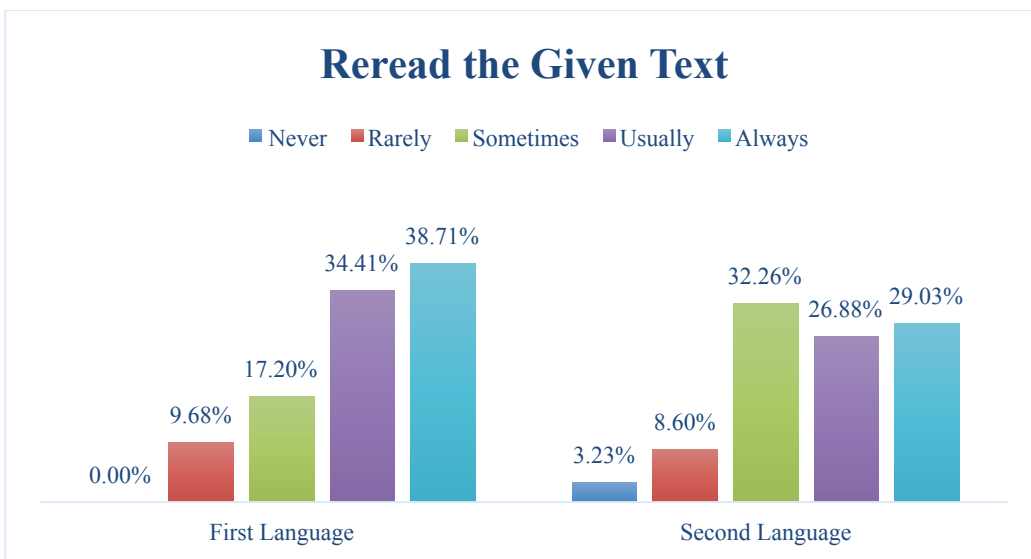
For the first language, the study found that students who summarized the main ideas “usually” totaled 36.56%. While second language students who summarized the main ideas “sometimes” totaled 37.63%.

Table 36

Reread the Given Text

QUESTION 35	First Language	Second Language
Never	0	3
Rarely	9	8
Sometimes	16	30
Usually	32	25
Always	36	27
TOTAL:	93	93

Figure 35



Interpretation:

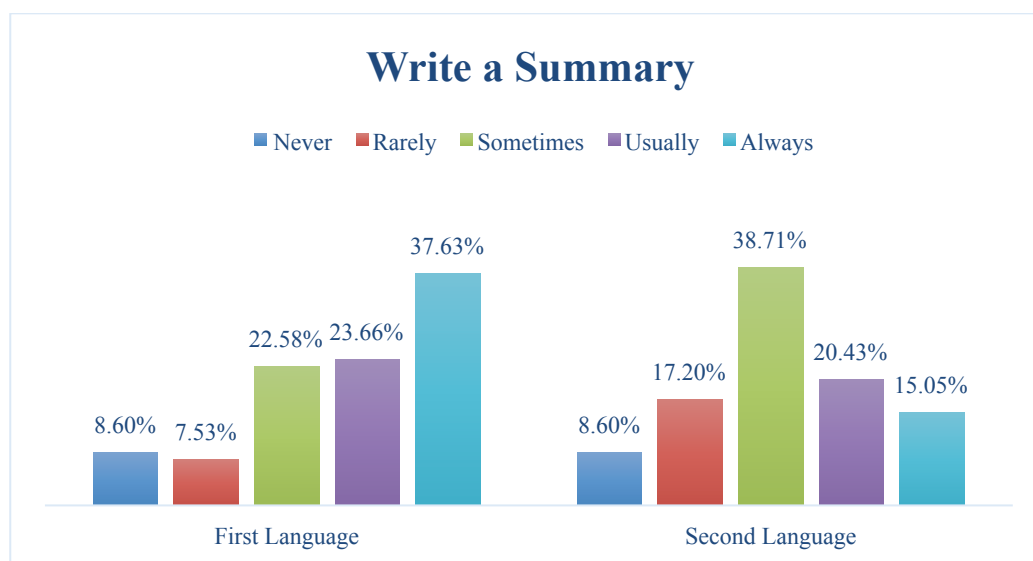
For the first language, students who reread the given text “always” numbered 38.71%. While second language students who reread the given text “sometimes” numbered 32.26%.

Table 37

Write a Summary

QUESTION 36	First Language	Second Language
Never	8	8
Rarely	7	16
Sometimes	21	36
Usually	22	19
Always	35	14
TOTAL:	93	93

Figure 36



Interpretation:

For the first language, students who wrote a summary “always” were 37.63%. While second language students who wrote a summary “sometimes” were 38.71%.

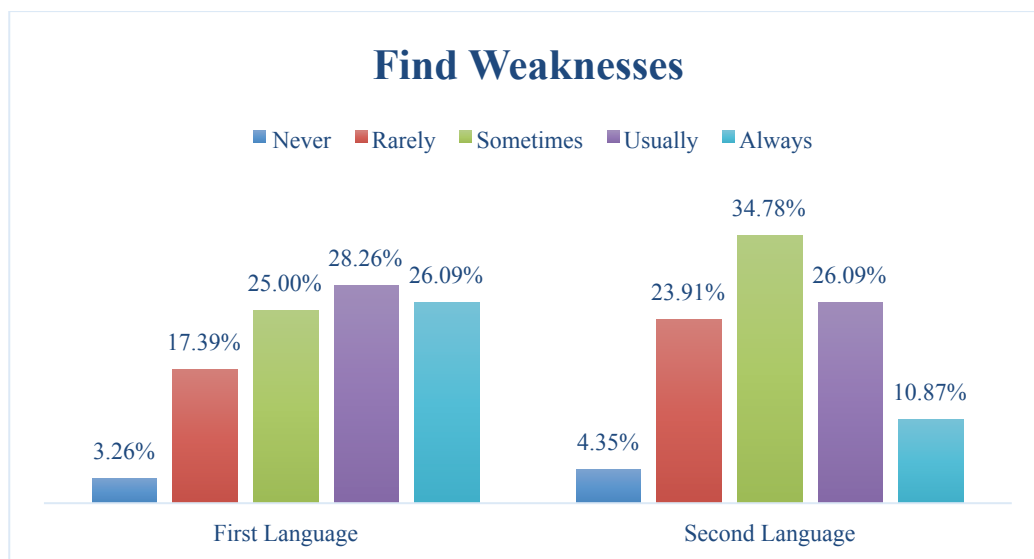
Category 4: Dealing with Problems

Table 38

Find Weaknesses

QUESTION 37	First Language	Second Language
Never	3	4
Rarely	16	22
Sometimes	23	32
Usually	26	24
Always	24	10
TOTAL:	92	92

Figure 37



Interpretation:

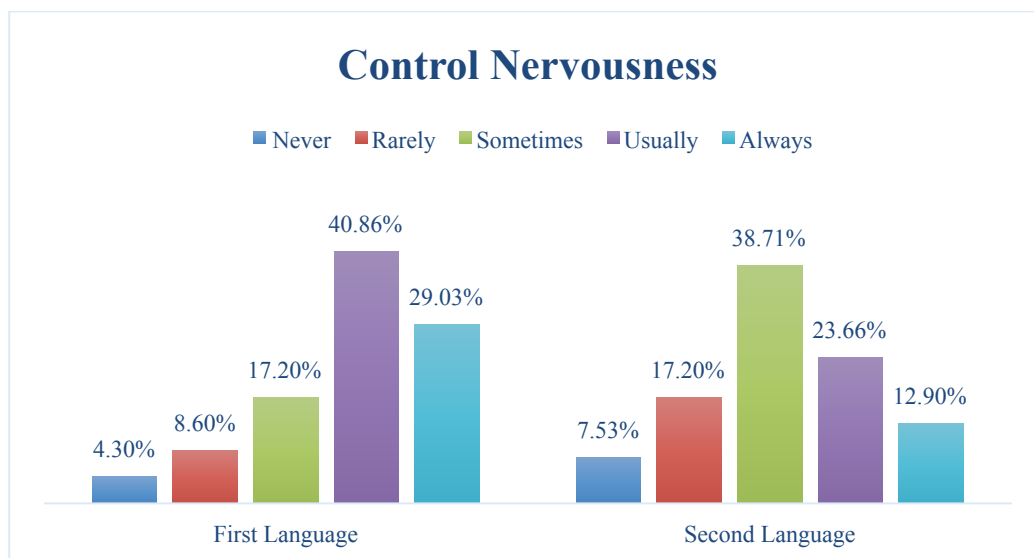
For the first language, it is possible to see that students who found weaknesses “usually” were 28.26%. While second language students who found weaknesses “sometimes” were 34.78%.

Table 39

Control Nervousness

QUESTION 38	First Language	Second Language
Never	4	7
Rarely	8	16
Sometimes	16	36
Usually	38	22
Always	27	12
TOTAL:	93	93

Figure 38



Interpretation:

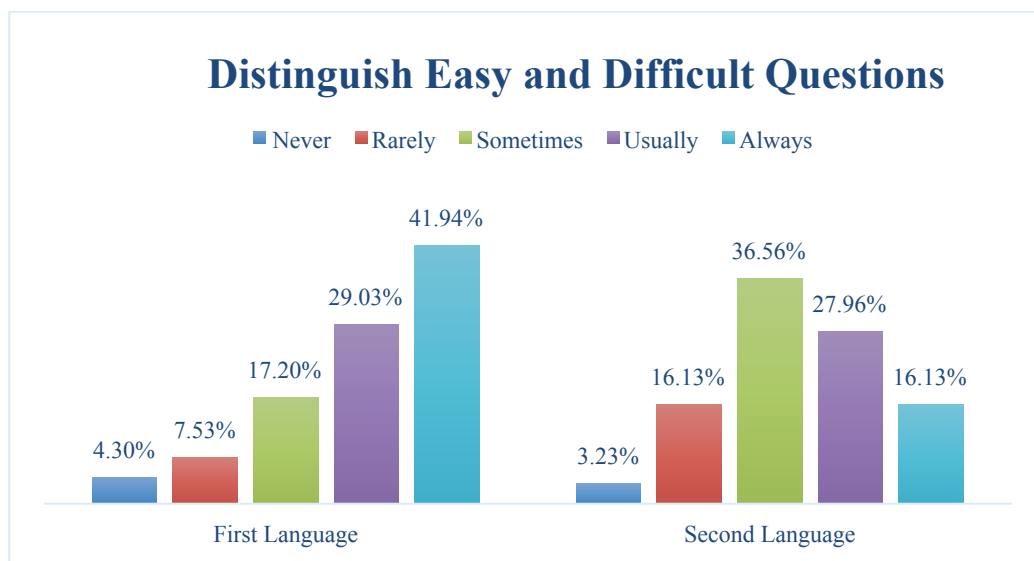
For the first language, the results of the study found that students who controlled nervousness “usually” were 40.86%. While second language students who controlled nervousness “sometimes” were 38.71%.

Table 40

Distinguish Easy and Difficult Questions

QUESTION 39	First Language	Second Language
Never	4	3
Rarely	7	15
Sometimes	16	34
Usually	27	26
Always	39	15
TOTAL:	93	93

Figure 39



Interpretation:

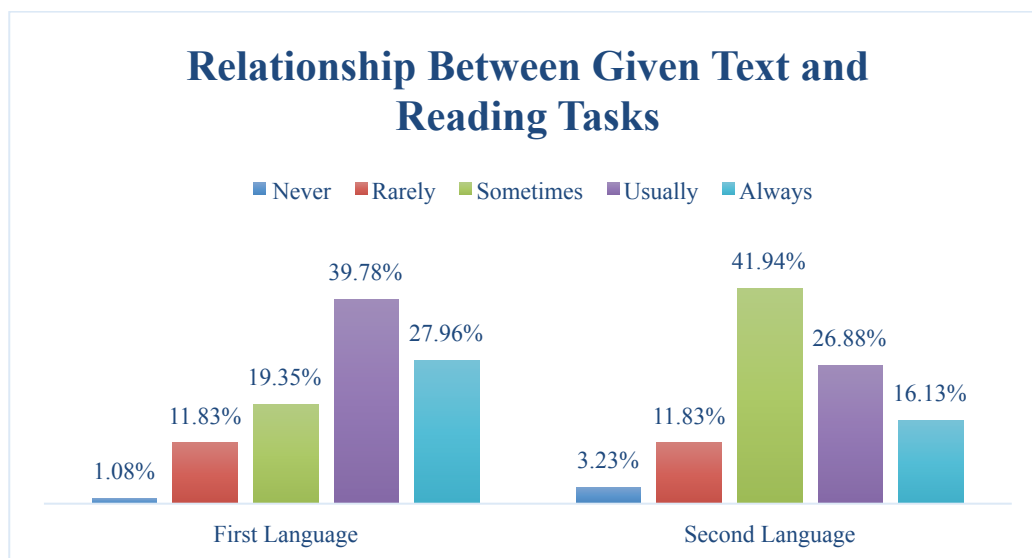
For the first language, the study found that students who distinguished easy and difficult questions “always” totaled 41.94% while second language students who distinguished easy and difficult questions “sometimes” totaled 36.56%.

Table 41

Relationship Between Given Text and Reading Tasks

QUESTION 40	First Language	Second Language
Never	1	3
Rarely	11	11
Sometimes	18	39
Usually	37	25
Always	26	15
TOTAL:	93	93

Figure 40



Interpretation:

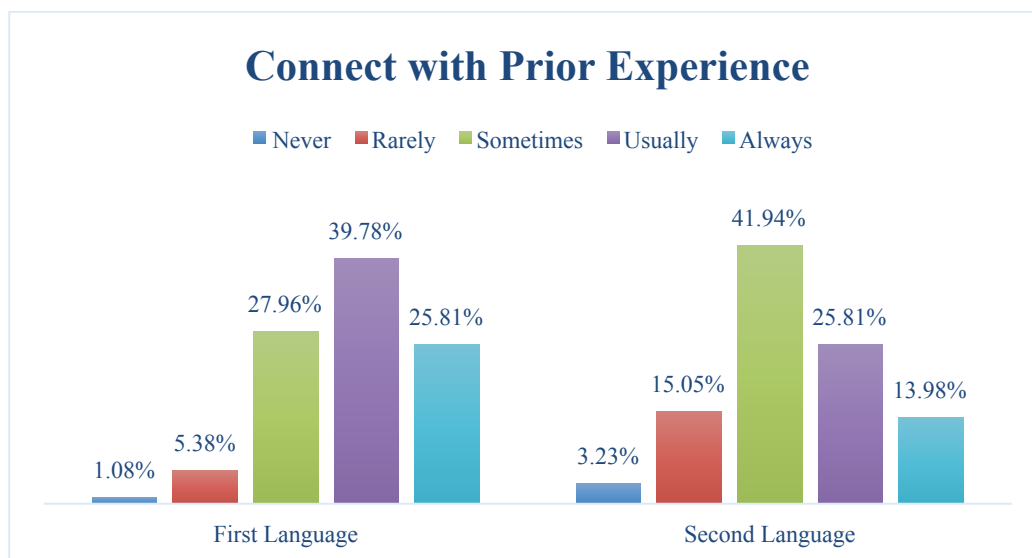
For the first language, students who made a relationship between given text and reading tasks “usually” numbered 39.78%. While second language students who made a relationship between given text and reading tasks “sometimes” numbered 41.94%.

Table 42

Connect with Prior Experience

QUESTION 41	First Language	Second Language
Never	1	3
Rarely	5	14
Sometimes	26	39
Usually	37	24
Always	24	13
TOTAL:	93	93

Figure 41



Interpretation:

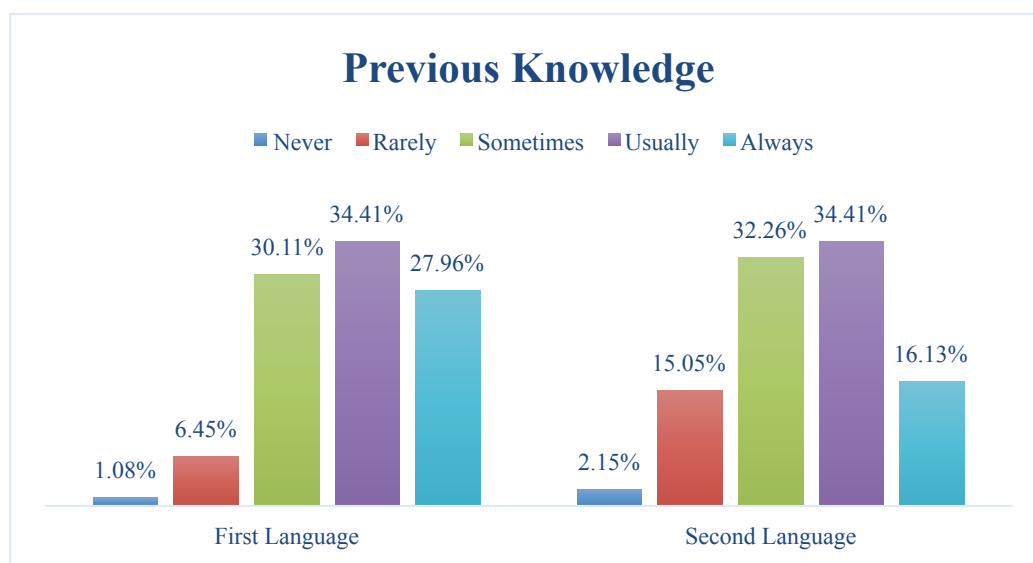
For the first language, the results found that students who connected with prior experience “usually” numbered 39.78%. While in second language students who connected with prior experience “sometimes” numbered 41.94%.

Table 43

Previous Knowledge

QUESTION 42	First Language	Second Language
Never	1	2
Rarely	6	14
Sometimes	28	30
Usually	32	32
Always	26	15
TOTAL:	93	93

Figure 42



Interpretation:

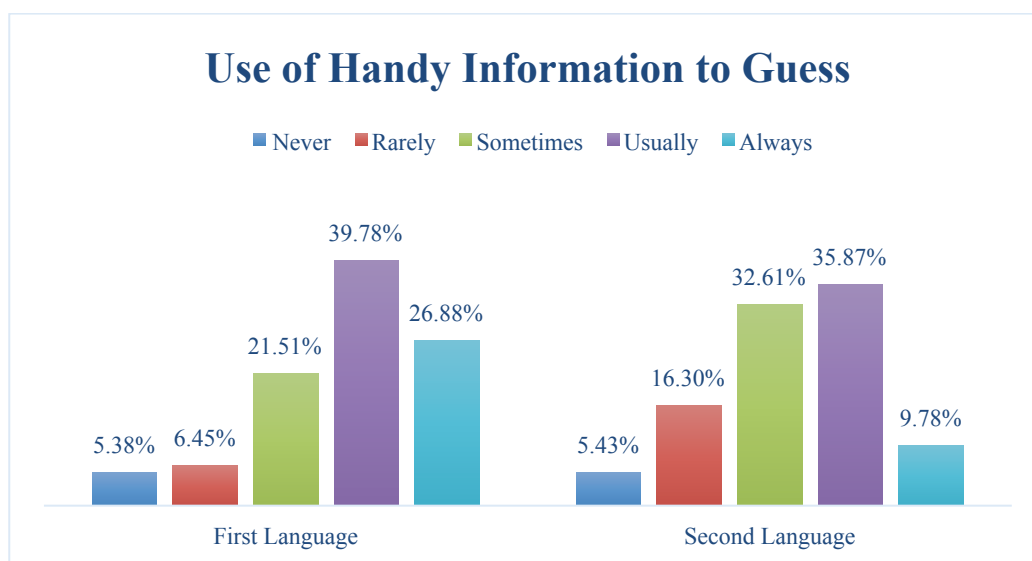
For the first language, the results of the study found that students who used their previous knowledge “usually” were 34.41%. While second language students who used their previous knowledge “usually” were 34.41%.

Table 44

Use of Handy Information to Guess

QUESTION 43	First Language	Second Language
Never	5	5
Rarely	6	15
Sometimes	20	30
Usually	37	33
Always	25	9
TOTAL:	93	92

Figure 43



Interpretation:

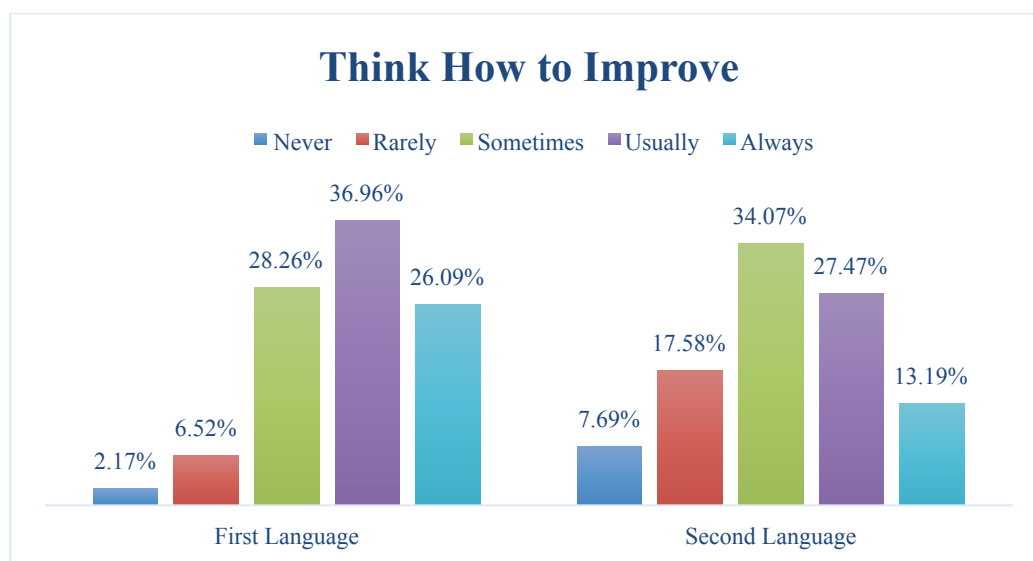
For the first language, students who made use of handy information to guess “usually” totaled 39.78% while second language students who made use of handy information to guess “usually” totaled 35.87%.

Table 45

Think How to Improve

QUESTION 44	First Language	Second Language
Never	2	7
Rarely	6	16
Sometimes	26	31
Usually	34	25
Always	24	12
TOTAL:	92	91

Figure 44



Interpretation:

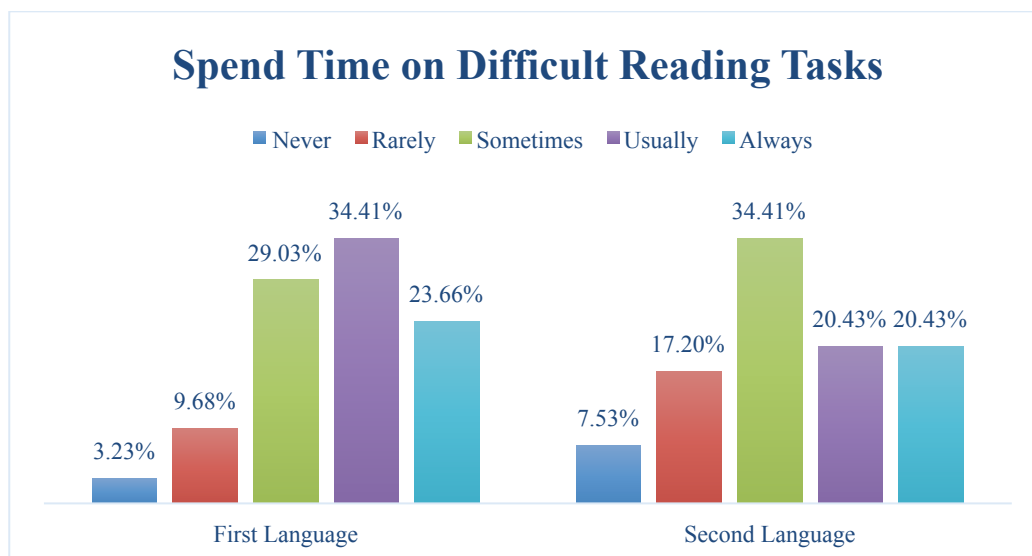
For the first language, results indicated that students who thought about how to improve “usually” numbered 36.96%. While second language students who thought about how to improve “sometimes” numbered 34.07%.

Table 46

Spend Time on Difficult Reading Tasks

QUESTION 45	First Language	Second Language
Never	3	7
Rarely	9	16
Sometimes	27	32
Usually	32	19
Always	22	19
TOTAL:	93	93

Figure 45



Interpretation:

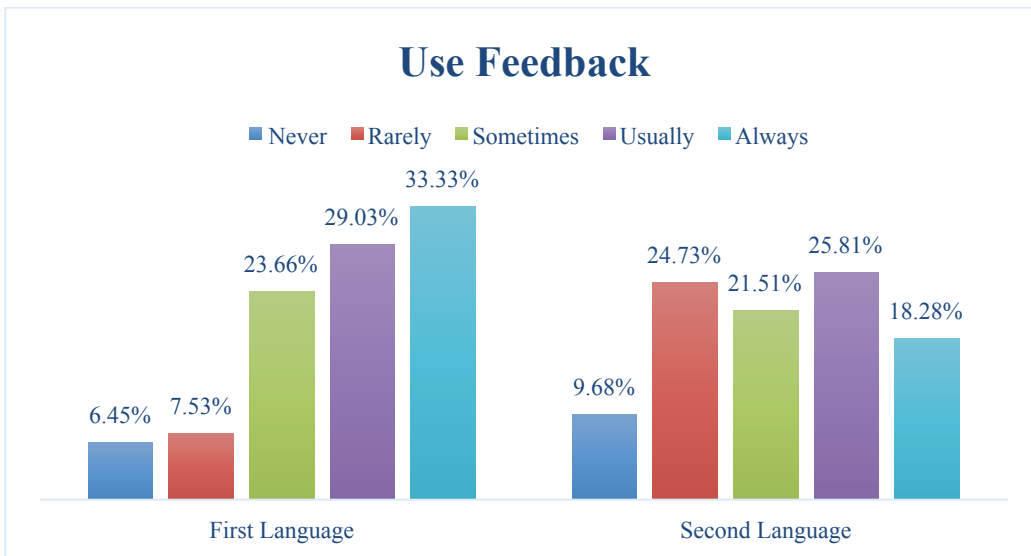
For the first language, the results show that students who spent time on difficult reading tasks “usually” were 34.41%. While second language students who spent time on difficult reading tasks “sometimes” were 34.41%.

Table 47

Use Feedback

QUESTION 46	First Language	Second Language
Never	6	9
Rarely	7	23
Sometimes	22	20
Usually	27	24
Always	31	17
TOTAL:	93	93

Figure 46



Interpretation:

For the first language, the study found that students who use feedback “always” totaled 33.33% while second language students who use feedback “usually” totaled 25.81%.

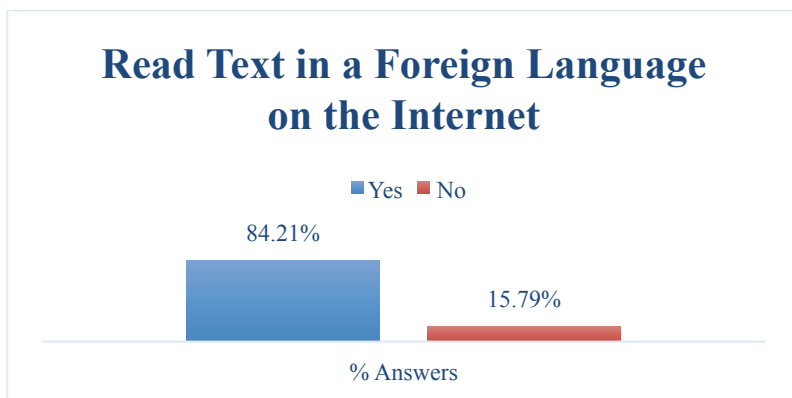
Category 5: Yes / No Type of Actions

Table 48

Read text in a foreign language on the Internet

QUESTION 47	Answers
Yes	80
No	15
TOTAL:	95

Figure 47



Interpretation:

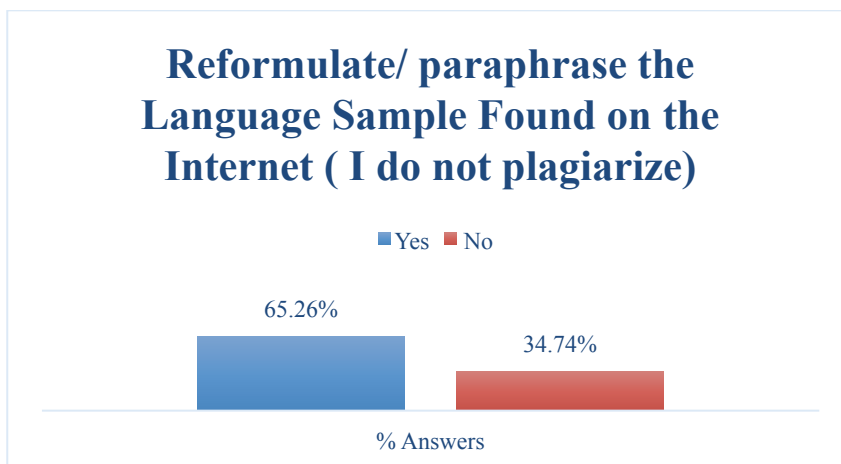
The study results indicate that 84.21% of students read texts in a foreign language on the internet.

Table 49

Reformulate / paraphrase the language samples found on the Internet (I do not plagiarize)

QUESTION 48	Answers
Yes	62
No	33
TOTAL:	95

Figure 48



Interpretation:

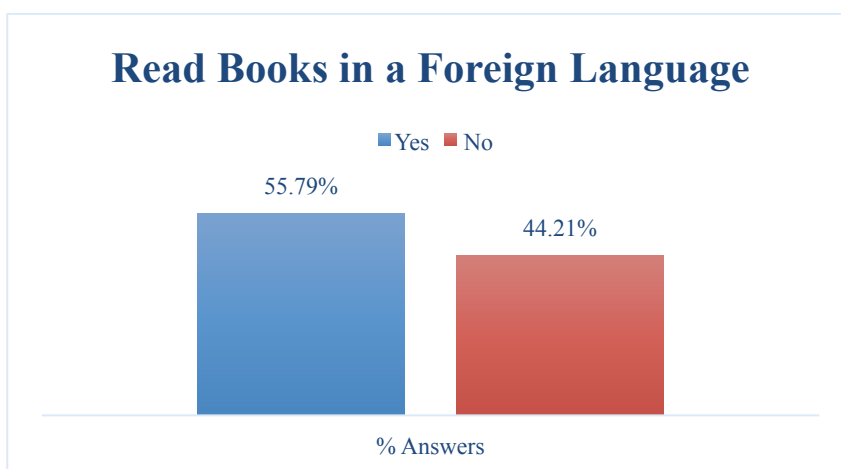
The results found that 65.26% of students reformulate and or paraphrase the language sample found on the internet and do not plagiarize.

Table 50

Read Books in a Foreign Language

QUESTION 49	Answers
Yes	53
No	42
TOTAL:	95

Figure 49



Interpretation:

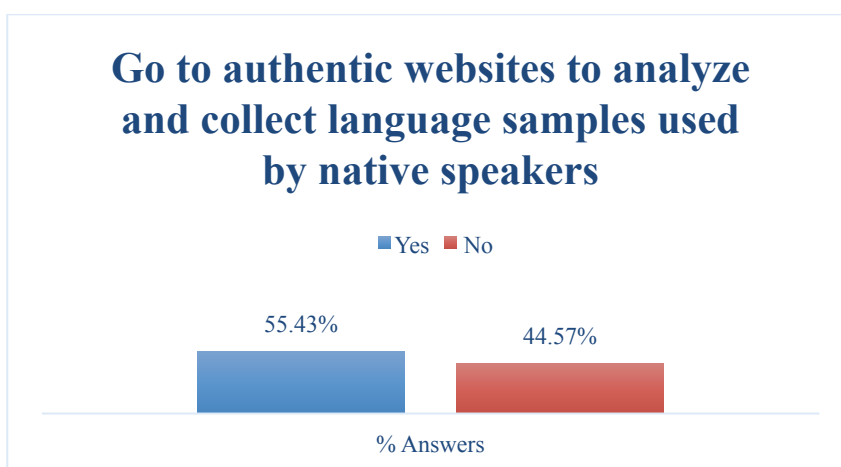
The study found that 55.79% of students read books in a foreign language.

Table 51

Go to authentic websites to analyze and collect language sample used by native speakers.

QUESTION 50	Answers
Yes	51
No	41
TOTAL:	92

Figure 50



Interpretation:

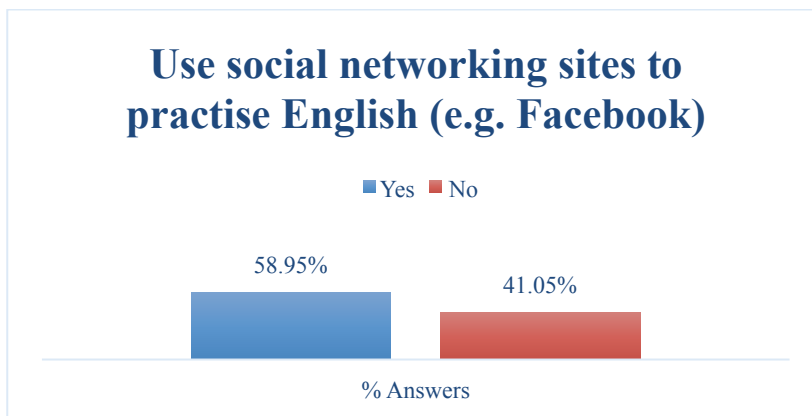
The information from the study found that 55.43% of students go to authentic websites to analyze and collect language samples used by native speakers.

Table 52

Use social networking sites to practice English (e.g. Facebook)

QUESTION 51	Answers
Yes	56
No	39
TOTAL:	95

Figure 51



Interpretation:

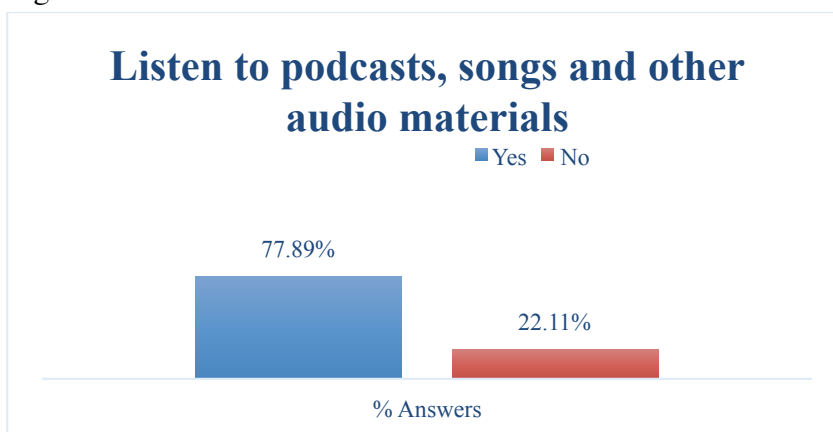
The results indicated that 58.95% of students use social networking sites, such as Facebook, to practice English.

Table 53

Listen to podcasts, songs and other audio materials.

QUESTION 52	% Answers
Yes	77.89%
No	22.11%
TOTAL:	100%

Figure 52



Interpretation:

The study found that 77.89% of students listen to podcasts, songs and other audio materials.

Table 54

Contact Native Languages Speakers to Practice.

QUESTION 53	% Answers
Yes	40.00%
No	60.00%
TOTAL:	100%

Figure 53



Interpretation:

Results from the study found that 60% of students do not contact native languages speakers to practice the language.

Table 55

Take part in discussions on forums and present my arguments in a foreign language

QUESTION 54	Answers
Yes	38
No	57
TOTAL:	95

Figure 54



Interpretation:

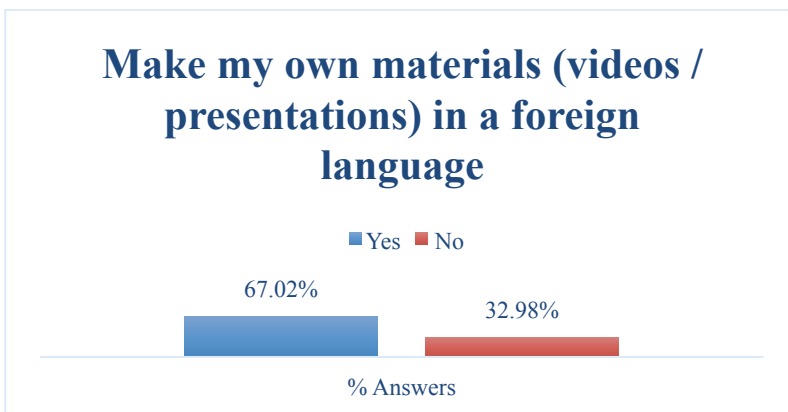
The results from the study found that 60% of students do not take part in discussions on forums and do not present their arguments in a foreign language.

Table 56

Make my own materials (videos / presentations) in a foreign language

QUESTION 55	Answers
Yes	63
No	31
TOTAL:	94

Figure 55



Interpretation:

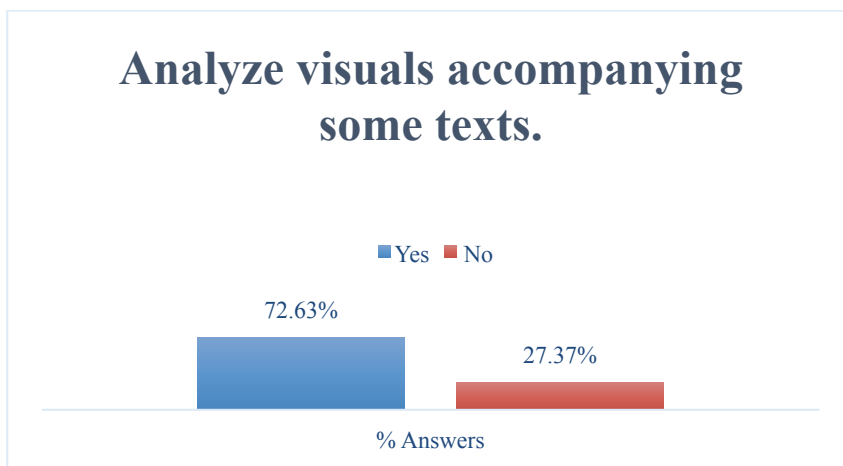
The findings of the study indicated that 67.02% of students make their own materials such as videos, and presentations in a foreign language.

Table 57

Analyze visuals accompanying some texts.

QUESTION 56	% Answers
Yes	72.63%
No	27.37%
TOTAL:	100%

Figure 56



Interpretation:

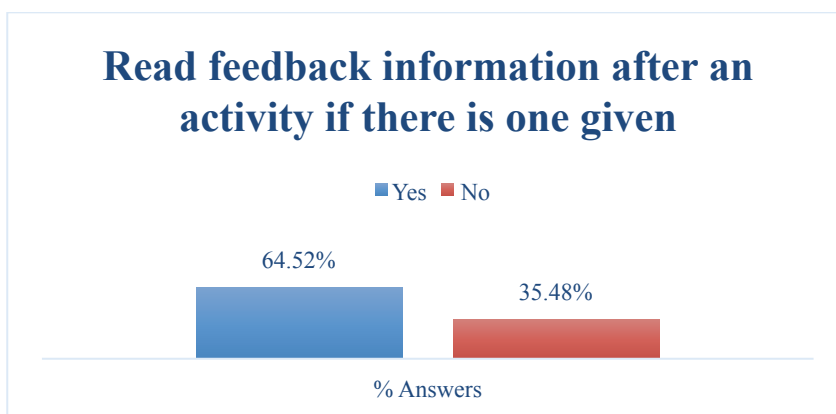
The results of the study indicated that 72.63% of students analyze visuals accompanying some texts.

Table 58

Read feedback information after an activity if there is one given

QUESTION 57	% Answers
Yes	64.52%
No	35.48%
TOTAL:	100%

Figure 57



Interpretation:

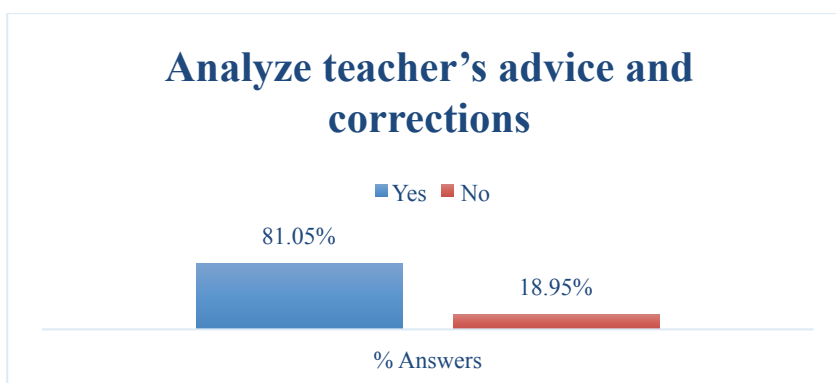
Results found that 64.52% of students read feedback information after an activity if there is one given.

Table 59

Analyze teacher’s advice and corrections

QUESTION 58	Answers
Yes	77
No	18
TOTAL:	95

Figure 58



Interpretation:

The findings of the study showed that 81.05% of students analyze teacher’s advice and corrections.

Table 60

Play (online) language games in English

QUESTION 59	Answers
Yes	80
No	15
TOTAL:	95

Figure 59



Interpretation:

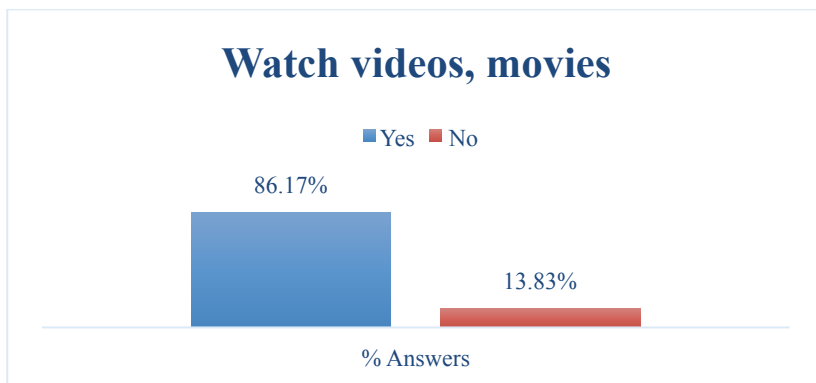
The results of the study indicated that 84.21% of students play online language games in English.

Table 61

Watch videos, movies

QUESTION 60	Answers
Yes	81
No	13
TOTAL:	94

Figure 60



Interpretation:

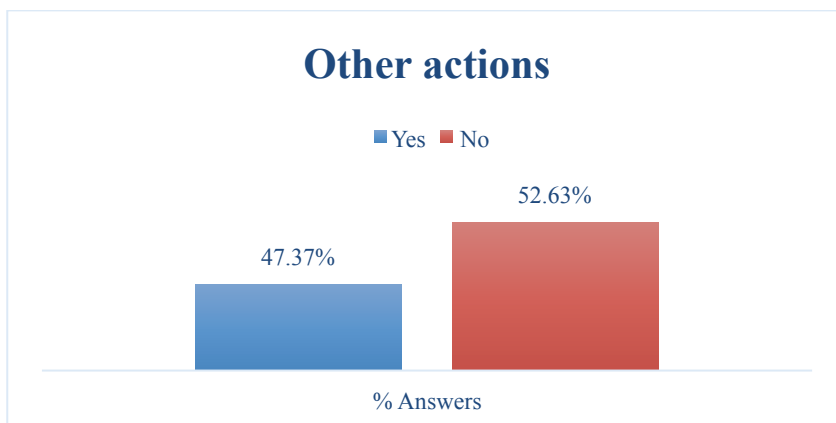
The study found that 86.17% of students watch videos and movies.

Table 62

Other actions

QUESTION 61	Answers
Yes	27
No	30
TOTAL:	57

Figure 61



Interpretation:

Results found that 52.63% of students answered that they did other actions.

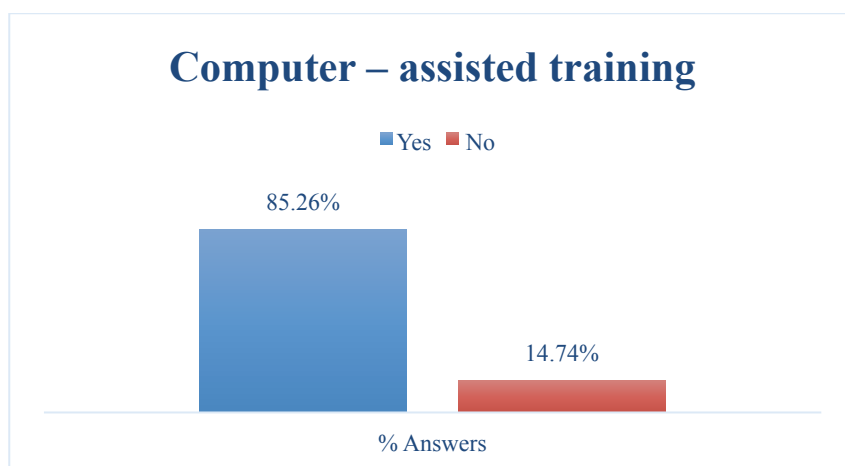
Category 6: Form of Learner Training

Table 63

Computer – assisted training

QUESTION 62	Answers
Yes	81
No	14
TOTAL:	95

Figure 62



Interpretation:

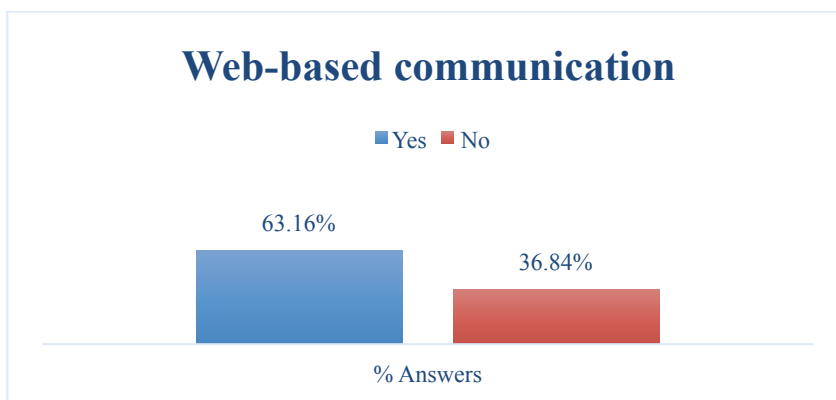
The study found that 85.26% of students use computer – assisted training.

Table 64

Web-based communication

QUESTION 63	Answers
Yes	60
No	35
TOTAL:	95

Figure 63



Interpretation:

Study results found that 63.16% of students use web-based communication.

Table 65

Collaboration (working with friends to complete tasks)

QUESTION 64	Answers
Yes	74
No	21
TOTAL:	95

Figure 64



Interpretation:

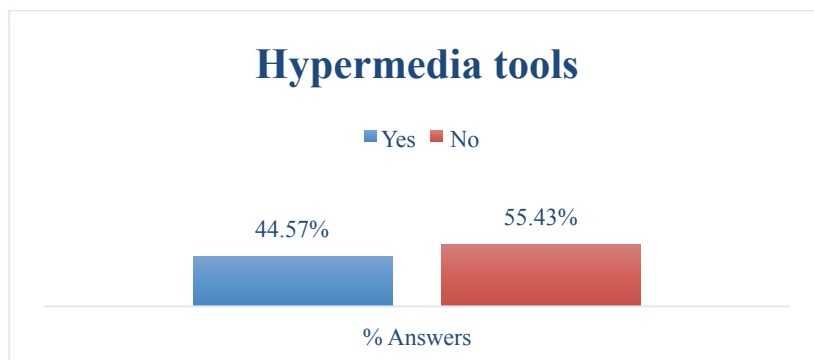
The results of the study found that 77.89% of students collaborate by working with friends to complete tasks.

Table 66

Hypermedia tools

QUESTION 65	Answers
Yes	41
No	51
TOTAL:	92

Figure 65



Interpretation:

The study found that 55.43% of students use hypermedia tools.

All survey answers in one chart except Yes – No questions.

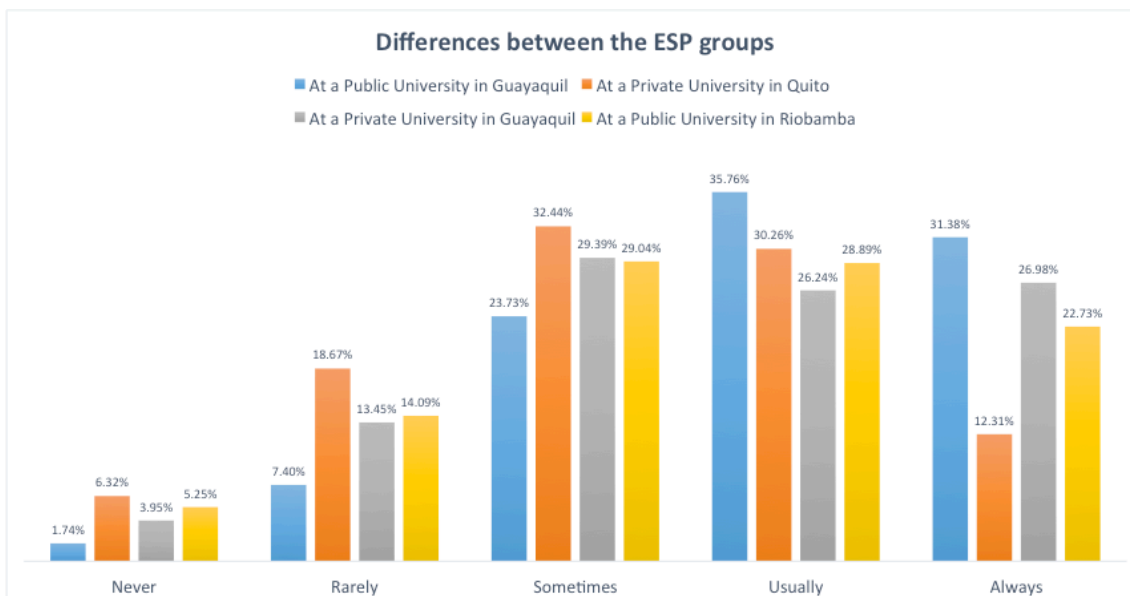
The following table presents all responses without and Yes and No question responses.

Table 67

Differences in Answers Between the ESP Groups

ANSWERS:	At a Public University in Guayaquil	At a Private University in Quito	At a Private University in Guayaquil	At a Public University in Riobamba
Never	1,74%	6,29%	2,67%	5,25%
Rarely	7,40%	18,67%	12,62%	14,09%
Sometimes	23,73%	32,45%	29,99%	29,04%
Usually	35,76%	30,27%	25,88%	28,89%
Always	31,38%	12,31%	28,85%	22,73%
TOTAL:	100%	100%	100%	100%

Figure 66



Interpretation:

Figure 66 shows all of the answers provided by all students surveyed at each of the four ESP groups at universities in Ecuador. The results found that:

- The answer “never” was the most common one at a private university in Quito.
- The answer “rarely” was the most common one at a private university in Quito.
- The answer “sometimes” was the most common one at a private university in Quito.
- The answer “usually” was the most common one at a public university in Guayaquil.
- The answer “always” was the most common one at a public university in Guayaquil.

Table 68

Summary of Participants

Summary of Participants		
A public university in Guayaquil	17	18%
A private university in Guayaquil	23	24%
A private university in Quito	32	33%
A public university in Riobamba	25	26%
TOTAL:	97	100%

A total of ninety-seven (97) ESP students were surveyed. Here are the numbers of students responding at each university: 17 surveys at a public university in Guayaquil, representing 18% of respondents, 23 surveys at a private university in Guayaquil, representing 24% of respondents, 32 surveys at a private university in Quito, representing 33% of respondents, and 25 surveys at a public university in Riobamba representing 26% of respondents.

Chi-Square Method

The use of the Chi-Square Method is a method for evaluating possible statistical differences among groups. The technological tool used to calculate the Chi-Square in this study was the VassarStats: Statistical Computation web site for which the URL was www.vassarstats.net

For this study, all responses of the survey from the four questions categories were used. These responses are represented in the columns of the following table as: B1 (Organizing reading and planning), B2 (Actions undertaken while reading), B3

(Evaluating after reading), and B4 (Dealing with problems). For the rows, the five possible answers were A1 (never), A2 (rarely), A3 (sometimes), A4 (usually), and A5 (Always).

This study presented variables called First Language and Second Language and the responses were calculated using a separate contingency table. Those results are presented below.

First Language

For first language the value of P is: 0.0332, which is lower than 0.5 and for this, reason the study is significant. This means that the reading strategies used by the first language group are significantly different.

Table 69

Chi-Square for First Language

Data Entry

	B ₁	B ₂	B ₃	B ₄	B ₅	Totals
A ₁	15	44	39	30	-----	128
A ₂	63	176	106	81	-----	426
A ₃	135	432	233	222	-----	1022
A ₄	210	546	356	327	-----	1439
A ₅	223	455	289	268	-----	1235
Totals	646	1653	1023	928	-----	4250

Reset
Calculate

Chi-Square	df	P
22.41	12	0.0332

Second Language

For the second language the value of P is: 0.0049, which is lower than 0.5 and for this reason the study is significant. This means that the reading strategies used by the second language group are significantly different.

Table 70

Chi-Square for Second Language

Data Entry

	B ₁	B ₂	B ₃	B ₄	B ₅	Totals
A ₁	24	90	79	50	-----	243
A ₂	131	311	168	162	-----	772
A ₃	210	574	375	323	-----	1482
A ₄	158	440	250	254	-----	1102
A ₅	124	236	151	137	-----	648
Totals	647	1651	1023	926	-----	4247

Chi-Square	df	P
28.38	12	0.0049

Chi-Square by groups of answers in the survey

In order to evaluate potential differences between ESP groups, chi-square was calculated by groups of questions answered in the survey. Column (B) represents the values of the results for each university and row (A) represents the values for the variables from “never to always”.

First Category: Organizing Reading and Planning

Table 71

Chi-Square for First Language – First Category

FIRST LANGUAGE				
FIRST CATEGORY: ORGANISING READING AND PLANNING				
	B1 A Public University in Guayaquil	B2 A Private University in Quito	B3 A Private University in Guayaquil	B4 A Public University in Riobamba
A1 Never	1	9	3	2
A2 Rarely	7	22	20	14
A3 Sometim es	13	71	29	22
A4 Usually	42	85	37	46
A5 Always	56	37	65	65

Data Entry

	B ₁	B ₂	B ₃	B ₄	B ₅	Totals
A ₁	1	9	3	2	-----	15
A ₂	7	22	20	14	-----	63
A ₃	13	71	29	22	-----	135
A ₄	42	85	37	46	-----	210
A ₅	56	37	65	65	-----	223
Totals	119	224	154	149	-----	646

Reset
Calculate

Chi-Square	df	P
67.78	12	<.0001
Cramer's V =		
0.187		

Table 72

Chi-Square for Second Language – First Category

SECOND LANGUAGE				
FIRST CATEGORY: ORGANISING READING AND PLANNING				
	B1 A Public University in Guayaquil	B2 A Private University in Quito	B3 A Private University in Guayaquil	B4 A Public University in Riobamba
A1 Never	0	14	2	8
A2 Rarely	13	45	29	44
A3 Sometim es	21	72	66	51
A4 Usually	39	64	27	28
A5 Always	45	29	30	20

Data Entry

	B ₁	B ₂	B ₃	B ₄	B ₅	Totals
A ₁	0	14	2	8	-----	24
A ₂	13	45	29	44	-----	131
A ₃	21	72	66	51	-----	210
A ₄	39	64	27	28	-----	158
A ₅	45	29	30	20	-----	124
Totals	118	224	154	151	-----	647

Reset
Calculate

Chi-Square	df	P
75.52	12	<.0001
Cramer's V = 0.1973		

Second Category: Actions Undertaken While Reading

Table 73

Chi-Square for First Language – Second Category

FIRST LANGUAGE				
SECOND CATEGORY: ACTIONS UNDERTAKEN WHILE READING				
	B1 Universidad Guayaquil	B2 UPS Quito	B3 UPS Guayaquil	B4 UNACH
A1 Never	4	21	9	10
A2 Rarely	22	87	44	23
A3 Sometimes	66	184	81	101
A4 Usually	117	185	117	127
A5 Always	95	99	144	117

Data Entry

	B ₁	B ₂	B ₃	B ₄	B ₅	Totals
A ₁	4	21	9	10	-----	44
A ₂	22	87	44	23	-----	176
A ₃	66	184	81	101	-----	432
A ₄	117	185	117	127	-----	546
A ₅	95	99	144	117	-----	455
Totals	304	576	395	378	-----	1653

Chi-Square	df	P
81.75	12	<.0001

Cramer's V = 0.1284

Table 74

Chi-Square for Second Language – Second Category

SECOND LANGUAGE				
SECOND CATEGORY: ACTIONS UNDERTAKEN WHILE READING				
	B1 A Public University in Guayaquil	B2 A Private University in Quito	B3 A Private University in Guayaquil	B4 A Public University in Riobamba
A1 Never	7	40	11	32
A2 Rarely	24	128	67	92
A3 Sometim es	95	190	152	137
A4 Usually	114	150	94	82
A5 Always	62	68	71	35

Data Entry

	B ₁	B ₂	B ₃	B ₄	B ₅	Totals
A ₁	7	40	11	32	-----	90
A ₂	24	128	67	92	-----	311
A ₃	95	190	152	137	-----	574
A ₄	114	150	94	82	-----	440
A ₅	62	68	71	35	-----	236
Totals	302	576	395	378	-----	1651

Reset
Calculate

Chi-Square	df	P
91.74	12	<.0001
Cramer's V = 0.1361		

Third Category: Evaluation after Reading

Table 75

Chi-Square for First Language - Category Three

FIRST LANGUAGE				
THIRD CATEGORY: EVALUATION AFTER READING				
	B1 A Public University in Guayaquil	B2 A Private University in Quito	B3 A Private University in Guayaquil	B4 A Public University in Riobamba
A1 Never	2	24	7	6
A2 Rarely	13	61	21	11
A3 Sometim es	47	106	41	39
A4 Usually	57	120	77	102
A5 Always	68	41	96	84

Data Entry

	B ₁	B ₂	B ₃	B ₄	B ₅	Totals
A ₁	2	24	7	6	-----	39
A ₂	13	61	21	11	-----	106
A ₃	47	106	41	39	-----	233
A ₄	57	120	77	102	-----	356
A ₅	68	41	96	84	-----	289
Totals	187	352	242	242	-----	1023

Reset
Calculate

Chi-Square	df	P
116.83	12	<.0001
Cramer's V = 0.1951		

Table 76

Chi-Square for Second Language - Category Three

SECOND LANGUAGE				
THIRD CATEGORY: EVALUATION AFTER READING				
	B1 A Public University in Guayaquil	B2 A Private University in Quito	B3 A Private University in Guayaquil	B4 A Public University in Riobamba
A1 Never	5	42	9	23
A2 Rarely	16	77	31	44
A3 Sometim es	51	119	101	104
A4 Usually	67	85	52	46
A5 Always	48	29	49	25

Data Entry

	B ₁	B ₂	B ₃	B ₄	B ₅	Totals
A ₁	5	42	9	23	-----	79
A ₂	16	77	31	44	-----	168
A ₃	51	119	101	104	-----	375
A ₄	67	85	52	46	-----	250
A ₅	48	29	49	25	-----	151
Totals	187	352	242	242	-----	1023

Reset
Calculate

Chi-Square	df	P
92.77	12	<.0001
Cramer's V = 0.1739		

Fourth Category: Dealing with Problems

Table 77

Chi-Square for First Language - Category Four

FIRST LANGUAGE				
FOURTH CATEGORY: DEALING WITH PROBLEMS				
	B1 A Public University in Guayaquil	B2 A Private University in Quito	B3 A Private University in Guayaquil	B4 A Public University in Riobamba
A1 Never	4	14	4	8
A2 Rarely	4	50	15	12
A3 Sometim es	33	103	43	43
A4 Usually	62	115	67	83
A5 Always	66	37	91	74

Data Entry

	B ₁	B ₂	B ₃	B ₄	B ₅	Totals
A ₁	4	14	4	8	-----	30
A ₂	4	50	15	12	-----	81
A ₃	33	103	43	43	-----	222
A ₄	62	115	67	83	-----	327
A ₅	66	37	61	74	-----	238
Totals	169	319	190	220	-----	898

Chi-Square	df	P
85.17	12	<.0001
Cramer's V =		
0.1778		

Table 78

Chi-Square for Second Language - Category Four

SECOND LANGUAGE				
FOURTH CATEGORY: DEALING WITH PROBLEMS				
	B1 A Public University in Guayaquil	B2 A Private University in Quito	B3 A Private University in Guayaquil	B4 A Public University in Riobamba
A1 Never	4	22	9	15
A2 Rarely	16	79	28	39
A3 Sometim es	43	109	93	78
A4 Usually	58	86	52	58
A5 Always	48	22	37	30

Data Entry

	B ₁	B ₂	B ₃	B ₄	B ₅	Totals
A ₁	4	22	9	15	-----	50
A ₂	16	79	28	39	-----	162
A ₃	43	109	93	78	-----	323
A ₄	58	86	52	58	-----	254
A ₅	48	22	37	30	-----	137
Totals	169	318	219	220	-----	926

Reset
Calculate

Chi-Square	df	P
71.99	12	<.0001
Cramer's V =		
0.161		

CHAPTER 6: Discussion of findings

6.1 A Brief Introduction

The research findings of the current study are examined and discussed below regarding whether such research differences in reading strategies could potentially influence teaching effectiveness, learning outcomes, and English language applications.

6.2 Discussion

As previously noted, the current study found that there were differences in reading strategies among students of the four different university programs of ESP. Therefore, such differences in findings should cause researchers to ask this question: why do such differences exist among the four different university programs of ESP?

On the surface, such differences could be the result of different teaching methodologies among the four programs of ESP. Such differences could also be the result of different previous student instruction and different student educational backgrounds before the students enrolled in the four university programs of ESP. Additionally, such differences could be a combination of differing teaching methodologies, differing previous student instruction, and differing student educational backgrounds. Unfortunately, the current research does not provide any clear or exact reasons to explain why such statistically significant differences were found among the reading strategies of the students enrolled in the four university programs of ESP.

Now that the current research study has determined that differences in reading strategies do exist among the four university programs of ESP, it is logical to suggest that future research in this area of inquiry needs to control the possible factors of differing teaching methodologies, differing previous student instruction, and differing student educational backgrounds. Additionally, such future research investigations

should include larger numbers of students in order to clarify any other sources of potential differences in reading strategies among students who are enrolled in university programs of ESP.

The results of the current study indicate differences in reading strategies among four university programs of ESP while raising questions of why such differences exist and asking questions regarding potential implications as a consequence of the research findings. Clearly, the immediate implication of such differences in reading strategies suggests that ESP program administrators need to examine carefully and to evaluate their ESP programs on a continuous basis regarding reading strategies and their use among ESP students. These differences also suggest that ESP program administrators may need to have additional testing of reading strategies among their ESP students in order to define more precisely how to match instructional methodologies with variances in ESP student reading strategies.

These implications seem to also suggest that in terms of applied teaching significance, teachers may need to have a much deeper and better understanding of individual student reading strategies in order to help teachers to be more precise and more effective in their target teaching and reading strategies. Additionally, these implications also seem to suggest that students also need to have a much deeper and better understanding of their own individual student reading strategies in order to maximize their own learning, their own potential for learning, and their application of learning.

Since the surveyed applied on this research had four categories, the discussion is presented as an analysis of the findings of the most interesting results in each category.

The original Olszak study (2016) had four distinct categories of questions presented to the students. Those four categories were:

1. Organizing reading and planning.
2. Actions undertaken while reading
3. Evaluation after reading
4. Dealing with problems

For this thesis, which used the Olszak (2016) survey, the exact same four categories and the Yes and No questions that Olszak includes at the end of her questioner were also asked to the 97 students in this study.

Category number one was “Organizing reading and Planning.” In this category the most significant question was about exam pacification. It has been analyzed as the first questions of the surveyed used in this study. When students have to take an exam in Spanish (first language) they tend to plan “usually” their exam according to student’s answers. Whereas, in English the answers showed to be “sometimes.” Having in mind that planning is an essential factor on metacognition. This behavior is because students do not know how to get ready for exams. The differences between taking exams in Spanish and in English are related to the culture and to the structure of the exam planned. For example, in English exams all questions are established with specific time for certain task. Whereas in Spanish the time on an exam is only given as a specific amount of time for the whole test. Therefore, this cultural and structure change affect on students taking exams and the amount of time they take to do it. It pressures students and most of the times hurts they development on each task of the exam.

Category number two was “Actions undertaking while reading.” The most significant question in this category was about guessing meaning according to the context where students in the first language and in the second language have the same amount impact answering 37.36% in both cases for “sometimes” that they do it while reading and a difference of around 3% in “Usually” to the same activity.

Category number three was “Evaluation after reading” were Evaluation of strategies is one of the most significant questions that present significant differences on students first and second language strategies for reading. This is based on the need of students to find strategies to read faster and comprehend better what they are asked to do in English. Whereas in Spanish, there is not such a need of strategies, since they dominate the language and it is faster the reading comprehension than it is in English.

Category number four was “Dealing with problems” The most common error from Spanish to English is to translate. Translation is the first thing students tend to do while they are reading and after reading.

The implications of the current study suggest in regards to the significance of applied teaching that teachers will need to have a much deeper and more complete understanding of individual student reading strategies. Such an understanding can greatly assist teachers in their efforts to be more effective and precise in their target teaching and reading strategies.

CHAPTER 7: Conclusion

7.1 A summary of the findings and relationship to the questions.

This study examined the relationships of reading strategies among different programs of English for Specific Purposes. A total of ninety-seven (97) students in four English for Specific Purposes (ESP) programs in Ecuador were surveyed regarding their reading strategies. The results found that there were significant differences among the four programs.

7.2 Limitations of the study.

Because of the limited sized of the study ($N = 97$), potential implications from the results of this research study should be carefully evaluated. Additionally, there are no other known studies that have evaluated student-reading strategies in different programs of English for Special Purposes. Therefore, this research study provides the basis of pilot test research to help guide future research investigations.

Because statistically significant response differences were found among the four ESP programs, in the gender of the ESP students, and in the educational level of the ESP students, these results seem to suggest that ESP programs must be more thoroughly examined in more rigorous long term research to evaluate further the truer and deeper form of these statistically significant differences. Therefore, longitudinal studies could provide the best data for evaluating the occurrence and intensity of any statistically significantly differences. Additionally, future research should utilize sample sizes of thousands of ESP students, more equal numbers of females and males, and larger samples among ESP students with two or more language skill sets.

7.3 Future directions and further areas for research.

Future research in this area needs to be performed with larger groups of students and over much longer periods of time in order to evaluate more precise differences that can be observed. Such longitudinal studies could assist researchers in evaluating when and how such statistically significant changes occur. Additional considerations beyond the type of ESP program, the gender of the ESP students, and the educational level of the ESP students should also provide more precise measures of mastery of both written and spoken English skills in order to discover any other significant influencing factors that could further define such statistically significant differences.

BIBLIOGRAPHY

- Alcantara, R.D. 2003. *Teaching Strategies 1: For the Teaching of the Communication Arts: Listening, Speaking, Reading and Writing*. Makati: Katha Publishing Co., Inc.
- Amirian, S. M. R. (2013). Teaching reading strategies to ESP readers. *International Journal of Research Studies in Educational Technology*, 2(2).
<file:///C:/Users/Success7/Downloads/318-1820-1-PB.pdf>
- Anderson, N.J. 1991. Individual differences in strategy use in second language reading and testing. *The Modern Language Journal*. Vol.75, No.4, 460-472.
- Anderson, N.J. 2003. *Exploring Second Language Reading: Issues and Strategies*. Beijing: Foreign Language Teaching and Research Press.
- Anthony, L. (1998). English for Specific Purposes: What does it mean. Retrieved September 1, 2015, from
<http://www.laurenceanthony.net/abstracts/ESParticle.html>
- Arellano, O. (17 de October de 2014). English for Specific Purposes . *English for Specific Purposes at Political and Administrative Science Faculty at UNACH*. (S. Ribadeneira, Interviewer)
- Basturkmen, H. (2006). Ideas and Options in English for Specific Purpose. *Language Arts & Disciplines* , 186.

Brikci, N. (2007, February 1). A Guide to Using Qualitative Research Methodology.

Retrieved August 15, 2015, from

<http://fieldresearch.msf.org/msf/bitstream/10144/84230/1/Qualitativeresearchmethodology.pdf>

Bryman, A. (2015). *Social research methods*. Oxford university press.

Cabrera, C. (1997). *ESTADISTICA INFERENCIAL*. Loja: Universidad Técnica Particular de Loja.

Carrell, P.L. 1989. Metacognitive Awareness and Second Language Reading. *Modern Language Journal*. Vol.73, No.2, 121-134.

Casco, D. (27 de August de 2015). English for Specific Purpose. *English for Specific Purposes in the Political and Administrative Science Faculty at UNACH*. (S. Ribadeneira, Interviewer)

Cengage, H. (2008). *Teaching Vocabulary: Strategies and Techniques*. Boston: Nation.

Cohen, A.D. 1990. *Strategies in Learning and Using a Second Language*. Shanghai: Foreign Language Teaching and Research Press.

Converse, J. M. & S. Presser, *Survey Questions: Handcrafting the Standardized Questionnaire*, Beverley Hills, Sage, 1986.

Crawford, L., Tindal, G., & Stieber, S. (2001). Using oral reading rate to predict student performance on statewide achievement tests. *Educational Assessment*, 7(4), 303-323. Retrieved from https://www.researchgate.net/profile/Lindy_Crawford/publication/238595234_Using_Oral_Reading_Rate_to_Predict_Student_Performance_on_Statewide_Achievement_Tests/links/54005c920cf2194bc29ac783.pdf

Creswell, J. W. (2013). *Qualitative Inquiry and Research Design Choosing Among Five Approaches* (3rd ed., p. 472). Los Angeles, CA: SAGE Publications.

Denzin NK, Lincoln YS (eds.). *Handbook of Qualitative Research*. London: Sage Publications, 2000.

Denzin, N. K., & Lincoln, Y. S. (2011). *The SAGE Handbook of Qualitative Research* (4th ed., p. 984). Thousand Oaks, CA: SAGE Publications.

Dudley, T., Evans, Jo, M., & John, S. (2007). *Developments in English for Specific Purposes* (Vol. 9). United Kingdom: University Press, Cambridge.

Fink, A., *The Survey Research Handbook - How to Conduct Surveys: A Step-by-Step Guide*, Beverley Hills: Sage, 1983.

Flowerdew, J., & Peacock, M. (2001). *Research perspectives on English for Academic Purposes*. New York: Cambridge University Press.

Frendo, E. (2005). *How to teach Business English*. (J. Harmer, Ed.) Pearson Education Limited.

Fuchs, L.S., Fuchs, D., & Hosp, M.K. (2001). Oral reading fluency as an indicator of reading competence: A theoretical, empirical, and historical analysis. *Scientific Studies of Reading*, 5(3), 239-256. Retrieved from <http://www.psy.cmu.edu/~sieglar/418-Fuchs.pdf>

Gómez, I. F. (2002). *Cómo escribir un artículo de investigación en inglés*. (A. Editorial, Ed.) Torrejón de Ardoz, Madrid: Archivos y Biblioteca del Ministerio de Educación y Cultura.

Hernandez, S. (2014). *Metodología de la Investigación*. México: McGraw Hill Interamericana.

Harding, K. (2012). *English for Specific Purposes*. New York, USA: Oxford University Press.

Hutchinson, T., & Alan Waters, W. (2003). *English for Specific Purpose* (Vol. 18). (H. B. Strevens, Ed.) New York: The New Directions in Language Teaching Series / Cambridge Language Teaching.

Jafari, S. M., & Shokrpour, N. (2012). The reading strategies used by Iranian ESP

students to comprehend authentic expository texts in English. *International Journal of Applied Linguistics and English Literature*, 1(4), 102-113.

<file:///C:/Users/Success7/Downloads/756-1571-1-SM.pdf>

López, P. (2015 de March and August de 2015). English for Specific Purposes. *English for Specific Purposes in the Political and Administrative Science Faculty at UNACH*. (S. Ribadeneira, Interviewer)

Malmkjaer, K. (2004). *The Linguistics Encyclopedia* (Vol. Second Edition). New York: Routledge.

Martínez, C. (2012). *Estadística y muestreo* / 13rd ed. Bogota: Ecoe Ediciones.

Martínez, A. C. L. (2008). Analysis of ESP university students' reading strategy awareness. *Ibérica: Revista de la Asociación Europea de Lenguas para Fines Específicos (AELFE)*, (15), 165-176.

<file:///C:/Users/Success7/Downloads/DialnetAnalysisOfESPUniversityStudentsReadingStrategyAwar-2573842.pdf>

Marshall PA. Human subjects protections, institutional review boards, and cultural anthropological research. *Anthropol Q* 2003;76(2):269-85

Maxwell, J. (2013). *Qualitative Research Design An Interactive Approach* (3rd ed., p. 232). Thousand Oaks, CA: SAGE Publications.

- Miranda, C. (19 de October de 2014). English for Specific Purposes. *English for Specific Purposes in the Political and Administrative Science Faculty at UNACH*. (S. Ribadeneira, Interviewer)
- Mokhtari, K., & Reichard, C. A. (2002). Assessing students' metacognitive awareness of reading strategies. *Journal of educational psychology*, 94(2), 249.
- Mokhtari, K. & C. Reichard (2002). "Assessing students' metacognitive awareness of reading strategies". *Journal of Educational Psychology* 94: 249-259.
- Mokhtari, K. & Sheorey, R. (2002). Measuring ESL students' awareness of reading strategies. *Journal of Developmental Education*, 25, 2-10.
- Northeastern University College of Computer and Information Science (2010). *Qualitative Research Methods: A Data Collector's Field Guide*. (2010). Retrieved August 25, 2015, from <http://www.ccs.neu.edu/course/is4800sp12/resources/qualmethods.pdf>
- O'Malley, J.M & Chamot, A.V. 1990. *Learning Strategy in Second Language Acquisition*. Cambridge: Cambridge University Press
- Olszak, I. (2016). An investigation into the use of reading strategies among students of dual language programs at selected Polish universities. *English for Specific Purposes World*, 17(51), 1-16.

Oxford, R.L. 1990. *Language Learning Strategies: What Every Teacher Should Know*.
New York: Newbery House Publishers.

Patton, M.Q.(2001). *Qualitative Research and Evaluation Methods*. 3rd ed. Thousand
Oaks, CA: Sage Publications

Paris, S. G., & Jacobs, J. E. (1984). The benefits of informed instruction for
children's reading awareness and comprehension skills. *Child Development*,
55, 2083–2093.

Paris, S. G., & Winograd, P. (1990). How metacognition can promote academic
learning and instruction. In B. F. Jones & L. Idol (Eds.), *Dimensions of
thinking and cognitive instruction* (pp. 15-51). Hillsdale, NJ: Erlbaum.

Poole, A. (2009). The reading strategies used by male and female Colombian university
students. *Profile Issues in Teachers Professional Development*, (11), 29-40.

[http://www.scielo.org.co/scielo.php?pid=S1657-
07902009000100003&script=sci_arttext&tlng=pt](http://www.scielo.org.co/scielo.php?pid=S1657-07902009000100003&script=sci_arttext&tlng=pt)

Read, J. (2007). Second language vocabulary assessment. *International Journal of
English Studies* , 105.

Reece, L., Garnier, H., & Gallimore, R. (2000). Longitudinal analysis of the
antecedents of emergent Spanish literacy and middle-school English reading

achievement of Spanish-speaking students. *American Educational Research Journal*, 37 (3), 633 – 662. Retrieved from https://www.researchgate.net/profile/Ronald_Gallimore/publication/250184930_Longitudinal_Analysis_of_the_Antecedents_of_Emergent_Spanish_Literacy_and_Middle-School_English_Reading_Achievement_of_Spanish-Speaking_Students1/links/00b7d5272b7de16582000000.pdf

Ricardo. (2010). *elzhifestadistica*. (C. D. INVESTIGACION, Producer) Retrieved 03 de 06 de 2015 Retrived from: <http://elzhifestadistica.blogspot.com/2012/05/componentes-de-unainvestigacion.html>

Rubin, H., & Rubin, I. (1995). *Qualitative interviewing: The art of hearing data*. Thousand Oaks, CA: Sage

Rubin, J. (1981). The study of cognitive processes in second language learning. *Applied Linguistics*, 11, 118-131.

Silberstein, S. 1994. *Techniques and Resources in Teaching Reading*. Oxford: Oxford University Press.

Silverman, D. "Qualitative research: meanings or practices?" , *Information Systems Journal* (8:1) 1998, pp. 3-20.

Smith, F. 1994. *Understanding reading*. 5th ed. Hillsdale, NJ: Lawrence Erlbaum.

Vaez Dalili, M., & Tavakoli, M. (2013). A comparative analysis of reading strategies across ESP students of humanities and engineering. *International Journal of Research Studies in Language Learning*, 2(5).
<http://www.consortiacademia.org/index.php/ijrsl/article/viewFile/257/214>

Weiss, R. S. (1995). *Learning from Strangers: The Art and Method of Qualitative Interview Studies* (p. 256). New York, NY: Free Press.

Wiley-Blackwell. (2012). *The Handbook of English for Specific Purposes*. (S. Starfield, & B. Paltridge, Eds.)

Yin, R. K. (2014). *Case study research: Design and methods* (5th ed., p. 312). Thousand Oaks, CA: SAGE Publications.

APPENDIX A

Letter Permission to Use The Reading Strategies Survey

Used In The Olszak 2016 Study

Dear Izabela Olszak

I am writing to ask for your immediate help regarding this journal article: Olszak, I. (2016). An investigation into the use of reading strategies among students of dual language programs at selected Polish universities. *English for Specific Purposes World*, 17(51), 1-16. Currently, I am a master's degree student at Escuela Superior Politécnica del Litoral (ESPOL) in Guayaquil – Ecuador. And I would like your permission to use the reading strategies survey used in the Olszak 2016 study. My research is with Spanish students who are taking English for Specific Purposes classes and I would like to use the survey within the next 10 days. Additionally, I need the reliability and validity information and any other statistical information regarding the Olszak 2016 survey and study. If possible, could you please provide me permission to use that reading strategies survey and provide me with all available reliability and validity and statistical information? Thank you very much for your time and assistance!

Sincerely,

Andrea Sofia Ribadeneira Vacacela

aribaden@espol.edu.ec

sofyribadeneira@gmail.com

Cell phone # (593) 987727600

APPENDIX B

**Letter of Permission to Use the Reading Strategies Survey Used in the Olszak 2016
Study**

Dear Andrea Sofia Ribadeneira Vacacela,

I express my permission to use the reading strategies survey used in the Olszak 2016 study. Published in: Olszak, I. (2016). An investigation into the use of reading strategies among students of dual language programs at selected Polish universities. *English for Specific Purposes World*, 17(51), 1-16.

I confirm that I am the author of the survey, it was prepared by myself and not copied. I would be grateful if you provided proper quoting of the research and survey.

Izabela Olszak, Maria Curie-Skłodowska University Lublin, Poland

email: izabela.olszak@o2.pl

APPENDIX C

Letter of Permission Request to the Participating Universities

**Dear Magister Mónica Sánchez Escalante
BUSINESS ENGLISH COORDINATOR
UNIVERSIDAD POLITÉCNICA SALESIANA DE QUITO**

Respectfully, I am asking for permission to be able to conduct a twenty minutes written reading strategies survey with a possible students group who are taking Business English module.

I am a master's degree student in the Master in Teaching English as Foreign Language Program at Escuela Superior Politécnica del Litoral and my thesis research topic is on reading strategies used by English for Specific Purposes (ESP) students so that better teaching and reading strategies can be developed and utilized by future students. Naturally, this research needs the written responses of as many ESP students as possible in order to substantiate the research results.

My thesis will gratefully acknowledge all responses by students from your institution. My thesis supervisor is Master Jorge Flores if you need to contact him. His e-mail address is flojorge@gmail.com

Please advise me regarding any permission forms that I need to complete in order to receive permission to survey your ESP students. A copy of the reading strategies survey is also attached for your review and consideration.

Thank you very much for your time and assistance in this regard. Sincerely,

Andrea Sofia Ribadeneira Vacacela
Cell #0987727600
aribaden@espol.edu.ec
sofyribadeneira@gmail.com

Attached: Survey for Students to be apply.
Appendix II – Informed Consent Form

APPENDIX D

Letter to Participant Students

**READING STRATEGIES AMONG SPANISH SPEAKING UNIVERSITY
STUDENTS IN DIFFERENT PROGRAMS OF ENGLISH FOR SPECIFIC
PURPOSES**

January 6, 2016

Dear Student:

You have been selected to participate in a master's degree program research project regarding reading strategies among Spanish-speaking university student in different programs of English for Specific Purposes. The attached Informed Consent Form provides more explanation for you and all responses are confidential and voluntary.

Please take a few minutes to review this form and to consider being a part of this research. If you have any questions, please contact me anytime at #0987727600.

Thank you very much for your time and consideration.

Sincerely,

Andrea Sofia Ribadeneira Vacacela

Principal Investigator

APPENDIX E

Informed Consent Form

January 6, 2016

Study Title: A Comparison of Reading Strategies among Spanish Speaking University Students in Different Programs of English for Specific Purposes

PRINCIPAL INVESTIGATOR

Andrea Sophia Ribadeneira Vacacela

Escuela Superior Politécnica de Chimborazo

Km 30 Via Perimetral 5, Guayaquil

Guayaquil – Ecuador

Cell# 0987727600

PURPOSE OF STUDY

The purpose of this study is to evaluate reading strategies among Spanish speaking university student in different programs of English for Specific Purposes. If any information is not clear or you do not understand the materials, please contact the Principal Investigator listed at the top of this page. This survey is expected to take about ten to fifteen minutes to complete. Please note that there are two copies of this Informed Consent Form for you to sign if you agree to participate. One signed copy will stay with you and the other signed copy will be returned to the researcher conducting the survey.

STUDY PROCEDURES

1. Students randomly selected to participate.
2. Informed Consent Forms distributed.
3. Signed Informed Consent Forms received by the Principal Investigator.
4. Research documents completed by student participants.
5. Completed research documents received by the Principal Investigator.
6. Results compiled by the Principal Investigator.
7. Results made available to all student participants.
8. Completed research documents are kept by the research department in locked cabinet.
9. Completed research documents destroyed at the end of five years.

CONFIDENTIALITY AND VOLUNTEER PARTICIPATION

At all times, all responses will be anonymous and confidential and no names will ever be associated any set of responses. Code numbers will be used instead of names and all information and responses will be maintained in locked research cabinets. All participation is totally voluntary and there is no financial compensation for participating in this research study.

RISKS

At any time you may decline to answer any and all questions. Additionally, you are free to terminate your participation at any time. If you terminate your participation with this study, it will not affect the relationship you may have, if any, with the Principal Investigator. If you terminate from this research study before all data collection is completed, your particular data will be immediately destroyed or returned to you immediately.

BENEFITS

The benefits are the experience of participating in research and the potential for helping others who read the final research study.

CONSENT

I have completely read and I completely understand all of the provided information and I have had the opportunity to ask questions and receive responses to my questions. I understand that my participation is totally and completely voluntary and that I am free to withdraw at any time, without giving any reason and without any cost to me. I also understand that I will be given a copy of this consent form and a copy of the final research study and outcomes. Therefore, I voluntarily agree to take part in this study and to be an active participant.

Participant's signature _____ Date _____

Investigator's signature _____ Date _____

December 21, 2016

APPENDIX F

Sample Student Reading Strategies Questionnaire



ESCUELA SUPERIOR POLITECNICA DEL LITORAL

**MAESTRÍA EN ENSEÑANZA DEL IDIOMA INGLÉS COMO
LENGUA EXTRANJERA**

Thesis: A Comparison of Reading Strategies among Spanish Speaking University Students in Different Programs of English for Specific Purposes.

Student: Lcda. Andrea Sofía Ribadeneira Vacacela

READING STRATEGIES SURVEY

January 6, 2016

This survey is from the following research study:

Olszak, I. (2016). An investigation into the use of reading strategies among students of dual language programs at selected Polish universities. *English for Specific Purposes World*, 17(51), 1-16.

Student Survey Number _____

Your Gender: Female _____ Male _____

Your Age (Please list the appropriate number) _____

Name of Your University _____

Name of Your Degree Program _____

Your Year at University: 1st _____ 2nd _____ 3rd _____ 4th _____

Other _____

QUESTIONNAIRE ON THE USAGE OF READING STRATEGIES

You are kindly asked to complete the questionnaire below, whose purpose is to recognize reading strategies among EFL students. The outcomes of the research may have a great cognitive value as they are liable to give light to the current situation in the Polish educational system. You need to, however, be assured of the entire anonymity of the respondents. There is no risk of identification involved.

You are kindly tick or circle the correct answers. You may also be asked to comment on (...) some aspects at times.

I. General information

1. GENDER: male female

2. LEVEL OF STUDIES:

undergraduate			graduate	
1 st year	2 nd year	3 rd year	1 st year	2 nd year

3. FIRST STUDIED LANGUAGE:

ENGLISH	GERMAN	FRENCH	RUSSIAN	OTHER

4. SECOND STUDIED LANGUAGE:

ENGLISH	GERMAN	FRENCH	RUSSIAN	OTHER

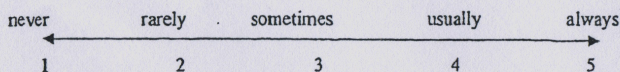
5. How long have you been studying your FIRST language for? (years)

6. How long have you been studying your SECOND language for? (years)

7. SPECIALIZATION:

TEACHER	TRANSLATOR	OTHER (INDICATE)	BOTH

8. Which of the below listed reading strategies do you apply while reading. Go through the statements carefully and indicate which of them you use while you do reading comprehension tests. How often do you apply the strategies in studying first and second language? Write a number which corresponds to your own situation in the columns below.



I. ORGANISING READING AND PLANNING

	TYPE OF STRATEGY	FIRST LANGUAGE	SECOND LANGUAGE
1.	I plan how to complete the test before doing it.		
2.	I am aware of the aim of the reading tasks.		
3.	The title of the text helps me to get a general idea of what the text is about.		
4.	I pay attention to the questions and try to remember them before reading.		
5.	I skim the text quickly to have a general understanding of it.		
6.	I reread the given questions to the text if I do not understand them.		
7.	I analyze the structure of sentences when they are long and hard to understand.		

II. ACTIONS UNDERTAKEN WHILE READING

	TYPE OF STRATEGY	FIRST LANGUAGE	SECOND LANGUAGE
1.	I verify what is necessary to be done and how to do it.		
2.	I know what to read carefully and what to avoid.		
3.	I read the text fast to find out the information of reading tasks.		
4.	I underline key words, expressions while reading.		
5.	I modify reading speed depending on different reading purposes.		
6.	I highlight the topic sentences of every paragraph.		
7.	I am aware of how much of text remained to be completed.		
8.	I monitor the understanding of the reading materials and reading tasks.		
9.	I control my own progress to complete the questions on time.		
10.	I stop and think whether I have understood the contents I have read.		
11.	I am aware of my ongoing reading tasks.		
12.	I correct mistakes immediately when I think I have misunderstood the text or tasks.		
13.	I attempt to understand the hidden meaning of the given text.		
14.	I guess the meaning of unknown words or phrases according to the context.		
15.	I use my grammar knowledge to analyze sentences so as to help get the meaning.		
16.	I guess the meaning of unknown words according to their roots or affixes.		
17.	I take notes when reading to help memorize information.		
18.	I make use of transitional words, such as <i>first, second, however, but, because</i> etc. to understand the logical relations among the main points in the text.		

III. EVALUATION AFTER READING

	TYPE OF STRATEGY	FIRST LANGUAGE	SECOND LANGUAGE
1.	I determine what the goal of the test tasks and questions was.		
2.	I revise the expected information based on the text context.		
3.	I evaluate whether the reading plans are achieved.		
4.	I assess my own performance and progress while completing the text.		
5.	I check the answers of reading tasks carefully before submitting the text.		
6.	I evaluate the effectiveness of strategies I used while doing the reading tasks.		
7.	I predict the content of the upcoming passage while reading.		
8.	I translate what I have read into Polish.		
9.	I summarise the main ideas of the text.		
10.	I reread the given text if I do not understand it.		
11.	I write down a summary of the given text to remember important information.		

IV. DEALING WITH PROBLEMS

	TYPE OF STRATEGY	FIRST LANGUAGE	SECOND LANGUAGE
1.	I try to find out my weakness in reading activity.		
2.	I control my nerves while doing the reading tasks.		
3.	I distinguish easy and difficult questions.		
4.	I analyze the relationship between the given reading text and reading tasks.		
5.	I connect what I have read with my prior experience.		
6.	I relate my previous knowledge to new information to better understand the text.		
7.	I use the available handy information to guess the new information.		
8.	I think how to improve my reading skills.		
9.	I spend much more time on difficult reading tasks.		
10.	I use feedback from my teacher or peers to improve my reading skills.		

READING STRATEGIES AMONG DIFFERENT PROGRAMS OF ESP

9. What kind of actions do you undertake in order to improve your reading skills/comprehension? Tick ✓

TYPE OF ACTION	YES	NO
read texts in a foreign language on the Internet.		
reformulate/paraphrase the language samples found on the Internet (I do not plagiarise).		
read books in a foreign language.		
go to authentic websites to analyse and collect language samples used by native speakers.		
use social networking sites to practise English (e.g. Facebook).		
listen to podcasts, songs and other audio materials.		
contact native language speakers to practise.		
take part in discussions on forums and present my arguments in a foreign language.		
make my own materials (videos/presentations) in a foreign language.		
analyse visuals accompanying some texts.		
read feedback information after an activity if there is one given.		
analyse teacher's advice and corrections.		
play (online) language games in English.		
watch videos, movies.		
Other actions.....		

10. Have you ever been engaged in any of the below mentioned forms of learner training? Tick ✓

FORM OF LEARNER TRAINING	YES	NO
Computer-assisted training.		
Web-based communication.		
Collaboration (working with friends to complete tasks).		
Hypermedia tools.		

Thank you for your participation in the survey. Please, do not hesitate to contact me in case of any questions or doubts you may have (izabela.olszak@o2.pl). Sincerely, Izabela Olszak, Maria-Curie Skłodowska University, Lublin.

Thank you very much for taking the time to complete this student survey.