

ESCUELA SUPERIOR POLITÉCNICA DEL LITORAL

Facultad de Ciencias Sociales y Humanísticas



**“BUSINESS ADMINISTRATION A2 LEARNER’S PERCEPTIONS ABOUT THE
USE OF COGNITIVE READING STRATEGIES FOR IMPROVING READING
COMPREHENSION”**

A dissertation submitted in fulfillment of the requirements for the degree

of

MASTER IN TEACHING ENGLISH AS A FOREIGN LANGUAGE

by

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Guayaquil – Ecuador

2017

ACKNOWLEDGMENT

First, we would like to thank God, for blessing us and having allowed us to reach this point as far as we have come, and to have given us a healthy life to be able to achieve our goals because he made this dream come true.

Our deepest gratitude to our thesis advisor Professor Jorge Flores, for his advice, that helped us to train ourselves as great researchers and for his effort and dedication, who with his knowledge, experience, patience, and motivation has made it possible for us to finish this thesis successfully.

We would also like to thank ESPOL for giving us the opportunity to study and become Magister in teaching English and especially to all our professors from the MATEFL program for their advice, their teaching and, above all, for their friendship. Also, our thankfulness is to the students from module three, who became an important part of this study.

Gioconda and Ana Maria

DEDICATION

I dedicate this thesis work to my wonderful family. Particularly to my understanding and patient husband, Franklin; and to our precious kids, Jennifer, Adrian and Alvaro; because they have been a constant source of support and encouragement to achieve one more goal in my life. Thank God for having you always there for me.

I must also thank my beloved mother whose love, support and prayers in day and night have made me able to get what I aspired to achieve.

To all my dear friends who have supported me with their advice and encouragement.

Gioconda Aviles

DEDICATION

I dedicate this thesis work:

To my mother, for giving me life and loving me; who, from an early age gave me the guidelines in each of the steps to follow: responsibility, consistency, and perseverance in my goals in each of the facets of my life, to learn and fulfill the aspirations that were drawn in me. Mother, thank you for giving me love, patience and tranquility for my future, I owe all this to you.

To my children for their patience and strength because with their words of encouragement they were also my support, for loving me and always supporting me, I owe it to you as well.

To you who are not any longer on this earth because you have been my inspiration to never quit.

To my siblings, for being with me and always supporting me, I love you so much.

To my nieces and nephews, who can follow the example and get consciousness and the strong conviction that all one desires in life, could be accomplished with effort and willingness.

To all my friends, for sharing with me the good and bad moments, it is so great to count on you.

To all family and friends that I did not remember at the time of writing this...you know who you are.

To my teachers who in this walk for life, influenced by their lessons and experiences in forming me as a good person and prepared for the challenges that life gives, each and each one of them I dedicate each of these pages of my thesis.

And to all my students, who have outlined my passion for teaching, this is to you!

Ana Maria Maruri

TRIBUNAL DE TITULACIÓN

Cognitive Reading Strategies for Improving Reading Comprehension

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Cognitive Reading Strategies for Improving Reading Comprehension

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Abstract

The aim of the present study was to develop a lesson plan with reading activities which promote the use of cognitive reading strategies that enhance learners reading comprehension skills. According to Oxford (1990), cognitive strategies are the most used strategies with language learners which help them to increase their reading comprehension. In total 50 female and male students with an A2 proficiency level acted as participants from a Business Administration faculty of an Ecuadorian public university. The study employed an action research design with quantitative and qualitative techniques. Researchers used a cloze test as a quantitative technique for the purpose of evaluating students' progress in the reading process before and after the cognitive strategy training. Also, they applied a think aloud-protocol and a semi-structured interview as qualitative techniques. They used the think- aloud technique to identify the cognitive reading strategies employed by the participants before the intervention. Additionally, they distributed among the students a semi-structured interview to determine the difficulties students face while reading in English, as well as the possible solutions they take to overcome these problems and their attitudes toward using cognitive reading strategies in the reading process. From the findings of this study, researchers could find out the cognitive reading strategies learners applied and the ones they lacked, to design the different lesson plans which resulted useful in the implementation of the study. After the training, researchers detected the improvement that students experienced in the reading comprehension process. In fact, the learners started to apply the strategies they did not use to employ, like elaboration (considering previous knowledge), grouping (classifying words according to their grammatical categories), and summarizing (making a mental, oral, or written summary). Furthermore, participants could realize how useful the employment of cognitive strategies was in their reading comprehension process.

Key Words:

Reading skills, strategy training, cognitive strategies, reading comprehension.

Resumen

El propósito del presente estudio fue desarrollar un plan de clase que incluya actividades de lectura que fomenten el uso de estrategias cognitivas y que como resultado los estudiantes mejoren sus habilidades de lectura comprensiva. De acuerdo a Oxford, (1990), las estrategias cognitivas son las más utilizadas con los alumnos de otro idioma debido a que éstas los ayudan a mejorar su comprensión lectora. En total 50 estudiantes de la facultad de Administración de una universidad pública ecuatoriana entre ellos mujeres y hombres, con un nivel A2, actuaron como participantes del estudio. El estudio empleó el diseño ‘action research’ con técnicas cuantitativas y cualitativas. El test ‘cloze’ fue utilizado como una técnica cuantitativa con el propósito de evaluar el progreso de los estudiantes en el proceso de la lectura antes y después del entrenamiento en estrategias cognitivas de lectura. Las técnicas cualitativas utilizadas fueron: ‘think aloud protocol’ y una entrevista semiestructurada. La técnica del TAP fue utilizada con el propósito de identificar las estrategias cognitivas de lectura utilizadas por los participantes antes de la intervención. Una entrevista semiestructurada fue distribuida a los estudiantes a fin de determinar las dificultades que los estudiantes enfrentan al momento de leer en Inglés, así como también, las posibles soluciones que ellos adoptan para superar estos problemas y sus actitudes para el uso de las estrategias cognitivas en el proceso de lectura. De los resultados de este estudio, los investigadores pudieron descubrir las estrategias cognitivas que los estudiantes utilizaban y de las que carecían con el fin de diseñar los diferentes planes de clase los mismos que fueron utilizados en la implementación del estudio. Después del entrenamiento, se encontró que los alumnos habían mejorado en el proceso de la comprensión lectora. En efecto, los alumnos empezaron a utilizar las estrategias que ellos no solían emplear, como ‘elaboration’ (considera el conocimiento previo), ‘grouping’ (clasifica las palabras de acuerdo a su categoría gramatical), y ‘summarizing’ (hace un resumen mental, oral o escrito). Además, los participantes se dieron cuenta de lo útil de emplear las estrategias cognitivas en el proceso de lectura comprensiva.

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ABBREVIATIONS

CEFR	Common European Framework of Reference
CRS	Cognitive Reading Strategies
ESL	English as a second language
FLL	Foreign Language Learning
L1	Native language
L2	Foreign language
SILL	Strategy Inventory for Language Learning
TAP	Think aloud protocol

Chapter I

Introduction

The English language has raised a significant importance around the world because an enormous amount of people use English as their first or second language, and the fact that it has gained recognition as an international language used both globally and locally. In Ecuador, English has increased its importance when undergraduate students are required to demonstrate their English B2 level proficiency, especially for Ecuadorian business learners who need to learn a system of words to communicate for international relationships. As a matter of fact, Spanish and Quichua are the two languages identified as Ecuadorian. Therefore, students learn English as a foreign language in different educational contexts which they acquire in a variety of programs that not necessarily allow all learners use the English language accurately. Thus, when students start a major in an Ecuadorian university, they have to deal with several problems that they face, such as reading comprehension, lack of vocabulary, grammar structure, and absence of writing skills, among others.

Therefore, students need to master the four skills of listening, speaking, reading and writing through the learning process to acquire the second language proficiently. From all the skills, reading is recognized as the most important to be developed by learners, in both, in the classroom context and their extracurricular environment (Ibrahim & Saman, 2010); being this skill used as mean to understand any content from any subject of study. Moreover, it is put forward the view that reading ability must be developed in the low levels and mastered in the upper levels because students are demanded to read a lot of materials in English at this stage. As a result, reading helps them in their academic performance and eases their self-learning (Bachore, 2014). Consequently, it is necessary to bear in mind that reading contributes to developing grammatical structures, ways of expressions and gives up-to-date information.

About a unified definition of reading, it is necessary to come to a consensus based on different authors; thus, reading is a decoding process of words, sentences, and structures which include a sort of mental processes that readers bring into their interactions with texts. As far as skilled reading, it is a constructive, fluent and strategic action that motivates learners' attainment for a life-long accomplishment. With this intention,

students must be trained to become skilled readers by providing them with reading strategies.

A relevant issue about reading strategies is that they constitute a part of language learning strategies since they are “deliberate, goal-directed attempts to control and modify the reader's efforts to decode text, understand words and construct meanings of text” (Afflerbach, Pearson & Paris., 2008, p. 9). Furthermore, there are two categories of learning strategies: direct and indirect. Direct strategies consist on memory, cognitive, and compensation strategies; whereas metacognitive, affective, and social strategies are indirect strategies. From these two categories, the most relevant strategies used in reading are cognitive and metacognitive strategies (Hamdan, Ghafar, Sihes, & Atan, 2010).

Most of the students in the Ecuadorian context have presented a low rate of cognitive strategies use, which has a direct relation with the knowledge acquisition. On this sense, it is valid to point out that cognitive strategies are used by learners when they individually perform different tasks, tending to process the learning material (O'Malley & Chamot, 1990). In the current educational environment, students do not apply cognitive strategies because they do not have developed them nor they are simply not aware of their existence. Within an English class whenever learners have to do the reading, they pass through an unpleasant experience due to the little understanding of the material read which is the result of not applying cognitive strategies.

As a matter of fact, teachers have to change their performance for encouraging students on the frequent use of cognitive reading strategies with the purpose of increasing their reading comprehension. For reaching that aim, a sort of research has been done all over the world over the years, which has demonstrated the benefits that learners obtain when applying cognitive reading strategies. By including the application of these strategies in English teaching lesson plans, Ecuador may count on competent readers who could improve their reading comprehension and increase their interest in reading; consequently, learning.

In training students to get interested in reading, they will understand how useful strategies' application is, turning them from dependent to independent learners. This practice will assure their self-confidence and their certainty that they are going to improve the time use for reading as well as increase the use of English language. Thus, developing this vital receptive skill of reading in learners can be a way to promote their productive skills, as speaking and writing, with high quality. As a result, recognizing the value of

reading and making a thoughtful analysis as good readers, applying cognitive reading strategies inside EFL programs in the Ecuadorian university context could be identified as one of the major contributions to the English language teaching.

Consequently, this study aims to become a foundation for encouraging the development of appropriate reading activities in lesson plans which should include the application of cognitive reading strategies that fit with preferences of learners from a Business Administration faculty of an Ecuadorian university.

Statement of the problem

Ecuadorian university students are driven to reach at least a B2 English level according to the Common European Framework of Reference (CFR) when they finish their majors. The Ecuadorian government has established it as a requirement. So, in this modern globalized era, it is evident that reading is an essential skill, especially when university students are learning a language. As a matter of fact, reading and understanding what people read are the paths to be knowledgeable and become autonomous learners. Thus reading English texts plays a vital role for Ecuadorian students to improve their English skills as a whole. Consequently, it is necessary to identify the influence that the use of cognitive reading strategies has on learners' reading comprehension skills that will lead students to be successful readers. As a result, the professors who work in the English Language Department recognized the necessity to teach cognitive reading strategies with the purpose of helping learners to increase their English level.

Justification

Development of good reading skills in the native speech as well as in the foreign language is paramount because reading allows people become knowledgeable and immerses them in other cultural settings that can make their lives evolve. A supportive reference of the reading influence is the progress that a child makes little by little when learning to read which elicits the imagination, intelligence, and thinking. Due to this, all the primary, secondary and tertiary educational level institutions should teach efficient and purposeful reading strategies.

To attain a proficient degree of reading, it is essential in academic contexts particularly at the university level to teach cognitive reading strategies to enhance and increase learners' reading comprehension. Some of the main issues arise about cognitive strategies; for instance, Oxford (1990) states that there is a chronic use especially of cognitive strategies among language learners, which naturally occur in the students and

they need to develop. Indeed, these strategies should be developed for students since they will help them to guess the meaning of unknown words or activate their prior knowledge to comprehend a text. Thus, by identifying which cognitive strategies students use appropriately and which ones they do not know how to apply, teachers are enforced to include active reading tasks in the lesson plans so that they individually could make an implementation through reading strategies training to evaluate students' reading comprehension improvement.

Objectives

General objective.

To develop a lesson plan with reading activities which promote the use of cognitive reading strategies that enhance learners reading comprehension skills.

Specific objectives.

1. To identify what cognitive reading strategies students use to understand a piece of reading.
2. To design and develop a reading comprehension lesson plan which includes cognitive reading strategies that students lack.
3. To determine the effect of the application of cognitive reading strategies to improve students' achievement using the cloze test.
4. To ascertain the level of students' satisfaction with the intervention.

Purpose of the Study

The goal of this exploratory action research study is to develop appropriate reading activities that fit with preferences of learners from a Business Administration faculty of an Ecuadorian public university when applying cognitive reading strategies.

Significance of the Study

Teachers who have students that face problems when they try to understand English texts may find this research priceless. Its value relies on terms of the design and implementation of lesson plans whose primary purpose is to train students on the application of cognitive reading strategies through a variety of activities. Moreover, this study could be used as a basis to inform students that teaching them to use cognitive reading strategies will help them to read texts more efficiently with the minimum time and effort. Consequently, learners will improve their reading skills and reading competencies.

Furthermore, the application of this study would increment learners' consciousness about the efficient use of cognitive reading strategies and how the use of them would

change their thinking and behavior about reading as well as increase their comprehension and retention of texts.

Research Questions

Based on the literature presented in this investigation, the specific research questions in this study are:

- 1) What are the cognitive reading strategies that the students used, to understand a piece of reading?
- 2) What is the effect of the application of the lesson plan on students' achievement, using the cloze test?
- 3) What is the level of students' satisfaction after the intervention?

Hypothesis

Based on the research question number two the null hypothesis is: The average of the post-test is equal to the mean of the pre-test in the cloze reading test.

The research hypothesis is: The mean of the post-test is greater than the average of the pre-test.

Chapter 2

Review of the Literature

The researchers performed the present study to increase the adequate application of cognitive reading strategies for the improvement of reading comprehension skills in their learning of English language by university students majoring in Business Administration. The development of the themes as well as the theoretical framework in this literature review consists of six parts based on previous studies performed and theories established by recognized authors. The first part deals with the academic support about reading and its process. The second part deepens on the importance of applying the strategies that are essential to perform a reading. Next, it is analyzed the use of cognitive strategies and their effects in the comprehension results making an appropriate application of the different kinds of cognitive strategies by learners. The instructional design and the steps followed in structuring the lesson plans for implementing the intervention, and the corresponding evaluation across the Reading classes are in the fourth place. The fifth part has an ample view of the importance of applying the cloze test as means to identify the lack of strategies for successful reading comprehension practice that learners showed. Finally, it is presented the use of think-aloud protocols and interviews with their outcomes about the effects on the students' needs when performing the reading process.

Reading Process

As a matter of fact, reading is fundamental to our society. Undoubtedly, teaching reading and its achievements are essential for all learners because it is through reading that people can learn for their self-development. The literature has been prolific in defining and identifying a sort of steps and categories of reading. A wide range of authors and researchers seem to agree when explaining reading despite the fact that they do it according to their perspective.

First of all, it is mandatory to set that reading is a receptive skill. Harmer (2001) points out receptive skills as the ways to extract meaning from the discourse that is seen or read. As it is perceived, reading is beyond the mere action of recognizing words and decoding their meaning. For Nuttall (1982), reading is the meaningful interpretation of printed or written verbal symbols. Furthermore, Anderson (1985) identifies reading as a complex skill that requires the coordination of various interrelated sources of information; that is, performing a process for meaning construction.

Similarly, Lopera (2012) cites Barnett (1988) and refers to reading as a process where an interaction through a dialog between the writer and the reader takes place. He also refers to an Omaggio's (1993) citation labeling reading as a mental process of communication that demands the reader's active participation in the creation of meaning as well as manipulation of strategies. In line with Nuttall's view, Grabe & Stoller (2002 p.3) define reading as "the ability to draw meaning from the printed page and interpret this information appropriately." Albeckay (2014) citing Crystal (2007 p.209), likewise, points out that reading "crucially involves appreciating the sense of what is written: we read for meaning."

Other authors such as Grabe (2009); Koda (2007); Han, Anderson & Freeman (2009); conceive reading as a complex skill as L1 and L2 reading research reveals and evidence, which defines reading as an action performed and oriented to build meaning from written texts. That fact highlights its relevant features of being a valuable learning for knowledge. It contributes to elemental processes that master it to a fluent, strategic, and taking control of reading for a purpose, motivated enough to grab attention with the entertaining and informative material, and for a lifelong pursuit or able to provide continuous development, practice and refinement (Anderson, 1985).

As a matter of fact, along the time a lot of researches have been performed which have demonstrated that knowledge attainment has been possible employing reading and reading comprehension. Grabe (2009) argues that reading comprehension is a combination of skills, such as identification and interpretation; taking place the performance of five most important and different areas of research which are schema theory, language proficiency and automaticity, vocabulary development, comprehension strategy training, and reading-writing relations. Besides, Hedge's (2001) view is that any reading component of an English language course must include a set of learning objectives. In other words, it is visible enough the relationship between reading and the process of learning a language implemented on all levels. Consequently, the process of teaching a language deeply links to the need of teaching learners how to perform the reading process and reach the sufficient comprehension level to be able to succeed in the goal.

On this sense, Alyousef (2006) arises with the issue concerning to a differentiation remarked by Hafiz and Tudor (1989) between the two types of reading: intensive and extensive. Intensive reading refers to reading activities that learners have to deal with when they face relatively short texts as a basis for a target reading practice. Extensive

reading, in contrast, relates to providing students with significant quantities of L2 reading material input with few or possibly no particular aims to lead learners to flow with the reading practice (Baker & Boonkit, 2004).

Moreover, regarding the process that a reader has to perform, Stoller (2015) considers that the best way to help students learn to read and improve their reading skills is through reading itself because unluckily all over around the world there is a lack of L2 reading classes. In consequence, seen reading as one of the skills to be developed for English learners, it must be intensified by continuous training and practice through the application of the most excellent and appropriate strategies in the performance of a reading process.

Therefore, Gunderson, Odo, & D'Silva (2013) reinforce the existing theory about reading as a psycholinguistic game; such theory supports the existence of a cognitive process, divided by psychologists into two broad categories: Bottom-up processing and top-down processing. On the one hand, bottom-up processing occurs when the reader obtains meaning from letters and words of a text to reconstruct the intended message that way. On the other hand, top-down processing is related to the user's ability to look at a written passage as a whole connecting and relating it to previous existing knowledge. Both processes are essential to obtain a message from a text.

On the perspective of Ozek and Civelek (2006), there is the argumentation that from studies performed in both types of reading processes in L1 and L2 that refers to bottom-up model as the idea of common sense and the top-down model as the productive elements in a reading text. In the meantime along similar lines, Alyousef (2006) argues and identifies that knowledge being used by a reader as scientific or systemic knowledge (performed through bottom-up processing) as well as schematic knowledge (held through top-down processing). He brings about both processing occur simultaneously at all levels, outstanding that bottom-up processing ensures that learners become sensitive to the incoming information from the text and top-down processing help them select possible interpretations of the new data obtained.

On top of that, Tue (2014) refers to the bottom-up reading model known as a part-to-whole reading model, which highlights the written or printed texts. In other words, when referring to the comprehension of the reading process, it links to the development of decoding, taking into account that decoding deals with the interpretation of letters, words, phrases, and sentences. Regarding the top-down model, labeled as inside-out or whole-to-

part model, it gives emphasis to the dynamic role of the reader in this process. It means that readers get the meaningful consciousness of what they read by obtaining data from the text and relating it to their background knowledge.

Summarizing, Reading is a vital skill for English learners in a non-spoken English context due to readers must interpret what they read and get the idea by decoding words, sentences, and other text structures with the purpose of comprehending any passages from written text and constructing meaning. Seen the essential role of reading in English learning, the researchers realized the emergent necessity of developing this study to pursue on students the consciousness of strategic reading practice as a fundamental basis in their daily learning.

Stages of the Reading Process

Evidently, a clear perception is that when a reader has a passage and is ready to read, it is not just the starting point from which the reading is going to begin, but it is the moment of developing a subsequent process through different phases that interact to build comprehension on the readers. As for stages, users move through; it must be clearly understood that good reading comprehension performance during the process of reading text demands from learners their understanding and monitoring. Around research evidence, there is a coincidence of opinions to identify that the reading process consists of three essential and interrelated phases through which readers have to cross over: Pre-reading, Reading and Post-reading (Johnston, 2013).

The process involved during the Pre-reading stage includes some activities introducing and activating the relevant schema (Alyousef, 2006); thus, when the readers can deal with what they will encounter in the text, just then they can interact with it (Anthony, 2008). In other words, it is intended to be done in the Pre-reading phase to bring in readers interest and acquaint them with the topic, inspiring learners to read and preparing them for a good comprehension of the text (Yazar, 2013).

In this sense, Neufeld (2005) refers to a sequence that is necessary to follow in this stage labeled as 'Getting-ready-to-read Strategies.' It apparently comprises: (1) clarify a purpose for reading, (2) overview the text, (3) activate prior knowledge relevant to the text, and (4) making predictions. Some other researchers such as Deyuan and Gao (2006) suggest a chain of strategic tasks that go from establishing a purpose for reading, passing by activating and building background knowledge to previewing the text to create expectations. Also, Toprak & Almacioğlu (2009) propound their view that pre-reading

refers to warm-up activities that include discussing author or text type, brainstorming, review familiar stories, consider illustrations and titles, as well as skimming and scanning for structure, main points, and future directions.

About the reading or while-reading process, three main arguments can be advanced to support what strategies belong to this stage, considering they have a similar orientation. As a matter of fact, it must be taken into account what the aim of the while-reading stage is. To this concern, Alyousef (2006) identified it as an interactive process where students develop the ability in tackling text by increasing their scientific and schematic knowledge.

Meanwhile, Deyuan and Gao (2006) annotate that during the while-reading stage readers are helped to understand the specific content and to perceive the rhetorical structure of the text, as well as guided to assume an active approach to the reading material. On this sense, while reading, the readers have to monitor their understanding and apply practical strategies to clarify the meaning. As a matter of fact, to accomplish this phase, in the belief of Yazar (2013), rather than focusing on the learner's ideas previous to reading, the understanding of the writer's purpose has to be oriented towards the text structure and content. He conceives that among the sort of activities tending to elicit comprehension on the readers on this phase are included a variety of comprehension exercises such as prior the text questions, completing diagrams or maps, making lists, taking notes, and some others that course books and text-collection provide.

Finally, using information obtained from different research sources, an account of author's' views is grounded on the assumption that Post-reading stage refers to the actions that readers take after reading the passage. On the whole, it is the phase when they continue to think about the content of the text and encode cue aspects into long-term memory. With attention to Post-reading process' goals, Neufeld (2005), outstands the fact of helping students to understand and remember what they have read and, if breakdowns in understanding happen, monitor their comprehension by applying 'fix-up' strategies. On the other hand, for Deyuan and Gao (2006), the Post-reading phase is intended to be the period to perform bottom-up issues such as discourse features, grammar, or vocabulary; and review the content and consolidate the new information by relating it to the learners' interests, knowledge, and opinion.

Moreover, to address the issue of Post-reading follow-up tasks, Toprak and Almacioğlu (2009) based on other studies state that those exercises take learners beyond

the text read through the transference of learning skills to other texts or integrating them with other language skills. Similarly, in the perception of Yazar (2013), Post-reading work should be focused to contribute in a quick manner to other communication skills, throughout using matching exercises, cloze exercises, cut-up sentences, and the evaluative comprehension questions to enhance learning knowledge.

All these theories have been vital for the present study adequately taken into account for the design of the lesson plans and consequently the implementation of the strategies in the group of participants.

Reading Strategies

In addition to the reading definitions, of great importance is to determine what a strategy is in order to establish how it deals with the process especially when learning another language. On this sense, it is valid to recall the differentiation between skill and strategy set by Afflerbach, Pearson, and Paris (2008) who refer to skills as automatic actions without awareness of control and reading strategies as deliberated and goal-directed attempts with power involved. Thus, the present research has been focused on strategies' development, so that, readers become aware of text comprehension and reading strategies users. As a result, reading strategies clearly identified as mental tasks oriented to construct meaning are those actions that readers perform both consciously and unconsciously since they help learners in the reading process and provide them with a logical sense when interpreting written texts.

It is important to determine that, second language learners when acquiring a language need to connect reading strategies with learning strategies because they are the necessary steps that will facilitate students' acquisition and management of information. In this concern, Oxford's (1990) define learning strategies as, "operations employed by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situations"(p.8). Undeniably, this definition leads to the conclusion that when the skills and strategies used for reading complement each other, provide readers with motivation and self-efficacy.

Following the same idea, Kherzrlou (2011) states that those steps taken by students to enhance their learning, more recently labeled as learning strategies, will serve as the framework under which teachers may develop in their students the appropriate training for succeeding on their goals accomplishment in the classroom. Additionally, Horváthová (2014) brings about language-learning strategies as being resources to be exploited by the

language users for providing activation and steadiness to their means, so they can boost their process to get an effective communication in L2; as the CEFR supports.

Indeed, to learn something, it is necessary to develop the ability to respond to specific situations and this way apply the better strategies to deal appropriately with them (Prakoso, 2016). Moreover, Nickols (2016) has deepened on the definition of the word strategy. He provides a broad range of perspectives about its definition given by a sort of authors of *The Discipline of Market Leaders*. As a result, supported by a variety of interpretations, they established their point of view. So, they determined that strategy is a term referred to “a complex web of thoughts, ideas, insights, experiences, goals, expertise, memories, perceptions, and expectations that provide general guidance for specific actions in pursuit of particular ends” (p.7).

Consequently, being language learning a challenging cognitive process, and as mentioned by Hardan (2013), language learning strategies play a vital role in language learning, and for this reason, they had gotten critical importance since the early 1970s when they resulted as a means to enhance the reader's' second language learning. Along similar lines, Bachore (2014) argues that learning will take place as long as there is a proper training of students with a range of language learning strategies they could choose that will lead to reading strategies. Also, Khezrlou (2011) considers language learning strategies as good indicators that learners can make use of to approach tasks or problems faced when learning a language. Additionally, he estimates that a language learner can use adequately a wide variety of language learning strategies which could improve his or her communication skills in a better way.

Through further research supported by previous studies performed, the precise understanding is that when learning a language it is necessary to set a strategy instruction to be used. There are several reasons to support strategy training, mainly because it aims to provide learners while learning a language, the necessary tools to self-diagnose their strength and weakness and evaluate their performance. Thus, training students on strategies use, orients to what best help them to learn the target language, make decisions about how to approach a language task, and develop a broader range of problem-solving skills as well as transfer successful strategies to a new context. (Bachore, 2014).

According to Yazar (2013), learners who perform a reading task need guidance in spite of the fact that it is an individual activity. Then, current research appears to validate the view that is necessary to structure a training process to accomplish the reading's

goal. Regards this, Lai, Tang, and Luo (2007) refer to the adequacy of a plan designed to share guided reading to gradually enable learners self-monitor their reading comprehension and also recommends establishing a well-planned comprehension strategy for the instruction of a second or foreign language which directly involves teaching reading.

Thus, for this purpose, it is important to follow a five-step plan in the performance of a strategy training process. First, the teacher models the approach and explains its use and importance directly; second, it must be made a guided practice with the strategy; third comes the consolidation that refers to the process when the teacher helps the learners to identify the strategy and decide when to use it. In fourth place, it is the moment to do an independent practice with the strategy, and finally, the aim is to apply it to the new tasks. (Khaokaew, 2012).

In fact, when concerning the strategies used for reading, there has been made distinctions and argument made by authors; for instance what Doles, Nokes, and Drits (2009) expose about making a differentiation between comprehension strategies (labeled as reading strategies) and cognitive strategies. Comprehension or reading strategies teachers use in their instruction to help students understand a particular reading text and cognitive strategies are those transferred across texts which students use when reading. Additionally, supported by the National Reading Panel (2000), the term comprehension is a superordinate concept including strategies used by readers tagged as cognitive and the strategies used by teachers led for comprehension.

Clearly, when readers perform a reading process, they evidence how they conceive a task and make sense of what they read, what contextual keys address to and their reaction when they do not understand. (Maarroof and Yaacob, 2010). Moreover, as stated by Grabe (2009) based on recent L2 reading research, depending on their goals, tasks, and strategic processing abilities, proficient readers are those who know how to use combined strategies effectively. Thus, productive users are those who use reading strategies more efficiently than the ones who do not use strategies (Gürses and Bouvet, 2016).

What is more, in the view of Chamot and O'Malley (1987) when using cognitive strategies the learner manipulates the learning material interacting, creating mental images, or linking new information to knowledge grabbed previously. Moreover, a cognitive approach is a procedure performed consciously to accomplish a specific cognitive goal which improves the reading comprehension and different authors label as reading strategies (Brevik and Gunnulfsen, 2012).

Consequently, to develop independent readers ideally, it would be productive setting a reading strategy instruction which has two main components: direct explanation and scaffolding (Uzunçakmak, 2005). For a direct explanation, teachers must describe the strategies, motivate, and inform students about the benefits of using them. Also, provide students with a step-by-step explanation of how to use the strategies through modeling, think-aloud or talk-aloud, create different contexts to help students understand how to vary their strategy use by changing purposes, and assist them to evaluate their strategy use. And related to the second component of strategy instruction, which is scaffolding that includes shifting responsibility for strategy use from teachers to students. In other words, scaffolding means assisting students to employ the strategies when they have difficulty and at later stages gradually decreasing this support through guidance, practice, and feedback to help students use the strategies independently (Ortlieb, 2013). Although direct explanation and scaffolding are the two conventional components of strategy instruction, each instructional model mentioned in the literature uses different combinations of these elements.

Thus, taking into account the previously exposition, these outlining data were used to apply in the lesson plan developed to perform the intervention.

Reading Strategies Classification

Authors have not agreed on a classification for strategies applied to reading. Thus, a sort of different names and classifications have been given and documented in the literature to classify reading strategies, denoting existing inconsistencies across taxonomies set about it. As a result, to mention about classifying them regards an example of categorization, it is appropriate to make reference to the one made by Oxford (1990) and cited on her Strategy Inventory for Language Learning (SILL), which establishes that direct and indirect strategies take place in Reading L1 and L2. Direct are those approaches that deal with memory, cognitive, and compensation strategies; and indirect strategies support and manage the reading process without directly involve the target language and are three: metacognitive, affective, and social strategies.

Khezrlou (2011) annotates that cognitive strategies deal with those useful steps taken for learning which directly require analysis, transformation, or synthesis of learning material which concerns about six main cognitive learning strategies that directly contribute to language learning. They are identified as clarification or verification, guessing or inductive inference, deductive reasoning, practice, memorization, and

monitoring. Regards strategies for reading, the connection that Ozek and Civelek (2006) make is leading to authors viewpoint that works with cognitive strategies as the performance of mental actions dealing directly with data processing aimed to learn that support learners to acquire, save, recover or make use of information.

Another classification of reading strategies is according to Bachore (2014) who states that four groups are the most crucial and recommended: cognitive, compensation, memory and testing strategies. Regarding cognitive strategies, the author refers to some examples of strategies that need to implement cognition. He identifies as a cognitive prediction based on previous knowledge, scrutinizing the organization of a text by looking for specific patterns, using statements for checking students' comprehension, as well as self-questioning.

Nevertheless, Uzunçakmak (2005) makes reference of other researchers' categorization, pointing out that the most common way of grouping them as mentioned in the literature falls within the categories of cognitive, meta-cognitive, text-level, and word-level strategies. With this in mind, it is remarkable to bring the work done by Ozek and Civelek (2006) about the use of cognitive strategies which are monitored and regulated by meta-cognitive strategies.

In the viewpoint of Oxford (1990), cognitive strategies are typically the most recurrent strategies with language learners. They make a reference to those steps or operations used in learning or problem-solving that requires linear analysis, synthesis, or transformation of learning materials.

As a matter of fact, metacognitive strategies are used to plan, monitor, and regulate the reading as it occurs. Furthermore, meta-cognitive strategies are actions or policies that allow readers to self-monitor their reading task (Oxford, 1990). To put it in another way, readers know when and how they use the meta-cognitive strategies and decide how to adapt them for their reading accomplishment purposely. Moreover, Nasab and Motlagh (2015) make reference to what we do and how we learn is a phenomenon related to metacognition.

Additionally, about the text-level strategies according to Uzunçakmak (2005), these strategies readers use when they approach a reading text as a whole, from a holistic perspective (p.21). Consequently, writing level has to do with those strategies that for example relate the text to self-background knowledge, or using titles and illustrations to

help comprehension, or perhaps when using word aspects such as formation and family to understand unknown words' meaning.

Uzunçakmak (2005) points out that there are parallel classifications in other studies referencing different authors labeling them as 'top-down' (Carrell, 1989), 'general comprehension' (Block, 1986), 'global' (Barnett, 1988), among others. For the purpose of word level, Uzunçakmak (2005) refers to the various names they are known as 'bottom-up' (Carrell, 1989), 'local linguistic' (Block, 1986), and word-solve strategies' (Barnett, 1988). Differently, from text-level, word level policies allow readers comprehend smaller parts of the reading text to interpret it appropriately.

Cognitive Strategies for Reading

In the face of many interpretations given to determine, define, and classify the cognitive strategies, it can be found in the literature a series of parallel works performed with the studies conducted on reading strategies and a variety of given definitions. The term cognitive strategies, according to O'Malley & Chamot (1990), is more directly related to individual learning tasks and entails direct manipulation or transformation of the learning material. Meanwhile, Oxford (1990) states that cognitive strategies are commonly found to be considered the most used strategies with language learners which increase according to the age of students and such strategies varied a lot, ranging from repeating and analyzing expressions to summarizing.

In the viewpoint of Bachore (2014), cognitive reading strategies represent actions that readers perform when they attempt to build meaning when reading a text. Doles, Nokes, and Dritis (2009) refer to a cognitive strategy as a mental process oriented to achieve a cognitive goal. For this purpose, it is mandatory to instruct learners must on efficient cognitive strategy use; that is, following steps or actions applied in learning or problem-solving which needs linear analysis, transformation, or synthesis of learning materials (Kezhlou, 2012). Furthermore, Chinn (2009) brings about the two types of cognitive strategies: general cognitive strategies (applied across a variety of disciplines and situations) and specific cognitive strategies (more powerful but with a restricted range of use oriented to a particular kind of tasks). Concerning cognitive learning theory, Minus (2011) refers to the essence of reading that has to do with the right action of readers when setting their background knowledge and what they expect of the reading process.

As a matter of fact, several types of research done have concluded that if there is a lack of comprehension when learners are reading and try to infer the meaning of passage,

they need to apply reading strategies to solve their struggles in understanding the English language. To sum up, readers must know the strategies they need as well as when and how to use them. Furthermore, with the age of learners in Foreign Language Learning (FLL) the importance of cognitive strategies increases; thus, it is vital to provide students with appropriate ways of instruction to use them as efficiently as possible. Taking into account all the previous explanation, researchers taught students about what each strategy meant and how to apply them.

Division of cognitive reading strategies

Regards the group of cognitive reading strategies, there is not an only categorization among researchers and linguists. As it is the case to classify cognitive reading strategies, a broad range of perceptions and views flow in the literature. For example, Johansen (2013) presents a categorization of cognitive reading strategies citing several linguists and researchers; mentioning to be the most frequent Brevik and Gunnulfsen's (2012) classification found as control, elaboration, memorization, and organization strategies. Linearly, Ratna (2014) refers to Oxford's (1990) argument stating that with all their variety, there are four sets of cognitive strategies which are practicing, receiving and sending messages, analyzing and reasoning, and creating a structure for input and output. Other researchers based on the most recent works, expose their point of view differently. For instance, Bachore (2014), considers reasonable to think that despite scholars such as O'Malley and Chamot (1990), Oxford (1990 and 2003), Cohen (1996), and Richards & Renandya (2002) who have suggested classifications, they differ in the way they express the concept.

Consequently, to look for other types of grouping the cognitive strategies, it is valid to bring about the reference of Doles, Norkes, and Drits (2008). They determine that the number of cognitive strategies applicable for various tasks relates according to different domains of knowledge: strategies that deal with analysis and problem-solving or general strategies, study strategies, writing strategies and reading strategies.

For the purpose of this research, the researchers categorized the cognitive reading strategies according to the function each one provided to the development of the reading process and based on O'Malley & Chamot as well as Oxford studies. Thus, for the pre-reading stage were included: imagery, elaboration, inference, and deduction. For the while-reading stage, it was taken into account a group of strategies formed by resourcing,

grouping, getting the idea quickly, and note taking. The post-reading stage contemplates repetition and summarizing strategies.

Pre-reading stage. During the pre-reading stage, as previously mentioned, readers pass through a sort of warm up activities that can be surely accomplished by valuable and productive strategies to teach students. As Ahmadi and Gilakjani (2012) refers, strategies applied in the pre-reading stage are useful to make readers build a mind view of the text they are reading as well as evaluate if their prediction is correct or incorrect. In this study, among the pre-reading strategies categories are imagery, elaboration, inference, and deduction.

Imagery. Concerning this strategy, it is valuable to refer to the point of view of Piaget and Inhelder (1965) towards identifying certain similarities between imagery and language. On the one hand, Chamot and O'Malley (1987) refer to imagery as the action when readers by using illustrations or picturing events in mind understand what they have to read. On the other hand, Gambrell, (1980)) points out that imagery means using mental or actual images to understand or remember what the new information means which has a vital importance in comprehension processes because they promote recalling verbal materials. Ratna (2014), recalls Oxford's (1990) view stating that creating a mental image helps to understand or remember new information. Furthermore, among others authors who have gotten to the conclusion that if readers are taught to apply the mental imagery strategy, the resulting outcomes are an improvement in reading comprehension. Additionally, Van Meter, Aleksic, Schwartz, and Garner (2006) state their viewpoint regards the assumption that in readers' working memory verbal and imagery representations are formed by providing them with illustrations, which then are organized and associated to create a mental model. Moreover, Presley (2000) points out that this strategy contributes to comprehension and allows enhancing long-term memory of the text.

Furthermore, Imagery can improve students' learning of text materials, and the likely work by Leutner, Leopold, and Sumfleth, (2009) speak to the potential utility of imagery use for text learning. Imagery production is also more broadly applicable than the keyword mnemonic. Nevertheless, the benefits of imagery are largely constrained to imagery-friendly materials and tests of memory, and further demonstrations of the effectiveness of the technique (across different criterion tests and educationally relevant retention intervals) are needed.

Elaboration (Background Knowledge). About this strategy, several studies point out the importance of using what the reader already knows for applying it to new ideas in the text. Chamot and O'Malley (1987) refer to elaboration as relate parts of new information to each other, new information to prior knowledge, or making significant personal associations with it. For Grabe's (2004) perception, there is a consensus of reading researchers who establish that background knowledge has an essential attainment in reading comprehension because when texts link to readers' culturally common knowledge, they can comprehend those texts better. However, when written material contains relatively unknown information or from fields that users lack particular expertise, it results on struggles with their learning. After such studies, Ratna (2014) conceives that this strategy has a close relation to mental images as well as label background knowledge as a compilation of previous learning since prior mental images of text that the memory store in long-term periods. In similar lines, Bachore (2014) mentions that activating prior knowledge refers to relate the content of the text to the reader's prior knowledge to identify the main ideas and details, while Ratna (2014) points out three different citations concerning elaboration. First, she refers to the orientation that elaboration has towards increasing comprehension through an additional processing of the text that involves forming a connection between the text and what the reader already knows about the subject. Besides, there is the fact that most reading lessons in L1 and L2 function with a twin function through elaboration. Finally, when readers link information from text to their background knowledge, it signifies receiving some help on their reading performance.

Inference. This strategy forms part of the Chamot and O'Malley's (1987) list of cognitive strategies to be taught in the CALLA approach and is considered as "using information in an oral or written text to guess meanings, predict outcomes, or complete missing parts" (p.249). According to Yeh (2006), making inference signifies developing a mental process (schema) in which the readers combine their previous knowledge with what they read; and the result is the reader's personal point of view and unique interpretation. On the one hand, Kucukoglu (2013) states that by applying inference, readers self-develop to draw conclusions, make predictions, identify underlying themes, and use information to create meaning. On the other hand, Serafini's (2005) point of view for inferring is to read and comprehend between the lines; that is the practice of students' knowledge use associating it with information from the text to draw conclusions. Furthermore, Bachore (2014) agrees to state that readers infer the "less explicitly stated

idea of the writer using the context and the prior knowledge” (p.265). In the same way, imagery helps in comprehension and schemata has a lot to do with previous knowledge on the subject of a text, to deal with ambiguity, readers can make use of the inference strategy. Finally, Ratna (2014) refers to O’Malley and Chamot (1990) pointing out that this approach allows students to comprehend the text and that for her study was possible to perform by using the title to predict the content of the text as well as identifying words, phrases, and text organization.

Deduction. Concerning this strategy, Bachore (2014) associates deduction as applying rules or making them up based on language analysis. Similarly, Ratna (2014) cites O’Malley and Chamot (1990) who determine that this strategy deals with the application of rules for understanding, or producing the second language as well as Oxford (1990) who points out that deduction is in the categorization of top-down strategies which guides from the general to the particular. Thus, Ratna (2014) explains that for her study the application of this strategy was oriented towards comprehending the whole text by reading the first line of each paragraph.

While-Reading Stage. During the while-reading stage, as mentioned before, the focus is drawn to the written text rather than the reader’s ideas with the aim of helping them to understand the writer’s purpose, the text structure and clarify its content. In the present study, among this categorization of during reading strategies are resourcing, grouping, getting the idea quickly (skimming and scanning) and note-taking.

Resourcing. One of the cognitive strategies that commonly students use is to look up for the meaning of target language words in different reference materials such as a dictionary, a book, application, an encyclopedia, etc., to get the meaning better of the heard or read material (Ratna, 2014). In the words of Maarof and Yaacob (2011), resourcing is the action tending to make use of valuable means after analyzing and reasoning for comprehending, which allows learners relate to their native language (L1) what is being inputted in the new language (L2).

In the perception of Prichard (2008), among second language instructors, there is a variety of assumptions related to useful results of the practice of dictionary use during reading. Those instructors, who follow the classical method of grammar-translation, show a tendency of encouraging the extensive use of dictionaries due to the practice of decoding texts.

Grouping. Oxford (1990) identifies the cognitive cluster strategy as the action of categorizing what is read into groups meaningfully; that is, decreasing the separate elements. In the study performed, researchers made use of the grouping strategy for classifying the words according to their grammar parts of speech categories. In the viewpoint of Kusumaningtyas (2014), grouping means to reorder or reclassify, and probably label the sources students have to learn by making use of their common attributes.

Getting the idea quickly. Oxford (1990) states that to get the idea quickly is necessary to skim (searching for the main idea the writer wants to get across) and scan (searching for specific details of interest to the learner). Johansen (2013) refers to three strategies within this category. They are ‘reading for overview’ (skimming), ‘reading for specific information’ (scanning), and ‘reading for detail’ (careful reading) which is often unnecessary time-consuming to be reading word by word in detail. What students need is to know when and how to skim or scan a text.

Skimming or getting the author’s point of view (Lopera, 2012) is a practical strategy for EFL/ESL readers when they focus on getting the gist of material they are reading with the purpose of knowing the writers’ intention and how they organized the piece of writing. Thus, when readers learn to skim for the main idea, they attempt to process texts in a ‘bottom-up’ way, a manner that signifies a good way to improve their top-down reading which means a benefit to enhance their comprehension of difficult texts (Yeh, 2006). Thus, to perform this strategy, it is mandatory to give a rapid glance to a text doing a quick surface level reading of the text paying attention to subheadings, visuals, and format. This procedure allows the readers to determine whether the text contains information that might be needed to use in the own writing and includes the idea of attaining a general impression of it (Meissner and Yun, 2008). For instance, when skimming if there is the case, students have the opportunity to go through illustrations to get an initial idea of the contents, settings, and characters (Alqahtani, 2015). In the perception of Yazar (2013), for attaining the main idea of passage, it is recommendable to read the first paragraph of the text to immerse the reader with an ample overview of the entire topic, which allows the reader to understand the main idea of the text. This process begins by finding the topic sentence and then the discourse topic the best way possible. The goals for applying this strategy are: (1) setting a global sense of the text, (2) setting a macro propositional structure as an outline summary, and (3) to identify the

importance of texts to establish the needs. Additionally, readers would be trained to be flexible since not all strategies would operate the same with all texts.

Scanning or looking for specific details is another useful technique when we are looking for the answer to a known question to speed up the reading process for learners facing significant struggles while reading a text (Eskey, 2005). The scanning strategy commonly means to have a quick glance through the text and reading material. In scanning process, a reader may identify the specific information such as dates, places, names or some particular content by quickly moving the eyes across the text and down the page seeking specific words and phrases. For scanning, the reader requires a lot of mental and physical effort for performing the searching of words to have the clear meaning of the text; generally, scanning is helpful when people take a test (Alqahtani, 2015). Moreover, Yazar (2013) refers to scanning as to glance through a text to locate a specific symbol or group of the symbol, e.g. a particular word, phrase, name, figure or date. That action signifies that rather than the deep processing of text, most of it the reader will ignore because the focus here is on local comprehension at a surface level and is mainly reader-driven processing.

Note taking. This reading strategy as defined by O'Malley & Chamot (1990) the reader must perform by writing down clue words and concepts in abbreviated verbal, graphic, or numerical form while listening or reading. As it is claimed by Cambrooke (2010), taking notes from a textbook is a useful action that permits students to turn into active components of their learning since it contributes to organizing important concepts or recall vital data becoming one of their study aids. O'Malley and Chamot (1985) define note-taking as "writing down the keywords and concepts in abbreviated verbal, graphic or numerical form to assist performance of a language task" (p. 138). In the perception of Bauer (2008), note-taking represents a typical behavior when students are reading or attending a lecture. He refers to the idea of dating back to the long road of research performed since the early 20th century which has demonstrated that both the process and review functions of note-taking promote learning given the fact that help students to pay more attention to essential points instead of looking at minor details at the moment of retrieving content. Thus, to obtain the best benefits of both note-taking' functions of process and review students must perform well when taking notes and reviewing their records (Robinson, Katayama, Odom, Beth, Hsieh, & Vanderveen, 2006). However, unluckily the undeniable fact is that commonly students are poor note-takers, and keep less than half of the critical ideas which put them at the risk of missing out the product effect

function of note-taking because when they review, they check out incomplete notes (Katayama & Robinson, 2000).

Post-Reading Stage. During this stage, as identified by Toprak and Almacioğlu (2009), correspond activities performed as the follow-up, after reading or beyond the reading action itself, purposed to check students' comprehension by going on a deeper analysis of the text read. Under this stage were classified repetition and summarizing.

Repetition. Also identified as rereading, is one of the strategies that the majority of students commonly report they use. For Maarof and Yaacob (2011) to mentally repeat words to oneself help to understand better if one is not sure about the meaning of what the students read. On this line, for example, and based on some more recent research, Kornell and Bjork (2007) report the results of their studies on the request made to students referring to the question that if they read more than once any learning material while studying a textbook. The outcomes of their research were relevant to the use of this strategy performed by students on re-reading entire chapters or sections and parts of the reading material, even though they were high-performing learners. Another valuable example to be reported is from a study developed by Karpicke et al. (2009) who surveyed in an elite university undergraduate students who averaged SAT scores above 1400, and the eighty-four percent reported to include rereading their notes on their textbooks. On the contrary, Dulonsky et al. (2013) state that although repetition represents an economy of time consumption, compared with some other learning skills, it has a perceptive less effect than other techniques assigning, thus a rating of low utility. However, Ratna (2014) highlights the comparison of this strategy done by Pressley (2001) with Oxford (1990) and O'Malley & Chamot (1990) in the sense that this approach of reading more than once is a way to make students remember important points and understand better what they read.

Summarizing. Concerning this strategy and according to O'Malley & Chamot (1990), summarizing means to develop a mental, oral or written processing of information obtained from listening or reading input into new consistent data which can result in a useful technique to apply in the post-reading process. In the perspective of Friend (2000), to be able to summarize means that the original text was grasped by the reader with the show results that it was clearly understood. Moreover, Chi (2009) orients on his ongoing/generative learning focus that performing a summary is beneficial when one writes about important points of view in one's words because doing so helps students identify and organize the main ideas within a text. Thus, summarize is to think, talk or

write about new information gotten from reading or listening in a quick manner. Although several studies have shown there has been training on this strategy, it is a precisely evident lack of classroom studies that can make account of the effectiveness that this technique could do as to boost students' comprehension, retention and of course contents' learning (Dunlosky et al., 2013). Differently, is demonstrated the opinion of Ratna (2014) who supports the conviction that by summarizing students gain knowledge making it possible to analyze and critique the original text.

Direct Instructional Model

It is adequate to mention what Harmer (2008) highlights about the previous stages to developing a lesson that teachers mandatorily must think about the contents of their teaching. Humeyra and Gulozer (2013), report that it has been examined in several and current studies in the educational field the effectiveness of instructional designs. On this purpose, they explain some studies conducted with adult students that aimed to analyze the effect of attention on reading comprehension, comparing it with integrated formats by placing questions on the students within the text or integrated as well as at the end of the document or split attention. The resulting findings when the researchers compared with the integrated format were that students' split focus arrangement increased extraneous cognitive load decreasing their comprehension performance. Additionally, pointing out further studies, the one performed by Al-Shehri and Gitsaki (2010) explored and showed how useful the split attention and integrated results formats on learners' cognitive load, and how they may ease reading and vocabulary learning. The study randomly assigned to four groups showed that those students grouped in split attention focus performed less than those grouped on reading comprehension tasks. Thus, it is clearly visible the convenience of designing an instructional model for teaching. For this study, the direct instructional model was chosen due to the needs of students for learning and applying cognitive strategies when reading.

To that end, it is necessary to point out what a direct instructional model is. Goeke (2009) defines explicit or direct instructional model as a holistic skill based procedure that integrates smaller learning units into meaningful wholes which are developmentally appropriate, used in different contexts and curriculum areas. Therefore, apart whatever else any lesson aims to, a well-designed instructional set should provide the required evidence and information to prove that what is learned is worthy. That is why teachers must hold an

extensive task analysis of the lesson objectives that can determine the enough amount of activities that allows any student to accomplish them.

By using this kind of instruction, learners are cognitively encouraged along the learning process, giving students opportunities to self-monitoring and manage their knowledge acquisition and participation; besides, they must get consciousness that their purpose is to accomplish their goal that is learning the target language. Thus, teachers are in charge of supervising their students' needs and scaffolding the tasks to be performed by them in the most appropriate way along the process of their teaching. Another key fact to remember is the importance of making the decision of when to incorporate the explicit instruction model to get a successful teaching strategy. With this in mind, it is vital to apply this model in the following situations: (a) when the instruction aimed to master on students any skill. (b) When it is noticed that students lack basic skills, strategies, and content after assessing them. (c) When it is determined that skills, strategies or content mastery require being stimulated due to a little student's progress. (d) If oral outcomes from students have failed (Goeke, 2009).

Moreover, the direct instructional model connects to researching concerning the educational field that can be implemented in a regular classroom environment by trained teachers as substantial empirical evidence has demonstrated and proven to be an adequate influence when achieving core competencies. Also, direct instruction model is suitable for well-structured subject matters, and it seems to be useful for non-native learners or those with low backgrounds. Through the use of the direct model, some instructional-psychological positive factors are merged, such as modeling, procedural facilitation and reciprocal teaching (Jager, 2002). For instance, focused on meaning making from reading, the strategies must be modeled to learners when dealing with the reading process. In this way, they become acutely aware of the learned strategies to be able to comprehend the text and in the case of complex texts, they must make connections through activating the previous knowledge, asking higher level questions, visualizing among others.

According to Goeke (2009), the explicit instructional model follows a six-step process. Firstly, teachers should grab their students' attention and set the stages for learning by connecting students' prior knowledge to the new learning, clarifying the learning goals, and explaining the purpose of the lesson. In the second place, a clear explanation both orally and visually of what to do must be given by teachers, so that students know what the task is, why it is important and how to do it. As a third step,

teachers should model the process to students to involve them exactly as they will be expected to perform it. In the fourth place, teachers must carry out a guided practice which helps teachers recognize their learners' thinking oriented to give them an appropriate scaffolding and lead their students to perform the cognitive issues and steadily broaden their comprehension. Next, in the fifth place, students' independent practice must be held towards an accurate tasks' completion on their own. Immediately, as a closure step, formal or informal assessment is required to measure students' progress and proficiency on the learning objectives.

As a result, after the researchers identified the weakness, in some cases and others, the total absence of cognitive strategies use by students; they decided to apply the direct instructional model in the design of the lesson plans that were developed in class to accomplish the goal of teaching them the cognitive reading strategies.

Lesson plan

A lesson plan takes place hastily because as it develops students interact with their teacher evolving each moment differently as the instructor expected previously. According to Harmer (2001), the importance of using a program relies on what it represents: the connection of what was intended to do and what happens. That is why it is important that teachers design a learning framework aiming at what they expect from students to accomplish. Undoubtedly, many educators focus on the syllabus, evaluation, educational environment, and the lesson objectives. Thus, in the lesson the teachers establish previously those factors without considering the real events of a lesson itself which changes despite there was a previously planned activity, missing the great learning opportunities that could benefit learners. Therefore, the vital role of planning consists of knowing how to implement and adapt a plan as the interaction between the ever-changing performance of the class and the plan once the lesson process has begun.

Farrel (2002), states that a good lesson plan provides teachers a 'map' to guide learners into the 'destination point.' Also, Harmer (2008) refers that lesson planning is a vital aspect for teachers since it shows their level of professionalism. Additionally, teachers must have a real idea before a lesson begins so that they do not get into a 'jungle path' teaching that happens when the teachers get into the classroom without previously have planned and move into the lesson making students work in any improvised activity (Scrivener, 2005). In the context of lesson planning, Lee and Takashi (2011) identify it as

neural tools for teachers which help teachers along the whole period of the reading procedure.

The reasons for designing a lesson plan can be summarized as follows: On the first place, a lesson plan is an evidence of a pre-instructional thinking and preparation carefully developed by teachers. The second reason is that a lesson plan allows awareness with content since teachers can visualize how to deliver it and the steps to follow. Thirdly, a lesson plan certainly helps to have a clear idea of the justification why a particular topic must be covered, previously identified in the aims that teachers have set for the lesson. The fourth point to consider is that a lesson plan advises teachers the constant time of any activity in the progress of the lesson. A fifth argument for using a lesson plan is that it works as a memory bank that recalls on teachers the most important points and issues that teachers need to hold at the moment of teaching. On sixth place, a lesson plan constitutes an essential handbook for teachers that set all the procedures to follow at each point of the lesson. Consequently, the experience will be assured to have arrangement, spotlight and reasonable sequence of its content. A seventh point to be mentioned is that a lesson plan helps teachers to determine what method and assets to implement in class. As the last point but not the least, a lesson plan provides assurance and conviction to the teachers, helping them to boost their accomplishments.

On the whole, lesson planning constitutes the core of being a productive teacher. It is an innovative procedure that enables teachers to frame different aspects of their teaching pedagogy such as curriculum, students, and context, to visualize how all the components of the experience of instruction fit together in a classroom reality. On this sense, researchers designed lesson plans oriented to develop on learners the cognitive strategies that they lack or made use without the appropriate knowledge. They also took into account that a lesson plan serves to create with Unity the developmental course of the process. The reason lays down on the fact that it makes teachers analyze their selection for teaching aims, kinds of activities to meet those targets, the order of each task, the resources needed, the duration of each task may take and how to evaluate the students' progress. As a result, these plans led students to acquire the cognitive strategies in an efficient manner.

Cloze Tests

In its essence, a cloze test is the removal of words made randomly from a text that requires that those students who are taking the test replace them; this is worthy for measuring their reading comprehension skills. About the conception of Cloze test

procedure, it is necessary to point out what researchers mentioned about at the moment of conceiving them at the first time. The pioneer of this kind of test was Taylor (1953) as cited in Oiler and Conrad (1971), Read (2000), Brown (2002), Xu (2010). Thus, Taylor studied and researched the instrument's effectiveness for assessing the relative readability of written materials for school children in the United States, as well as reading proficiency among native speakers, resulting in the proposal of the cloze tests as a supportive procedure to measure the readability of prose. It is important to mention that cloze tests gained popularity as a measurement of language proficiency of English as a Second Language (ESL).

In the view of Carrell (1993), referring to the traditional procedure of cloze tests, it consisted of having a deleted word every tenth word of a text that readers attempt to reconstruct the text by filling in the blanks. This procedure results in a good measure for users since they are required to supply words that appropriately fit in the text morphologically, syntactically, and semantically. Likewise, Xu (2010) states that if it is proven the comprehension ability, such procedure remarks a valuable practicality task, being then mandatory to explore what a cloze test measures. Moreover, Ren (2011) declared that Taylor's findings of the usage of context clues have to link to the surrounding words to fill in the blanks of passage. Thus, when students use context clues there is a high correlation with how clear the passage is for them by reproducing a deleted part accurately from the text. As a result, when it comes the moment to decide from the remaining text, readers will be led to find the missing part that should fit in the text. On the same line, Salimi, Sheykhiani, and Bagheri (2012) refer to the recognition by ESL teachers of how necessary proficiency tests are in their English learning programs. Therefore, from a cloze test, its closure tasks mean the method to determine reading comprehension performance, trying to measure English native-speaker children's text readability. Moreover, Salimi et al. (2012) correlate that "cloze tests have been widely used in language assessment, particularly for the assessment of reading skills in language tests" (p.81). Likewise, Palupiningsih (2011) establishes the perception that in spite of being the most shared goal of cloze tests measuring comprehension when reading, the importance and value of cloze tests are the feature of applying cloze procedures to both levels: elementary and the more advanced levels.

As a matter of referring to the current literature review on this issue of cloze tests, Ren (2011) emphasizes that there is research on cloze tests oriented to three broad

areas. The first wide area has to do with the structure, formats, scoring methods of cloze tests. The second major area refers to the applicability and usage of cloze tests, and the third broad area is oriented to revise cloze tests and clarify their process critically.

For explaining the procedural structure of cloze tests and classification, Xu (2010) points out that since the requested knowledge for cloze items cannot be equal, the type of information differs in the cloze items. On this sense, he presents an informative reference to five kinds of cloze tests: the standard or fixed-ratio, the selective-deletion or rational, multiple-choice, C-test, the banked cloze test.

About the standard or fixed-ratio cloze tests, Xu developed a four-way classification of the information level: within the clause, across clause within a sentence, across sentences within the text, and extra-textual. For the selective-deletion or rational cloze test, Read's (2000) perception is that all kinds of cloze procedures performed by scientists vary depending on the type. Thus, after applying both types of cloze tests, students who took the test performed better on the rational deletions cloze test type, because their randomness in the standard fixed-ratio tests impedes choosing for each particular blank the best word in the sense of style and appropriateness.

Concerning the multiple-choice models of cloze tests that consist on changing the form of expected answer where learners do not need to fill in the blank but just simply choose the right word from choices given (Palupiningsih, 2011). Moreover, Xu (2010) highlights that a large rate of research focused on the aspect that by altering the way of the expected response leads to an adequate measurement of reading comprehension. Besides, from research, it has been commonly addressed that multiple choice procedure deals with several aspects of language proficiency as it is the case of reading comprehension and vocabulary knowledge.

Referring to C-Cloze tests, Palupiningsih (2011) highlights the functionality of this type of cloze tests for testing more grammatical focus than textual competence. Furthermore, referring to the structure of the C-Tests, Xu (2010) points out that its structure includes four to six short preferably authentic texts that have selected deletions of the second half of every second word. Finally, there is the type of banked cloze tests, which are according to Xu (2010), is a brand-new test format widely used in the CET-4 international test whose specifications declares that it helps students to understand and apply words in context.

Consequently, taking into account the advantages of using cloze tests and their features on measuring reading comprehension level, researchers decided to apply them as a pre and post evaluative tool for their research.

Think-Aloud Protocol

The think-aloud protocol is an essential instrument to evaluate reading comprehension outcomes when readers identify and talk out loud what is passing on their head at the moment of reading; this practice improves learners' attainment. It can occur in two situations: when students read and explain themselves the meaning of the text; and, they perform the reading session with teachers in class (Oster, 2001).

As a matter of fact, research conducted on reading studies evidenced that at the moment learners perform the while-reading process and the use of think-aloud protocols plays an essential role for them. This procedure aims to identify the potential teachable cognitive strategies that instructors must teach readers to apply. Jahandar (2012) outstands that think-aloud method is rooted in psychological research developed from the old introspection process. This technique seems to be applicable in the field of reading and reading comprehension. Furthermore, Oster (2001) declares that reading and language arts' teachers mandatorily must assess students' strengths and weaknesses and find the adequate instruction that can address learners' needs. Thus, Anthony (2008) refers to the suggestion of introducing think-aloud activities to students making use of an explicit instructional program that includes modeling and demonstration previous requesting them to carry out the strategy on their own.

In the perception of Lai, Tung, and Luo (2007), the think-aloud approach consists of a useful instructional action that is beneficial to develop on students their abilities on reading comprehension. Agreeing and supporting this belief, Spranger, Sandral, and Ferrari (2011) make a connection in the sense that think-aloud practices provide teachers with a useful assessment tool. Indeed, these actions can mirror students' thinking to make them identify what they can do through converting their reading skills noticeable and hearable on a benefit of their self-knowledge. On this sense, Jahandar (2012) express that those comprehension processes when using think-aloud method deal with cognitive and metacognitive strategies such as creating images (imagery), linking information in text with prior knowledge (background knowledge), making predictions, monitoring comprehension, and performing with word recognition or comprehension.

Additionally, Jahandar (2012), states that through the use of the Think-aloud method there is the opportunity to identify a proven instructional procedure for improving comprehension. Besides, he makes reference to the think-aloud mode of instruction as first employed by teachers who modeled their processing during reading with the purpose of making clear the strategies used when trying to comprehend the text. This way, students could engage with thinking aloud themselves for constructing meaning from text in cooperative debates allowing social interaction among them. According to Yoshida (2008), a beneficial action of think-aloud protocols is the possibility for readers of reporting their thoughts at the same moment they are involved in the task which means the absence of processing-reporting interval effects in think-aloud protocols. As a result, this method, according to the scientific community is beneficial to the readers because if knowing what is in the inner thought of learners, they can strategically identify their performance and different situations aims.

The purpose of learners think-aloud evaluation relies on several aspects that have to do with students understanding of the text, reading performance and use of cognitive strategies, how sense-making strategies help their conscious awareness as readers, the effectiveness of reading comprehension instruction, and what level of motivation and engagement they have as readers. With the previously exposed issues, researchers made use of the think-aloud protocol to support their research.

Interview

One of the most relevant and used qualitative methods for data collection is the research interview, usually employed as mean to collect preliminary data in a pilot study previous the survey is structured (Qu and Dumai, 2011). Correspondingly, the interview is an attractive choice that the researcher can make use of due to the ease of its structure since they do not involve many techniques in the collection of information (Denscombe, 2014).

The central theoretical premise behind the use of interviews when collecting data in a research project is that the information provided is better than in the questionnaire since the responses at face can be developed and clarified which does not assure that a written reply to an inquiry would conceal. Additionally, it is necessary to highlight the fact that preparation for interviews requires much the same steps than for questionnaires; that is, selection of topics, elaboration of questions, defining methods of analysis, and a timetable to be planned and piloted (Bell, 2014).

Evidently, several definitions have arisen concerning interviews. Through a compilation of viewpoints, the conclusion is that an interview has form, purpose, and structure, which authors defined as a structured dialog and its function is to serve as a research resource to obtain data meaningfully from collecting, analyzing and validating them (Griffiee, 2012). There is some resemblance on what Cohen et al. (2000) state when conceiving an interview definition. In their point of view, an interview is an exchange of opinion between two or more people about a mutual interest issue through an interaction interpreting input for knowledge production and highlighting the social sightedness of research data.

As a matter of fact, it is important to realize that the interviews show some common aspects with the self-administered questionnaire and frequently they are compared allowing researchers to compare answers from different participants. Some of the advantages that interviews present are that give the possibility to researchers for investigating non-directly observable phenomena as well as additional data if first answers are incomplete or not accurate enough. Some of the advantages that interviews present are that give the possibility to researchers for investigating non-directly observable phenomena as well as additional data if first answers are incomplete or not specific enough. By using interviews means to be using a technical tool and source of information commonly linked to research founded on surveying used by many qualitative researchers.

There is a consensus among authors who have classified interviews using different points of view or different names. Thus, for Cohen et al. (2000), usually depending on the function of the sources one reads, many categories for interviews exist. They have grouped interviews in two main kinds: open and close. On their perspective, Hitchcock and Hughes (1995) have made a categorization of also two main categories but with different names: standard and non-standard interviews.

On the one hand, standardized or structured interviews include a set of identical questions to all respondents. On the contrary, there are the semi-structured interviews which are less rigid than structured interviews, in which the researcher uses a written list of questions as a guide, while still having the freedom to digress and probe for more information (Denscombe, 2014). Besides, in unstructured interviews, the interviewer does not make use of a list of asked interviewees. Instead, they create and perform their questions, which help them interviewees to freely express themselves in their perspective and their pace.

There is the belief of another category used by some other authors. Those are unstructured interviews which similarly to conversations they have a natural approach but resulting in unbiased outcomes differently than in the other two types where there is present the preconceived researcher's points of view about the topic of interest. Also, there is the idea that stimulus such as fill in the blanks questionnaire or a recording of a lesson could support some interviews. On this sense, to make use of this procedure, there are easy to work tasks. These tasks known as focus-group sessions, deal with interviews, and commonly involve a sort of participants discussing by groups with a facilitator whose goal is to sustain the group discussion focused on particular issues, elicited data and t stimulus used for analysis (Mackey and Gass, 2015).

Chapter 3

Methodology

The present research study was carried out in the Ecuadorian city of Guayaquil located in the Coastal region. It is purposed to have an in-depth understanding of the EFL students' perception of the effectiveness the cognitive reading strategies have on developing the reading skills. The researchers applied an action research design on this work to collect sufficient information that supports the study. This section includes some literature references that helped researchers identify the methods and procedures to use.

As McKay states "action research is directly concerned with promoting more efficient L2 teaching and learning" (2010, p.29). It contains essential features for analyzing, evaluating and reflecting on the changes to perform in the educational field. Furthermore, it is important to keep in mind that an action research consists of an operation cycle of four stages. They are: (a) Design a plan acutely to improve what is currently happening. (b) Put the plan in action. (c) Perceive the effects or the actions according to how their context occurs. (d) Analyze the results for further planning. Additionally, it is important to highlight that an action research results on a systematic and collaborative in collecting evidence which serves for a strict group analysis because it is motivated by a reasonable issue to be improved and changed. This type of research is suitable to carry out on people on their work or with others.

It is important to mention that quantitative and qualitative techniques were employed to gather data for carrying out this study. Thus, to describe learners' perceptions and their attitudes towards reading, researchers applied qualitative techniques. Also, a quantitative technique was necessary to use for the purpose of evaluating students' progress in the reading process. It is important to mention that the data was analyzed and triangulated to obtain the findings and conclusions of this research.

Based on the theoretical framework for teaching cognitive reading strategies, it was decided to involve students in this kind of training focused on the development and improvement of learners' reading comprehension strategies. Thus, it was necessary to find out the strong and weak sides that students present when they read and attempt to comprehend a text. With this in mind, it is worthy to recall what Bachore (2014) states about cognitive reading strategies which constitute operations performed by readers at the moment of reading a text when their intention is to build meaning.

Participants

In total 50 female and male students with an A2 level acted as participants. These students belong to the Business Administration Faculty in a public university in Guayaquil, Ecuador. They enrolled in a required English course, and their ages range from 18 to 24 years. This group of students represented the total students who are learning English at level three in their Faculty where English classes are held twice a week for 90 minutes during the semester. The researcher applied in a four week period basis this study. The students signed a participant consent form (See Appendix A) in which they agreed to participate in this investigation. Furthermore, the participants were knowledgeable that the data they supplied for this research would be confidential.

Teaching materials

The design of all the classes followed the communicative approach with an emphasis on authentic input and real communication, to reinforce and develop the use of cognitive reading strategies. The teaching methodology included consciousness-raising tasks using texts from the course book that was ID2: Student's book 2 (Paul Seligson) and other reading texts, followed by teacher-to-student discussions about the applied strategies.

For the present study, lesson plans were designed using the direct or explicit instructional model which teachers can incorporate and use when students need to learn some skills or strategies in content. Therefore, it is necessary to bring up the steps taken in the design of the similar direct or explicit instructional model. According to Goeke (2008), the explicit instructional design follows a six-step process. They are: (a) Setting the stage for learning (anticipatory set), (b) Clear explanation of what to do, (c) Modeling the process, (d) Guided practice, (e) Independent Practice, (f) Closure/ Assessment.

Lesson plan design

For the design of the lesson plan whose primary purpose was to make participants understand the kind of strategies available for applying in the reading process, they were taken into account some steps that were clearly explained to students, so that they could follow when they were involved in the operation of learning the cognitive reading strategies. To that end, first, as an anticipatory set, the participants were connected through their prior knowledge preparing them for the current lesson. Secondly, students were informed about the strategy they were going to learn by providing a definition/description of each one and explained why the procedure was necessary and the benefits of its usage (a clear explanation of what to do). Thirdly, teachers demonstrated how and when to use the strategy effectively

(modeling the process). After that, the researchers provided scaffolding as guidance, so that learners could practice the lesson (guided and independent practice). Last, of all, the researchers wrapped up the content of the lesson assessing the students in a formative or summative way to link their knowledge (closure/assessment).

On this sense, to illustrate this, there is an example of the steps explained above about the strategy ‘getting the idea quickly’ developed for unit 2 from the series ID level 2, which was the students’ current course book.

Getting the idea quickly

This strategy involves skimming and scanning

Skimming means reading quickly to get the main ideas of the passage. For skimming, you can read the title since it is the shortest possible summary of the content. Also, you can read the introduction or the first paragraph completely. If there are some headings, read each one looking for relationships among them. Additionally, you can read the first sentence of each remaining paragraph or dip into the text looking for clue words to answer what, who, when, how; proper nouns; unusual words, especially if capitalize; enumerations; qualifying adjectives; typographical cues such as italics, boldface, underlining, asterisks, etc.

Scanning is reading quickly for specific details of interest to the learners. When you scan, you should always keep in mind what you are searching for, letting your eyes run rapidly over several lines of print at a time. As soon as you find the sentence that has the information you are seeking, read the entire sentence no matter you do not understand the whole text.

The lesson plan was designed for the three stages of the reading process, as follows:

Pre-reading activities. Pre-reading activities are designed to activate students’ schema, eliciting their interest to engage them in the text they are going to read. Thus, researchers followed a set of procedures. They were: introducing the title, sub-title, writing organization, previewing vocabulary, looking at pictures, maps, diagrams, or graphs and their captions. In this case, teachers give an example on how this stage was carried out in the unit.

Warm-Up activities:

Activity A: Teachers asked students to brainstorm as a whole class about the best title for the story based on the pictures (Imagery and Inference).

Activity B: students do this activity individually. This warm-up exercise was intended to:

- a) Familiarize students with specific words from the text

b) Help students practice moving their eyes very quickly across the phrase.

Warm-UP

a) Take 20 seconds to find the repeated words below that are in bold and underline them.

1. weird	strange	rare	unusual	weird
		Welsh	informal	
2. stones	rocks	sand	metal	soil
		Crystal	stones	
3. fire	flame	fire	air	rain
		Blaze	inferno	
4. hosing	watering	spraying	hosing	wetting
		Piping	washing	
5. burn	light	heat	flame	burn
		Ignite	melt	
6. investigating	researching	studying	analyzing	
		Registering	investigating	exploring

b) Find in the text the words in bold.

While-Reading Activities. The While-reading activities are oriented to help students develop understanding skills for improving their proficiency in the foreign language, and clarifying text content. Due to students control language individually different during the while reading stage, they need to sort some strategies, so that they can apply them in the learning process. For example: answer questions from the text, completing diagrams or maps, making lists, taking notes, guessing word meanings by using context clues, reading for specific pieces of information, choose true or false, considering syntax and sentence structure by noting the logical functions of unknown words, etc.

Activity A: The while-reading activity for Unit 2 focused on checking comprehension of the text because the students have to choose true, false or not mentioned.

Read the following statements and choose True (T), False (F) or not mentioned (N).

1. The rocks were in the woman pockets.
2. She found the rocks on the beach.
3. She was cooking when the rocks caught fire.
4. Her husband called the emergency services.
5. The paramedics often see burning rocks.
6. Phosphorous caused the fire.

Activity B: the students were asked to compare by pairs their answers and discuss them explaining the reasons for their answers.

Post-reading activities. Post-reading activities are designed to assure long-term retention of what they read because they enhance learning comprehension contributing in a coherent manner to integrate reading skills with the other language skills: writing, speaking and listening (Toprak & Almacioglu, 2009). For follow-up activities, students can discuss in groups what they have understood (peaking), watch/listen to a video clip/audio-track (listening) or summarize the text, create a blog, poster, web page, etc. (writing).

In the post-reading activity for Unit 2, the students were provided with questions to answer, so that they could check their comprehension to expand vocabulary and give opinions.

Commonly, the three phases of the reading process are not carried out equally all the time, since it depends on the topic of each selection to students read. Thus, in some cases, teachers can consider more pre-while-post reading activities. However, teachers should take into account that those three stages are designed to encourage participants to apply reading strategies more adequately and successfully.

Implementation of the study

One of the most relevant aspects of this research is the fact that the training of students lasted four weeks. The researchers used different lesson plans along the training. Participants had 120-minute-in-class training each week with the guidance of the teacher. After classes, students had to practice reading by using the cognitive reading strategies they were learning simultaneously. The teachers performed the training process during four weeks, as follows:

First week: August 2nd, 2016

The purpose of this plan, conducted during the first week, was that students learn and apply some cognitive reading strategies for the three different stages. Teacher developed different strategies as follows: for the pre-reading stage, the imagery and inference strategies; for the while-reading stage, getting the idea quickly strategy; and for the post-reading stage, the repetition strategy. Besides, it had been considered other objectives, such as: identify main ideas, improve and develop reading skills, recall the original information, recognize visual images, and construct visual aids. (See Appendix B).

Second week: August 9th, 2016

During this week, students had to learn and apply the following cognitive reading strategies: For the pre-reading stage, the elaboration strategy; for the while-reading stage, the grouping strategy; and for the post-reading stage, the summarization strategy.

Additionally, the researchers included other objectives in this plan, like improve and develop reading skills, form connection between the text and the reader's background knowledge of the subject, classify words according to their grammatical categories and extract out the main ideas of the text, as well as, analyzed and criticized them.

(See Appendix C).

Third week: August 16th, 2016

During this week, students learned to apply the following strategies: for the pre-reading stage, the elaboration strategy; for the while-reading stage, the grouping strategy; and, for the post-reading stage, the summarization strategy. Furthermore, it was taken into account other aims in this lesson plan, such as form connection between the text and the reader's background knowledge of the subject, classify words according to their grammatical categories, and extract out the main ideas of the text, as well as, analyzed and criticized them. (See Appendix D).

Fourth week: August 23rd, 2016

The purpose of this plan, developed during the fourth week, was that students learn and apply some cognitive reading strategies: for the pre-reading stage, the deduction strategy; for the while-reading stage, the note taking strategy; and for the post-reading stage, the summarization strategy. Besides, it had been considered other objectives, such as: be aware that the main idea of each paragraph is in the first line, know how to organize important concepts and remember information related to the text, and extract out the main ideas of the text, as well as, analyzed and criticized them. (See Appendix E).

Instruments

The instruments applied in the present study were cloze tests, think-aloud protocol, and interviews.

Cloze Tests. A cloze reading comprehension timed test was designed and administered in different occasions (See Appendix F). The type of cloze test selected for this purpose was a multiple choice model which consisted on fill in the blank by just choosing the right word from options given in a word bank box. The first time that researchers administered the cloze test to the target population was before the actual

treatment (cognitive reading strategy treatment) was given. The purpose was to evaluate students' performance in reading comprehension where students could demonstrate their language proficiency.

The second time, researchers administered the same cloze timed test at the end of the study aiming to evaluate learners' achievement once they applied the new knowledge acquired. The same cloze test was used intentionally to see the students' progress after the treatment which researchers performed in class.

The cloze test had twenty items that the students had to complete by filling in some blanks with the correct information. Each item was worth five, and all the test was over 100.

Think-aloud Protocol. The learners' Think-aloud protocol mainly focused on identifying the cognitive reading strategies they are currently using during the reading task and before starting the study. In fact, 20 learners were asked to participate in the think-aloud-protocol. The reading tasks (See Appendixes G-H-I) were according to the students' level. Researchers chose this instrument because it reveals students' thinking at the moment of performing the reading process where students read and explained themselves the meaning of the text.

Interview. A semi-structured interview was administered to determine the difficulties students face while reading in English, as well as, the possible solutions they take to overcome these problems and their attitudes toward using cognitive reading strategies while reading (See Appendix J). The same 20 students who participated in the think-aloud-protocol were asked to answer the semi-structured interview. It is important to mention that the interview was composed of six questions. This kind of interview allowed learners to develop their ideas and express them freely.

Data collection procedures

Referring to data collection, researchers took into account the suggestion made by McKay (2010) of not using more than four types of data collection instruments. Based on that, researchers collected data from three different sources to triangulate them at the moment of analyzing that lead to conclusions and recommendations from this study. The cloze tests, think aloud protocol and interviews served to collect data.

Data from the pre and post cloze test. First, researchers administered the pre cloze reading comprehension timed-test to the target group. Then, the researchers collected the scores and kept them. After that, researchers trained students on the use of the

cognitive reading strategies. The training was given in a three-hour per week basis which lasted a month. During the training, the researchers used various reading texts which they selected by each cognitive reading strategy to be trained and practiced. At the end of the month, the cloze reading post-test was given and scored. Both results (pre and post cloze test) were registered and further compared with the purpose of identifying if learners had acquired the cognitive strategies accurately.

Data from the Think Aloud Protocol. Participants were asked to think-aloud in front of a video tape recorder as they read an authentic text during the think-aloud sessions. The text was chosen considering the participants' language competence. Besides, the text contained a few difficult vocabulary and grammatical items to be challenging for participants taking into account that think-aloud protocol works better when a task is difficult so that students cannot solve all of it in an automated manner (Ozek and Civelek, 2006).

The participants were requested to verbalize in their mother tongue to avoid any complication that could arise in the TAP procedure (Jahandar, Khodabandehlou, Seyedi, & Abadi, 2012). Moreover, researchers recorded the think-aloud sessions both audio and video that helped them to keep non-verbal data as pauses, changes of reporting speech, loudness or tone, gestures, eye movement, etc. These elements constituted important information at the moment of transcribing the data.

The think-aloud protocols were analyzed qualitatively. First, researchers identified the cognitive reading strategies used by the participants. Then, the protocols were coded according to the strategy classification coding scheme and categorized in pre-while-post reading strategies. After that, a frequency chart about the use of the cognitive strategies was done which helped the researchers to identify which strategy students needed to reinforce or develop.

Data from the interview. The interview was written and administered in Spanish, to avoid misunderstandings. Participants were one-on-one interviewed and asked to give an answer to the different questions that constituted the interview. The interview consisted of six semi-structured questions which refer to the reading process and the use of cognitive reading strategies. The participants received instructions orally, so they were asked to answer the questions in the interview. Then, the answers were transcribed and coded by the researchers using an open coding process. Open coding consisted of analyzing each line or paragraph of the transcripts for reflecting on them about each participant's experience.

Data Analysis

On this study, the information collected came from both quantitative and qualitative data. Cloze tests provided quantitative data. On the other hand, qualitative data was gathered from think aloud protocols and interviews. Students' responses to the cloze tests are the quantitative data which the researchers analyzed statistically using a Student t-test with a significant level of $p < 0, 05$. For qualitative data analysis the two instruments (a) think-aloud protocol (TAP), and (b) interview were analyzed through triangulation before making conclusions in this investigation. Participants of the study developed both instruments.

Chapter 4

Findings

The purpose of this action research study was to develop appropriate reading activities that fit with preferences of learners from a Business Administration Faculty of an Ecuadorian public university when applying cognitive reading strategies. Besides, the study explored and described the implementation of a lesson plan in an Ecuadorian university. The specific research questions in this study were:

- 1) What are the cognitive reading strategies that the students use, to understand a piece of reading?
- 2) What is the effect of the application of the lesson plan on students' achievement, using the cloze test?
- 3) What is the level of students' satisfaction after the intervention?

Research Question 1: What are the cognitive reading strategies that the students use, to understand a piece of reading?

The analysis of the think-aloud protocol provided useful information because it revealed the theoretical background of cognitive reading strategies practiced and used by the participants when reading a text. Consequently, the frequency of changes in different strategies led to the analysis whose percentages determined for each strategy type applied by the participants all along their actual reading process. The Table 1 shows the frequencies and percentages for each strategy.

Table 4.1. *Cognitive Reading Strategies Participants used in the pre-reading stage*

Stage: Pre-Reading	Number of students = 20	%
a. Imagery (looking at illustration/picture of the events in mind)	11	55
b. Elaboration (considering prior knowledge)	0	0
c. Inference (using the title to predict the content of the text)	8	40
d. Deduction (reading the first line of every paragraph to understand the whole text)	6	30

As seen in Table 1, the participants were observed to employ only three strategies in the pre-reading stage. The strategies used were Imagery (55 %), Inference (40%), Deduction (30%), and Elaboration, which was not utilized by any of the participants.

The 55 % of participants used the visual images to understand the new information. Regarding the use of images, the Student 5 said the following: “...*lo primero que hago es observar las imágenes y voy comparando los temas con las imágenes...*” [...the first thing I do is to observe the images and compare them with the topics...].

In fact, visualizing the events described in a text is critical for constructing a coherent and productive visual-spatial mental representation of it. By contemporary reading comprehension theories, the construction of images of the situations and events described in a text is an effective way to help readers to understand it better and contributes to involve all sensory modalities (Van den Broek, 2010). Similarly, several studies have supplied evidence that helping students creating mental images that are in the text is of particular importance for readers with who have poor comprehension. Consequently, training students on imagery strategy that recall sensory information are vital for creating rich mental images before starting a reading task, so that they can have an idea of what they are going to read.

The second strategy 40% students frequently practice was inference. About this issue, Student 18 expressed the following “...*primero al empezar a leer, leo el título, así trato de tener una idea de que posiblemente será la lectura...*” [...first, to begin reading, I read a title so that I have a clear view of what possibly the reading will be...]. Besides, Student 1 reported “...*cuando no logro captar la idea de un párrafo sigo leyendo para darle una interpretación al mismo...*” [...when I can not get the idea of a paragraph, I keep on Reading to give it and interpretation...].

Kispal (2008) states that inference is the ability to come up with a piece of information that is implicit, from one or two other pieces of information from a text. In the same way, Ratna (2014) establishes that during the inference strategy the learners use available information to guess the meaning of new items, predict events or fill out missing information.

Therefore, developing Inference skills is essential for reading comprehension, and it is necessary that all readers be taught to make assumptions, since inferential skills contribute students learning how to think critically and reflect on their reading.

The table above shows that 30% of participants use the deduction strategy in the pre-reading stage. A comment that Student 5 said was “...*después de leer para recordar la lectura me fijo en las palabras claves o la idea principal que generalmente está en la*

primera oración de cada párrafo... ”[...after I read to recall the reading, I look up the keywords and the main ideas placed in the first sentence of each paragraph...].

It is important to bear in mind what Oxford (1990) states about deduction which is a top-down strategy managing from general to specific. For instance, the students understand the whole text by reading the first line of each paragraph. Another example could be to identify the form of unknown words in the text, which led to guess about the kind of word it would be (noun, verb, adverb, etc.).

According to the results of the think aloud protocol, the researchers could realize that all the participants do not use the Elaboration strategy that consists of relating new information to prior knowledge.

Table 4.2. *Cognitive Reading Strategies Participants employed in the while-reading stage*

Stage: While-reading	Number of students = 20	%
a. Resourcing (using a dictionary for important words.	11	55
b. Grouping (classifying the words according to their grammatical categories)	0	0
c. Getting the Idea Quickly (Skimming and Scanning)	7	35
d. Note Taking (taking notes of important information)	4	20

Table 2 shows the most frequently cognitive strategies students used in the while-reading stage. The procedures used are resourcing (55 %); getting the idea quickly (35%), note taking (20%). However, grouping was not employed by any of the participants. The 55 % of participants use dictionaries for understanding the meaning of unknown words. Regarding the application of the resourcing strategy, the Student 8 said the following: “...cuando veo una palabra que no la sé o no la he visto nunca, y tengo la posibilidad de buscar la palabra en internet o en un diccionario lo hago...”[...when I see a word that I do not know, or I have never seen before, and I have the chance of looking up that word on internet or in a dictionary, I do it...]. It is important to bear in mind that a single word may have several possible meanings and teachers should encourage learners to use a dictionary to find the particular significance of an unfamiliar word in a given context. As Walz (1990) states, dictionaries are the essential source for information about words in a language.

The second most commonly used strategy by students is getting the idea quickly with a 35%. To demonstrate this, the Student 3 said the following: “...*Hago una lectura general y de ahí saco las partes importantes...*”[...I do a general reading, and I extract out the main parts...]. Additionally, Student 2 said “...*para realizar un ejercicio leo la pregunta, busco en la lectura la respuesta y la subrayo...*”[...to do an exercise I read the question, look for the answer in the reading and underline it...].

The strategy of getting the idea quickly includes skimming and scanning. According to Brown (2001), skimming is a fast, superficial reading with the purpose of getting a general overview of the text and main ideas. Conversely, scanning is looking for accurate information in the text. Encouraging students to learn how to skim and scan a text can turn them into flexible readers. Consequently, they can read according to their goals and get the information they require in the shortest possible time.

The third strategy learners applied was note taking with a frequency of 20%. The Student 15 said the following “...*cuando veo algo interesante lo resalto o anoto a un costado del texto...*”[...when I see something interesting I highlight or write a footnote aside the text...]. The note-taking strategy involves writing down concepts and keywords that will help students to remember important information (O’Malley & Chamot, 1990). This approach makes students become active participants in their learning, as well as, helps them classify essential concepts, recall information and becoming this action in a supporting tool for their studies. None of the participants has been observed to employ the grouping strategy, which consists on classifying words according to their grammatical categories.

Table 4.3. *Cognitive Reading Strategies Participants used in the post-reading stage*

Stage: Post-reading	Number of students = 20	%
a. Repetition (re-reading the text to remedy failures / remember important information)	5	25
b. Summarizing (making a mental, oral, or written summary of new information)	0	0

As shown in Table 3, in the post-reading stage the participants only used the repetition strategy, which consists of re-reading the text to remedy failures or remember important information. Concerning to this strategy Student 1 said the following “...*para*

leer y entender leo unas tres veces cada párrafo... ”[...to read and understand I read at least three times...].

It is essential that learners develop the repetition strategy which helps them to keep the information they have read for a long term. None of the participants has been observed to employ the summarizing strategy, which consists of making a mental, oral, or written summary of new information.

Research Question 2: What is the effect of the application of the lesson plan on students’ achievement using the cloze test?

The pre-test score and post-test score were compared using the paired t-test to answer this question. (See Appendix K for the students’ score).

In Table 4, there are statistical data of the pretest and post-test. The t-value is 12.55 with 49 degrees of freedom at a significant level of $p < 0.0001$. Therefore, the null hypothesis is rejected, and the research hypothesis is accepted.

Table 4.4. *Cloze test results*

Test	Number of students	Mean	Standard Deviation
Pre-test	50	38.4	34.940
Post-test	50	82.3	21.146

The obtained results showed that teaching cognitive strategies helps to improve the students’ reading level. Consequently, the participants reported progress in their reading achievements.

Research Question 3: What is the level of students’ satisfaction after the intervention?

For giving a response to the third question of the research, it was necessary to perform an interview with the participants, which was executed at the end of the intervention, showing the results according to the transcript made by the researchers as follows.

Question 1: What is the meaning of reading comprehension?

The majority of the participants (8) who answered the first question of the interview said that reading comprehension is when a person can understand all the reading. In the meanwhile, a minority (2) of participants said that through reading they acquired knowledge, and other participants (2) stated that reading is when a person gets the general idea of the text. Only one participant answered that reading comprehension is when a person can summarize what he understood from the reading and another participant refers to reading comprehension as fast reading. Three participants mentioned that reading

comprehension involves getting the main ideas of the text while other participants (3) stated that it is getting the message of the reading.

It is noticeable that among the students, there is a clear idea of what reading comprehension is, considering that reading comprehension is “the ability to draw meaning from the printed page and interpret this information appropriately” (Grabe and Stoller, 2002, p.3).

Table 4.5. *Participants’ appreciation about the meaning of reading comprehension*

Definition	Number of Participants
Fast reading	1
Get the main ideas	3
Get the general idea	2
Understand all the reading	8
Get the message of the reading	3
Acquire knowledge through reading	2
Be able to summarize what have read	1

Note: Results of the first question in the interview

Question 2: What steps do you follow when you start reading a text?

The three most mentioned steps that participants follow when they start reading a text were looking at the illustrations, using the title to predict the content and considering prior knowledge. Six members in each case reported them. Other five participants said that the strategy they use is getting the idea quickly which involves the ability to skim and scan whereas three participants look for unknown words. Two students reported that they read the first line of each paragraph to understand the whole text and one mentioned that he makes pictures of the events in his mind.

From these results, it is important to consider that students started applying the strategies they didn’t use to take into account before the implementation of this study. These strategies were: elaboration, which consists on activating participants’ previous knowledge (6 members); as well as, getting the idea quickly, which includes skimming and scanning (5 participants). Another strategy two students reported to use was reading the first line of each paragraph to understand the whole text. Besides, it is significant to notice that participants reinforced the application of some strategies they used to apply, before the training to do it accurately. It is necessary to highlight that students were using some cognitive reading strategies without realizing they were doing it. For instance; look at the illustration, use the title to predict the content, imagine the picture of the events in mind.

Table 4.6. *Steps participants follow when they start reading a text*

Reading steps	Number of Participants
Look at the illustrations	6
Get the ideas quickly (skimming/scanning)	5
Use the title to predict the content	6
Read the first line of every paragraph to understand the whole text.	2
Consider prior knowledge	6
Look for unknown words	3
Imagine pictures of the events in mind	1

Note: Results of the second question in the interview

Question 3: What struggles do you find while reading? How do you solve this problem?

The reported answers from students are clearly shown in Table 7, which present some struggles, learners ran into while reading in English. Some students responded that they have more than one difficulty. The three most frequent problems were the lack of vocabulary, grammar structure, and long or complex sentences (with 9, 5, and four answers respectively). These issues are considered key tools for understanding a text. Furthermore, the fourth difficulty was a lot of phrasal verbs (3 answers). The lack of language is the reason that most readers fail to read comprehensively. Students can improve their proficiency if they increase their vocabulary knowledge or applying the different strategies that can help them to get the general idea of the text. Also, there are two other difficulties that readers face while reading a text; they are the lack of concentration (2 answers) and external factors (1 answer).

Table 8 mentions the solutions to the problems presented and disclosed above. Most students determined to look for words in a dictionary (10 answers) or ask classmates, teacher or others (5 answers) with the purpose of getting over these problems. Other procedures considered were skip unknown words, search for information on the Internet and guess the meaning of new words. It is important to bear in mind that searching for information on the Internet is beneficial to promote language enrichment. Only two participants answered they make guesses when they do not know the meaning of words which is a good strategy in reading L2 and should be taught in educative environments.

To solve both problems, lack of concentration and external factors, participants reported that they look for an adequate environment where they can read without any distraction. On the other hand, few students indicated that they decide to stop reading when they face struggles, which is not the best decision for improving their reading.

Table 4.7. *Struggles participants face while reading*

Problems	Number of Participants
Lack of vocabulary	9
A lot of phrasal verbs	3
Long or complex sentences	4
Grammar structure	5
Lack of concentration	2
External factors: music, cell phone, etc.	1

Note: Results of the third question in the interview

Table 4.8. *How participants solve the problems they face while reading*

Solutions	Number of Participants
Look for words in a dictionary	10
Search on the internet	4
Ask classmates, teacher or others	5
Guess the meaning of new words	2
Skip unknown words	4
Look for adequate environment	2
Stop reading	4

Note: Results of the third question in the interview

Question 4: At what level do you think cognitive strategies usage has helped you understand better the readings?

Concerning this issue, the majority of the interviewed students recognized the beneficial effects of training cognitive reading strategies since they improved their reading comprehension after the intervention. The Student 1 said, “...*las estrategias cognitivas me han ayudado a captar el mensaje de la lectura...*” [...the cognitive strategies have helped me to get the message of the reading...], and the student 3 answered, “...*me han ayudado a entender mejor las lecturas...*” [...they have helped me understand better the readings...]. Furthermore, the student 12 reported, “...*las estrategias las considero importantes para entender un lectura sea en español o inglés...*” [...I consider the strategies essential to understand any reading whether in Spanish or English...], which means that students realized the importance of applying these strategies on any language.

Some participants said that using the cognitive strategies in their reading process has enhanced it, especially regarding reading speed. Student 14 mentioned, “...*las estrategias cognitivas me han ayudado a entender en menos tiempo una lectura de lo que antes lo hacía, ya que ahora entiendo a la primera vez que la realizo...*” [...the cognitive strategies have helped me understand a reading in less time than I did it before because

now I know it at the first time I read...]. Besides, Student 16 answered, “...*el aprender a usar estrategias cognitivas me ha ayudado a leer con mayor comprensión y rapidez...*” [...learning to use cognitive strategies has helped me to read with more comprehension and faster...]. Moreover, the participants reported that the implementation of the cognitive strategies in their reading process has helped them to follow the sequence of events. Concerning this, Student 19 said, “...*me ha ayudado especialmente a seguir la secuencia de eventos para poder comprender la lectura*” [...he has helped me especially to follow the sequence of events to understand the reading better ...].

The learners could realize that learning and applying the cognitive strategies during the reading stages has helped them to understand better the readings. A demonstrative example takes place when learners have to read a complex text, and they can get a general idea about it.

Question 5: Do you think the recall of previous knowledge has influenced over the understanding of a topic?

Among all the participants of the group, the common denominator was the application of the prior knowledge or elaboration strategy through which members can understand better a text. Below are detailed some comments related to this point. The majority of the participants (11) said that considering their previous knowledge has helped them to understand better the topic, while other participants (5) reported that the previous knowledge of the theme facilitates them to catch the ideas quickly. Three participants stated that their interests on reading increase when they activate their previous knowledge before starting reading. Only one participant said that the use of this strategy has helped him to infer the meaning of new words.

It is important to bear in mind that background knowledge has an essential attainment in reading comprehension. That happens because when texts link to readers' culturally familiar experience, they can comprehend those texts better; but, if they contain relatively unknown information or from fields that users lack particular expertise it results on struggles with their learning.

Table 4.9. *Participants' perceptions of the influence that previous knowledge has for understanding a topic*

Previous knowledge influence	Number of students = 20	%
Help to understand better the topic	11	55
Easy to catch the ideas	5	25
Participants' interest in reading is increased.	3	15
Facilitate to infer the meaning of new words.	1	5

Question 6: What strategies would you like to apply in the pre-while-post reading stages?

This part of the interview was designed to know what cognitive reading strategies the students like to use during the pre-while-post reading phases, and the results of this section appear in the following tables.

Table 10 contains the results of the pre-reading strategies section, as it is displayed, both elaboration and inference are the strategies employed by more than half of the participants. As for elaboration, 50% participants reported they would like to apply this strategy and 20% participants mentioned they would like to use the inference strategy. Regarding reading the first line of each paragraph, 15% students said they prefer to employ the deduction strategy, and 15% participant desire to utilize the imagery.

If the results of the think aloud protocol and interview are compared (before and after the intervention), it is noticeable that the participants started to employ the various strategies in the pre-reading phase; especially the elaboration strategy which they did not use before. As a matter of fact, the activation of students' schemata before reading a text is contemplated to be important. According to Bachore (2014), it is central for readers to connect their previous knowledge to the text they are reading to infer using their experiences for getting a full comprehension of the topic.

Table 10. *Strategies participants would you like to apply in the pre-reading stage*

Stage: Pre-Reading	Number of students = 20	%
a. Imagery (looking at illustration/picture of the events in mind)	3	15
b. Elaboration (considering prior knowledge)	10	50
c. Inferencing (using the title to predict the content of the text)	4	20
d. Deduction (reading the first line of every paragraph to understand the whole text)	3	15

Table 11 displays the data containing the preference rate of cognitive reading strategies during the while-reading phase. The 35% participants reported they would like to use the grouping strategy during this stage. As for getting the idea quickly which involves skimming and scanning, 25% of students said their preferences for it. On the other hand, 20 % of participants replied they would like to apply resourcing and note-taking strategies in this stage.

Due to the intervention, learners got the consciousness of how beneficial using the different strategies that belong to this juncture is, especially the grouping strategy since it facilitates to catch the meaning of unknown words, and which they did not use before the intervention was applied.

Table.11. *Strategies participants would like to apply in the while-reading stage*

Stage: While-reading	Number of students = 20	%
a. Resourcing (using a dictionary for important words.	4	20
b. Grouping (classifying the words according to their grammatical categories)	7	35
c. Getting the Idea Quickly (Skimming and Scanning)	5	25
d. Note Taking (taking notes of important information)	4	20

As for the post-reading stage, the 60% subjects stated that they would like to apply the summarizing strategy. In responses given to rereading a text to remedy failures or remember important information, 40% of participants answered they would like to implement this strategy. Also, it is important to point out that participants will take these two strategies into account for using in their reading practice.

Table 4.12. *Strategies participants would like to apply in the post-reading stage*

Stage: Post-reading	Number of students = 20	%
a. Repetition (re-reading the text to remedy failures / remember important information)	8	40
b. Summarizing (making a mental, oral, or written summary of new information)	12	60

This chapter demonstrated the different outcomes of this study. From the first instrument applied in this study, cloze test, researchers found the improvement that

students experienced after the intervention using the cognitive strategies. From the second tool used, think-aloud protocol, researchers perceived what strategies learners used to apply when reading and which ones they lacked. This information served the researchers for designing the various lesson plans that included the development of the different cognitive strategies and being able to implement them in the practice of reading. From the third instrument employed with students, interview, it was noticed that learners could realize how useful the employment of cognitive strategies was in their practice of reading.

Chapter 5

Discussions and Conclusions

Reading is an essential process in human beings' life. It certainly requires an adequate training so that readers understand what they are reading. The researchers have conducted a large quantity of research for analyzing the reading process with the aim of discovering what the best strategies to train learners in this important skill are. This study was carried out to explore what cognitive reading strategies Ecuadorian public university students used, what they did not use, and which ones they needed to reinforce. After facing the findings, the researchers performed an implementation which led to a resulting effect on their reading comprehension with clear signs of improvement.

This chapter contains a general view of the research followed by a discussion of the results. Then, the chapter contributes to the analysis of some implications for reading instruction in Ecuador. Finally, the researchers presented the conclusions of the study and recommendations for further research.

The purpose of this action research study was to design and develop lesson plans with reading activities which promote the use of cognitive reading strategies that enhance learners reading comprehension skills.

Research Question 1 focused on determining the cognitive reading strategies that students used to understand a piece of reading. In the pre-reading stage, the results demonstrated that none of the students used the elaboration strategy before they started the reading process. Regarding the other strategies students applied previously they began to read a piece of text, a representative amount of them used imagery (55%) and a group represented by the 40% of the respondents expressed to use inference. To complete the total of students participating in this study, only a 30% of them made use of deduction.

Analyzing the results from the while reading stage, nobody showed to apply the grouping cognitive reading strategy. On the contrary, a significant amount of students (55%) revealed to use the resourcing strategy which consists of the use of dictionaries to find the meaning of unknown words. Also, a percentage of 35% of participants demonstrated to use the get the idea quickly strategy. Finally, just a 20% of students used the strategy of note taking. In the post-reading stage, the participants were used to apply only the repetition strategy with a 25% which means that the majority of students either use cognitive reading strategies in this stage.

In general, the majority of students' responses demonstrated that they use some cognitive reading strategies during the different reading steps. However, there were a group of strategies that all participants reported not to use because they did not have an idea that these strategies existed. As a matter of fact, teachers do not train L1 learners systematically with strategies for reading, nor students do in L2 reading performance. What they do is naturally look for actions tending to help themselves when they have a reading comprehension task. Based on the results provided by the think aloud protocol technique, researchers determined to train learners on the use of those strategies they scarcely apply or did not make use of them.

Research question 2, sought to establish the effect of implementing the training on students by using lesson plans purposely developed, which contained activities oriented to reinforce the cognitive reading strategies they weakly use and teach them those strategies they did not apply. Thus, through the comparison of the pretest and posttest results, it was clearly identified that the explicit training on cognitive reading strategies that students received, led useful and fruitful for their reading comprehension. The findings advocate that instructing and assisting learners' strategy use when performing a particular activity from the lesson plans developed, accomplished on students accurately use on cognitive strategies. Consequently, students achieved an improvement in their reading comprehension, as was reflected on the t-value of 12.55 with 49 degrees of freedom at a significant level of $P < 0.0001$, which proved that the research hypothesis is accepted.

Research question 3 was oriented to identify the level of satisfaction of students after the application of the intervention through the performance of a semi-structured interview with six open-ended questions. On the first question, based on the learners' answers, the researchers could clearly identify that the participants had a definite idea of what reading comprehension is and all the components that are involved in the reading process.

Regarding the second question which attempted to find out the steps students take when they start reading a text, the results revealed that learners began to apply the cognitive reading strategies consciously in the reading process and the most common were look at illustrations, use the title to predict the content and consider prior knowledge. At this point, it is important to highlight that the elaboration strategy, which refers to activate previous knowledge, was not used before the intervention.

Questions number 3 was formulated to encourage students to mention the most common struggles they have to face when they read a text and how they solve these problems. About this question, the participants' answers were: lack of vocabulary, grammar structure and long or complex sentences which presented a balance in their frequency with 6 out of 20 in each case, being the most prominent problem the lack of vocabulary. Also, students mentioned different solutions that help them to deal with this issue, such as: look for words in a dictionary, ask classmates, teachers or others, search on the internet; and, make guesses.

The purpose of the fourth question was to know at what level cognitive strategies usage have helped learners to understand the readings better. The answers, in the majority of the cases, were that learning and applying these strategies had had a positive benefit during the reading process with an improvement in their comprehension and speed rate; as well as, understanding of complex texts.

Concerning question five, it attempted to find out if the use of previous knowledge strategy had influenced over the knowledge of a topic. From students responses, it is visible that the application of this strategy, according to the majority of them, has helped a lot in their comprehension facilitating them getting the ideas efficiently and increasing their interest in reading. Additionally, students also reported that this strategy promoted to infer the meanings of new words.

Regarding the sixth question, it sought to determine the preferences of students for using cognitive reading strategies in the different stages. About the pre-reading stage, the majority of students reported that they would like to apply the elaboration and inference strategies while the minority of students expressed that they would prefer to use imagery and deduction strategies. In the while reading stage, the participants showed a preference for using grouping and getting the idea quickly strategies. It is also representative the use of note taking and resourcing strategies during this stage. Concerning to grouping strategy, learners consider it, as a facilitator to catch the meaning of unknown words. In the post-reading stage, the responses given revealed a preference to use summarizing more than repetition strategy. Additionally, it is important to mention that participants became conscious enough about the application of all the new strategies they had learned.

Final Reflections

In summary, after applying the cognitive reading strategies intervention, it was shown that it had had a positive impact on students reading performance improving their

comprehension skills. The resulting information from this research work is aligned with other studies. For instance, Bachore (2014) confirms that the implementation of reading strategy instruction is beneficial for enhancing students reading abilities but being aware that the procedures to follow must be carefully planned because if learners are not adequately trained on the use of strategies during the lessons, they will not become well knowledgeable on using them.

Limitations of the study

Researchers implemented this study to one group of students. Despite the appropriate results obtained, the researchers consider that this study could be applied using two groups instead of only one, an experimental and control group; to statistically measure the effects that cognitive reading strategies have on learners' comprehension skills.

Implications for further research

The present study can serve as a reference for further research on L2 reading as there are very few examples of research of this type carried out in Ecuador. As well as, it is adequate to examine the importance that the use of cognitive reading strategies has in an online or virtual environment. Furthermore, other investigations can be carried out such as a study tending to determine the reading strategies employed by participants with different levels of proficiency and frequency use.

Recommendations

Evidently, after carrying out this study, researchers confirmed that training students for applying cognitive reading strategies aimed to enhance the reading comprehension, resulted in positive outcomes, as found out from the participant's responses in the interview. Therefore, the researchers recommend using these strategies at all educational levels. Also, it is necessary to implement professional development courses for teachers to prepare them for this endeavor, so they are suitable for training students in the use of strategies.

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Appendix A - FORMULARIO DE CONSENTIMIENTO

Yo, _____, con C.I. # _____, estoy de acuerdo en participar en esta investigación. El propósito de esta investigación es desarrollar un plan de clase que incluya actividades de lectura apropiadas que vayan de acuerdo con las preferencias de los estudiantes cuando utilizan estrategias cognitivas en la lectura.

Como participante de este programa, Yo acepto ser grabado, participar en entrevista si es necesario, y estar bajo entrenamiento durante un periodo de 4 semanas y participar en entrevistas si es necesario.

- ✓ Mi participación es voluntaria, además no estaré bajo ningún riesgo o recibir cualquier beneficio. Esta investigación no me hará sentir mal en ningún momento.
- ✓ Yo seré libre de salir de la investigación sin ninguna consecuencia.
- ✓ Mi participación será confidencial y será protegida por otro nombre o código asignado.
- ✓ Yo seré informado de los resultados que se obtenga de los datos recogidos.
- ✓ Los nombres de los investigadores con quienes cooperaré son: Lcda. Gioconda Avilés Villón y Lcda. Ana María Maruri.
- ✓ Para mayores detalles, mi número telefónico es _____
- ✓ Firmando este formulario, doy consentimiento a ser preguntado interrogantes adicionales que podrían requerirse a lo largo de la investigación.
- ✓ Yo doy fe que he leído y entiendo este documento. Además, estoy de acuerdo en participar en esta investigación.

Nombre del Participante: _____

Firma del Participante: _____ Fecha: _____

Investigadores: GIOCONDA AVILES V. _____

ANA MARIA MARURI _____

Fecha: _____

Appendix B - LESSON PLAN No. 1

Topic: Strange things happen!

Level: A2

Time: Two 60-minute sessions

Aims: The students will be able to:

- To learn and apply the cognitive reading strategies:

Pre-reading stage:	Imagery and Inference
While-reading stage:	Getting the idea quickly
Post-reading stage:	Repetition
- To identify main ideas that the writer meant to communicate.
- To improve and develop reading skills.
- To recall the main information from the text.
- Recognize that visual images aid in reading comprehension
- Examine their own process for constructing visual aids.

Materials: Student's Book and extra supportive worksheets

Procedure Teachers introduce the Imagery, Inference, Getting the idea quickly and Repetition cognitive strategies. Write the terms and their definitions on the board and have students copy them into their notebooks.

Pre-reading activities:

- Students are asked to brainstorm as a whole class about the best title for the story based on the pictures. Then, they read the story title and rewrite it as a question: the title "Strange things happen" might convert to the question "What strange things can happen to people?" and they should give different answer to it.
- Students are asked to do worksheet No. 1 individually. This warm-up activity was intended to familiarize students with specific word from the text and help them practice moving their eyes very quickly across the words.

While-reading activities:

- Students scan the text in order to answer the following questions:
 1. Why was the woman in the kitchen?
 2. What did the paramedics say?
 3. What is a possible reason of the fire?

4. What is the moral of the story?

- Students skim the text with the purpose of identifying the characters.
(Husband, wife, kids, firefighters, paramedics)
- Complete the exercise 2 in worksheet 1 and share their answers by pairs.

Post-reading activities:

- Students re-read the text to recall important information which will help them to complete the diagram with the main ideas of the story.

Passage

2.5 What do you have in your pockets?

ID Skills Understanding and Retelling a Story

A 2.14 Read and choose the best title for the story.

1 Cooking Can Be Dangerous 2 Woman Hurt by Beach Rocks 3 Husband Attacks Wife with Hose


STRANGE THINGS HAPPEN!

Unbelievable! Did you read this story about the woman who had rocks in her cargo shorts when suddenly something weird happened?

So, the woman was carrying the orange stones in her shorts, because her children found them on the beach and gave them to her. (What nice kids! 😊) The poor woman was standing in the kitchen about an hour after they got home when her shorts caught fire! Yes! They CAUGHT FIRE! Imagine her husband's surprise too—the poor guy was reading the paper or something and suddenly he saw that his wife was on fire! Well, he thought fast and took her outside and started hosing her with water from the garden hose. And that's when the firefighters and paramedics arrived, as he was spraying his wife with water. So, of course, the surprised paramedics treated her and took her to the hospital. They said it was the first time they ever saw something like that. The rocks were still smoking when they arrived at the hospital! Those were very flammable rocks!

Anyway... so what on earth happened? Well, the authorities are investigating, but they think that there was phosphorous on the rocks (the orange parts in the photo). Apparently, when phosphorus is exposed to air, it burns at extremely high temperatures. And the woman? Well, she got severe burns on her right leg and right arm and her husband got burns on his arm too, but they survived.

The moral of the story? Don't put the things your kids give you in your pockets! 😊



B Re-read. True (T), false (F) or not mentioned (N)?

1 The rocks were in the woman's pocket.	4 Her husband called the emergency services.
2 She found the rocks on the beach.	5 The paramedics often see burning rocks.
3 She was cooking when the rocks caught fire.	6 Phosphorous caused the fire.

C Read World of English and explain the difference between the underlined phrases in A.

D Imagine you are the woman, her husband, one of her kids, a firefighter or paramedic. Write a blog about what happened. Read each other's blogs. Which is the most dramatic?

"We got an emergency call from an old woman. She told us there was a woman on fire!"

World of English

To light a fire is intentional. To catch fire is accidental. When something is burning, it is on fire. And, in an emergency, you shout "Fire!"

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LESSON PLAN 1 - WORKSHEETS

PRE-READING ACTIVITY

Take 20 seconds to find the repeated words below that are in bold and underline them.

1. weird	strange	rare	unusual	weird
	Welsh	informal		
2. stones	rocks	sand	metal	soil
	Crystal	stones		
3. fire	flame	fire	air	rain
	Blaze	inferno		
4. hosing	watering	spraying	hosing	wetting
	Piping	washing		
5. burn	light	heat	flame	burn
	ignite	melt		
6. investigating	researching	studying	analyzing	
	Registering	investigating	exploring	

WHILE-READING ACTIVITY

Read the following statements and choose True (T), False (F) or not mentioned (N).

1. The rocks were in the woman pockets.
2. She found the rocks on the beach.
3. She was cooking when the rocks caught fire.
4. Her husband called the emergency services.
5. The paramedics often see burning rocks.
6. Phosphorous caused the fire.

Complete the diagram with the main ideas of the story.

Sequence Chain

Title: _____ Author: _____ Illustrator: _____		
CHARACTERS		SETTING Place: _____ Time: _____
1. _____	2. _____	3. _____
4. _____	5. _____	6. _____

NAME: _____

Appendix C - LESSON PLAN No. 2

Topic: Sports that involve animals

Level: A2

Time: Two 60-minute sessions

Aims: The students will be able to:

- To learn and apply the cognitive reading strategies:

Pre-reading stage: Elaboration

While-reading stage: Grouping

Post-reading stage: Summarizing

- To improve and develop reading skills.
- To form connection between the text and the readers background knowledge of the subject.
- To classify words according to their grammatical categories.
- To extract out the main ideas of the text as well as analyzed and criticized them

Materials:

Procedure

Teachers introduce the Elaboration, Grouping and Summarizing cognitive strategies. Write the terms and their definitions on the board and have students copy them into their notebooks.

Pre-reading activities:

- Students are asked to brainstorm as a whole class listing animals that could be involved in sports practice.
- Students fill in the Prior Knowledge Map reporting what they already know animals that are involved in sports.

While-reading activities:

- Students read the passage and monitor their reading fluency. They should be reading with enough speed, but should still be able to focus on the plot of the passage.
- Teacher asks students to write questions about the topic which will be answered by peers.
- Students fill in the 8 parts of speech graphic organizer where they categorize the words according to each part of speech from a word bank provided by the teacher.
- In groups, students analyze the function of each part of speech and refer to the sentences where they found.

Post-reading activities:

- Students will summarize the story in 10 lines which consists of main ideas and essential details.



Unit 24 Adventure sports

Before you read

Think about these questions. Do you know of any sports that involve animals? Have you ever heard of the Iditarod Trail Sled Dog Race?

Read the story

Susan Butcher on the Iditarod Trail

It was the fourth year Susan Butcher had run the Iditarod Trail Sled Dog Race, and she wanted very much to win it. An hour into the race, Susan and her sled dog team sped down a hill and crashed into a fallen tree. Although hurt, Susan untied her sled and her team of Alaskan husky dogs and continued the difficult race across the frozen Alaskan wilderness.

The Iditarod started in 1925. A doctor in Nome, Alaska, U.S.A. was desperately in need of medicine to stop the spread of diphtheria, a deadly disease. Only a hospital in Anchorage had the supplies he needed, and it was 700 miles (654 km) away! But it was January, too dangerous to send a boat and too stormy for his tiny airplane. The only hope was to use several sled dog teams following a trail, called the Iditarod Trail, through snow-covered mountains. They passed the medicine from one sled team to another. Wind and snow and a temperatures as low as -60° (-51° C) did not stop the men and their dogs. The medicine was delivered in record time. The Iditarod Trail Sled Dog Race follows the route of the famous medicine run. It is over 1,000 miles (935 km) long and is considered the toughest race in the world.

Susan Butcher was born in Cambridge, Massachusetts, U.S.A. She loved animals and the outdoors. In her teens Susan was given a Siberian husky dog and became very interested in huskies as sled dogs. After reading about the Iditarod Race, Susan moved to Alaska. She worked at several jobs to earn money to buy herself a sled and a team of huskies. After years of hard work and training, Susan achieved her dream of racing on the Iditarod trail.

In 1978, at the age of 24, Susan entered the race for the first time and became the first woman to finish in the top 20. In 1982 she came in second. In 1984 she was leading her team across a frozen waterway when they fell into the frigid water. Her lead dog managed to pull Susan and the other dogs out of danger. Remarkably, she came in second.

In her fourth race, in 1985, a starving moose attacked her dogs, killing two and injuring eleven. Susan had to leave the race. Another woman, Libby Riddles of Teller, Alaska, became the first woman to win the Iditarod. In 1986 Susan joined the race again. This time, she won. She won again in 1987. In 1988 she became the first person ever to win three Iditarod Races in a row. Unbelievably, Susan won for the fourth time in 1990.

Her strength, stamina, and dedication had made Susan the most famous dog sled racer in the world.

Source: Adapted from *More About the USA* by Milada Broukal and Janet Milhomme, Longman



Elaboration Strategy

PRIOR KNOWLEDGE MAP

KWL Chart		
Topic: _____		
K What I already KNOW	W What I WANT to find out	L What I LEARNED

LESSON PLAN 2 - WORKSHEETS

1.- Number the sentences to show the correct order of events.

_____ Susan Butcher moved to Alaska.

_____ The medicine was passed from one sled team to another along the Iditarod Trail.

_____ A doctor in Nome, Alaska, needed medicine for the deadly diphtheria.

_____ Susan Butcher entered her first Iditarod Race.

_____ Susan Butcher became the first person to win three Iditarod races in a row.

_____ Susan Butcher read about the Iditarod Race.

2.- Match the descriptions with the information in the box. Write the letter of the correct answer.

a. 1925 medicine run	b. Alaskan huskies	c. diphtheria
d. Susan Butcher	e. Nome, Alaska	f. Iditarod Trail Sled dog race

a. It's the 1,000 mile-long race men and women participate in with their teams of sled dogs. _____

b. The event that inspired the Iditarod Race. _____

c. The Iditarod Race started in this town. _____

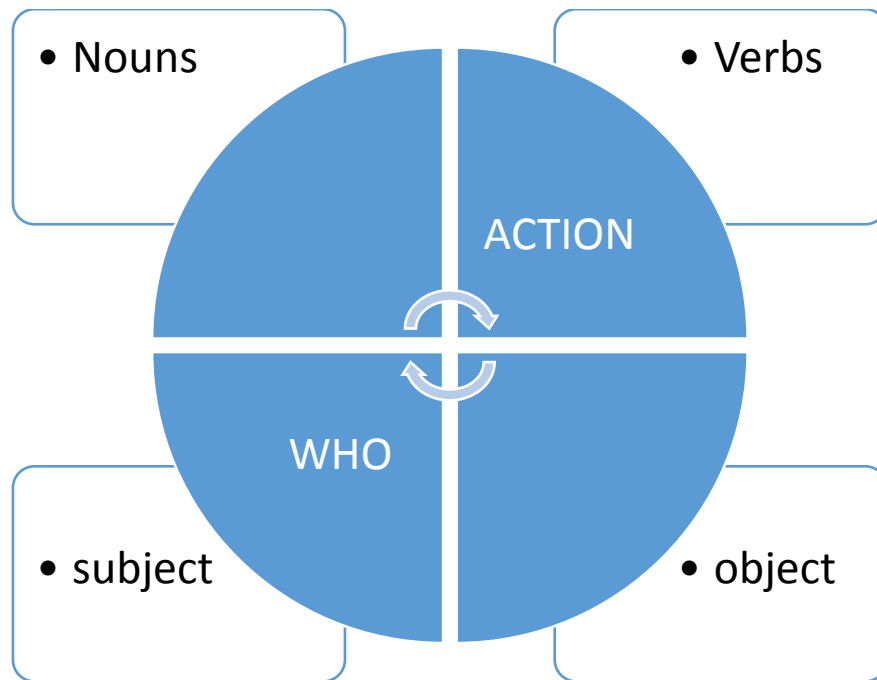
d. In 1925, the doctor in Nome wanted to stop the spread of this deadly disease. _____

e. The first person to win the Iditarod Race three years in a row. _____

f. Dogs native to Alaska, often used to pull sleds for transport and races on snow. _____

READIG COMPREHENSION

GROUPING CHART



Appendix D - LESSON PLAN No. 3

Topic: Weird Sophie

Level: A2

Time: Two 60-minute sessions

Aims: The students will be able to:

- To learn and apply the cognitive reading strategies:

Pre-reading stage: Elaboration

While-reading stage: Grouping

Post-reading stage: Summarizing

- To improve and develop reading skills.
- To form connection between the text and the readers background knowledge of the subject.
- To classify words according to their grammatical categories.
- To extract out the main ideas of the text as well as analyzed and criticized them

Materials:

Procedure

Teachers introduce the Elaboration, Grouping and Summarizing cognitive strategies. Write the terms and their definitions on the board and have students copy them into their notebooks.

Pre-reading activities:

- Teacher hands out a crossword of different kinds of animals where students have to find them.
- Students are asked to classify the animals in pets and wild. This activity is done in order to activate students' previous knowledge (Elaboration)
- In order to integrate the speaking skill, students are requested to work in pairs and find out which of the animals they would like to have as a pet.

While-reading activities:

- Students read the story as fast as they can and match pictures 1-6 to a paragraph.
- Teacher provides students a sort of cards with the main ideas split from the story. Students have to organize the cards following the sequence of the events in the story.

- Students extract out from the reading all the adjectives so that they fill in the chart with the comparative and superlative forms.
- In groups, students write sentences using the words from the chart. Teacher assigns each group the type of adjective they have to work with.

Post-reading activities:

- Students extract the main ideas from the story and write a summary using the previous information.

4.5 Have you ever had a pet?

ID Skills Comprehending an Anecdote

A Read the story as fast as you can and match pictures 1-6 to a paragraph. Identify the **bold** words / phrases in each picture.

The kitten is the baby cat in picture 1.

Weird Sophie

The only pet I've ever had was a **neurotic** cat named Sophie. When Sophie was still a **kitten**, she **accidentally** drank half a bottle of **detergent**. Mom and I were **desperate**, of course, **so** we took her to the **vet** immediately. Sophie didn't die, **but** she became very strange after that, like the **feline equivalent** of Lady Gaga.

For a long time, I was **reluctant** to let Sophie leave the house. _____ I knew I couldn't keep her inside forever. One day, when she was an adult, I finally decided that it was time for her to be brave and **explore** the outside world. _____ I opened the front door.

Sophie took a few steps and then **completely** lost her mind. She had never felt grass. _____ she didn't know what to do. She started to jump up and down like crazy and wouldn't stop. Sophie only ran back to the house when she heard Toby's **bark**. Toby was only a small, four-month old **puppy**. _____ Sophie was **terrified** of him. Yes, my cat was afraid of a baby Poodle.

Sophie used to sleep in the sink from time to time. _____ for some **mysterious** reason, she never **noticed** when the water was running. One night, I was getting ready to go to bed and went to the other room to answer the phone. When I came back a few minutes later, Sophie was **submerged** in the sink, **hypnotized**. Cats are **supposed** to be afraid of water, right? Not Sophie.

She also loved to sleep in the washing machine, **especially** if there were dirty **towels** inside. One day, Mom didn't know she was there. _____ she almost closed the door and turned on the machine. That was Sophie's second near-death **experience**.

As time **progressed**, Sophie started to believe that she was a guard dog. She used to follow strangers around the house and **make weird noises**. Trouble is, she couldn't always **differentiate** between strangers and her owner. _____ she used to **bite** and scratch everyone—including myself. Sophie died at the age of 21. Can you believe it? I wonder how she's doing in Cat **Heaven**. She was a weird, weird cat. _____ she was the only true friend I had during my **entire** adolescence.



B 4.14 Study **so** and **but** in the first paragraph. Complete the rules and the other paragraphs with **but** or **so**. Listen and read to check. Any pronunciation surprises?

Use _____ for consequences.
Use _____ for contrast.

C In pairs, cover the text and re-read a line at a time. Guess the next word(s), uncover and check. How many did you get right?

D **MAKE IT PERSONAL** Have you or your friends ever had a pet? In groups, share stories and choose your favorite. Use these ideas:

kind of pet? he or she? name? color? intelligent?
friendly? noisy? aggressive? weird? "almost human?" favorite moment?

I had a cat. It used to purr really loudly.

Was it a he or she?

WORKSHEET NO. 1

PRE-READING ACTIVITY

- **1. Classify the animals in Pets and Wild.**

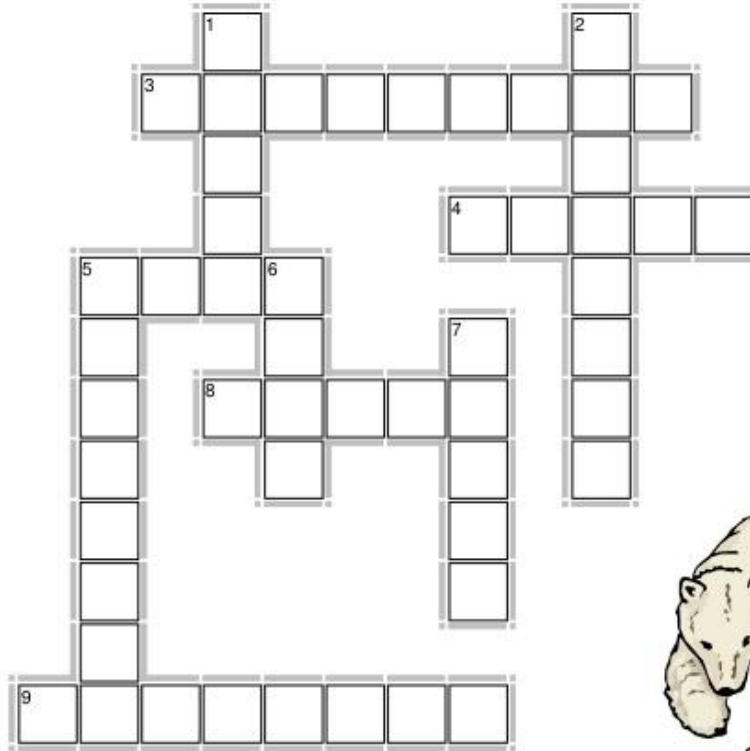
PETS	WILD ANIMALS

WHILE READING ACTIVITY

- **2. Complete the table with the comparative and superlative form of adjectives. classify adjectives according to their TYPE: A (short adjectives) B (change Y for ier) C (long adjectives) D (irregular adjectives).**

TYPE	Adjective	Comparative	Superlative
A			
B			
C			
D			

Animals Crossword ★



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Word List

- Camel
- Cobra
- Elephant
- Kangaroo
- Koala
- Lion
- Polar bear
- Seal
- Squirrel
- Tiger



Across

3. This huge creature lives in the polar region (9)
4. A member of the large cat family with stripes (5)
5. Rhymes with meal (4)
8. Very cuddly Australian animal, not a bear (5)
9. Lives in both Africa and Asia and has a long trunk (8)

Down

1. Both the name of a snake and a car (5)
2. An Australian icon which hops (8)
5. Has a long tail and collects and stores nuts (8)
6. An African animal which lives in a pride (4)
7. This can have one hump or two (5)

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Name _____ Story/Book Title _____ Date _____ Class Period _____	
One-Sentence Summary Completers	
Directions: Use the following sentence completers to develop 5 one-sentence summaries about your story or book.	
Description	A _____ is a kind of _____ that _____
Sequence	_____ begins with _____ continues with _____, and ends with _____
Problem/Solution	_____ wanted _____, but _____ _____ so _____
Compare/Contrast	_____ and _____ are similar in that they _____ _____, but _____ while _____
Cause/Effect	_____ happens because _____

Appendix E - LESSON PLAN No. 4

Topic: Gorillas in Crisis

Level: A2

Time: Two 60-minute sessions

Aims: The students will be able:

- To learn and apply the cognitive reading strategies:

Pre-reading stage:	Deduction
While-reading stage:	Note Taking
Post-reading stage:	Summarizing
- To be aware that the main idea of each paragraph is in the first line that information becomes the supporting details of the whole text.
- To take notes which will engaged learners actively and help them in their learning process.
- To know how to organize important concepts and remember information related to the text.
- To extract out the main ideas of the text as well as analyzed and criticized them

Materials:

Procedure

Teachers introduce the Deduction, Taking Notes and Summarizing cognitive strategies. Write the terms and their definitions on the board and have students copy them into their notebooks.

Pre-reading activities:

- Based on the title students, by groups, will fill in the prediction chart what they think would happen in the text they are about to read and after reading they complete the chart and share with the whole class.
- Have students preview the article by reading the first line of each paragraph aloud in small groups. The purpose of this activity is for students to predict what the author identifies as key issues about why gorillas are in crisis. After that, students share their personal points of view about the information they get from reading.

While-reading activities:

- Students read the story and circle the unknown words in order to find them in the dictionary.

- Ask students to silently skim the entire article.
- During reading, students will take notes of important information, write them down on the edge of the paper.
- Students complete the prediction chart.

Post-reading activities:

- Students reread the text so they are able to complete the Fish bone map, they will be provided by the teacher.
- Several pairs of students share their main ideas.
- Students write a summary of the story based on the Fish bone map.

Gorillas in Crisis

By Kathleen Donovan-Snavely

What will you have for supper tonight? Hotdogs? Pizza? Gorilla? It may surprise you to know that these “gentle creatures of the jungle” regularly appear as the featured entrée at many a meal served near the African rainforest. That isn’t the only problem that haunts gorillas lately. The combined threats posed by hunters, loggers, and disease are eliminating large numbers of gorillas in central and West Africa. The future of gorillas in the wild is at risk.

1.

Gorilla meat is a dietary staple for nearly 12 million people who live near the rainforests of central and West Africa. Some Africans prefer bush meat, such as gorilla, because it provides an economical source of daily protein. Poor families without the means to purchase food at the market travel a short distance to the rainforest to get bush meat. Their only expense is the cost of ammunition and the fee to rent a gun. Some of these same families raise chickens and goats, but do not eat them. Instead, they sell the animals for the cash they need for buying supplies. Africa’s population is increasing rapidly, along with its demand for bush meat. If nothing changes, primatologists fear that gorillas may become *extinct* in the next thirty years.

2.

Moving away from one’s childhood home sometimes leaves us longing for familiar places and traditions. Naturally, the African families who move away from their original rainforest homes struggle with these feelings of sadness and displacement. Now living in villages and cities, they eat bush meat to feel closer to the past and to their old way of life. For them, gorilla feeds the body and the soul as well. This custom brings little comfort to endangered gorillas, whose females produce only one offspring every five to seven years. It is easy to see why gorillas are being killed faster than they can reproduce.

3.

While Africans plunder the gorilla population, they are not the only ones. Over the years, their European neighbors have developed a taste for exotic bush meat as a status symbol. Trophy hunters value gorillas for their collectable heads and hands. Finally, some hunters persist in the decades-long practice of trapping young gorillas to sell to zoos and private citizens across the world. When mature members of the gorilla troop try to defend an infant, hunters shoot to preserve their prize. Entire troops of gorillas have perished this way. The international gorilla trade continues even though it is illegal, since the laws are nearly impossible to enforce. Gorilla populations continue to decline.

4.

You have heard the slogan, "Save the rainforest," with good reason. Conservationists know that if the forest is cut down, the habitat needed to sustain countless tropical plants and animals will no longer exist. Already the loggers who harvest tropical trees have eliminated some of the bush where gorillas live, causing crowding that leads to the spread of disease. Furthermore, logging has depleted the vegetation on which gorillas depend for their daily food. Up to 70 pounds of plants and leaves are required daily for a mature gorilla's diet. Finally, the logging roads that facilitate removal of harvested trees also enable poachers efficiently to remove freshly killed gorillas from the bush to the market for sale. Loggers are endangering the rainforest, along with its inhabitants.







5.

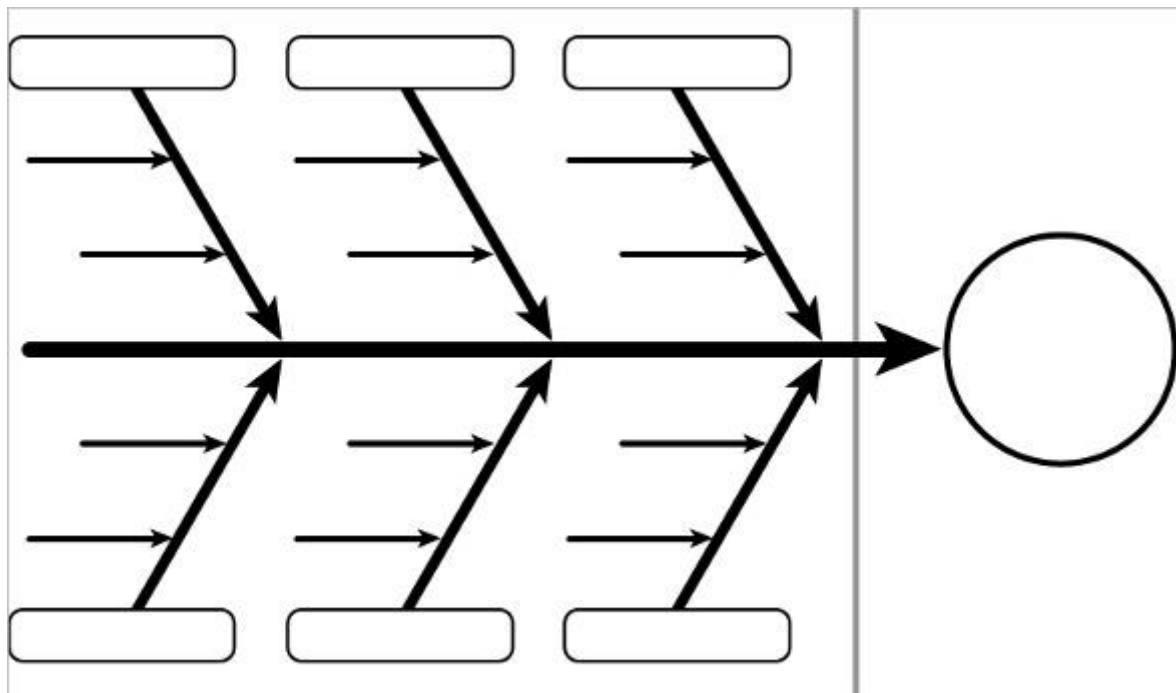
Most recently, a disease called Ebola fever has joined forces with hunters and loggers to further threaten the existence of gorillas. Biologists suspect that the virus was first spread across species with the help of tropical insects. Whatever its origins, we do know that the virus is now carried from gorillas to humans in a deadly cycle. Hunters contract the headache and fever when they kill and eat infected bush meat. As the disease runs its course, internal bleeding leads to death. Meanwhile, an unsuspecting hunter who seems only a bit "under the weather" may return to the bush, effectively sickening an entire troop of gorillas. Ninety percent of all gorillas that get Ebola fever die. Healthy gorillas that come into contact with diseased bodies in the bush get the disease as well. Scientists are currently researching treatments for Ebola. Since human and gorilla DNA are so similar, it is possible that a vaccine for humans will eventually help gorillas as well. Meanwhile, Ebola continues to thrive.

People once thought that gorillas were fierce, threatening animals. Today, scientists know that gorillas live peacefully in family groups. Their only enemies in the bush are people. Watch these "gentle giants of the jungle" now, while you can. Unless we work together to make sure that gorillas survive, they may disappear forever.

Name _____ Class Period _____ Date _____

Prediction Chart

What I Predicted Would Happen	What Actually Happened
	
	
	



Appendix F - PRUEBA DE ENTRADA – MODELO 1

Complete the paragraph, using the words below to fill the blanks.

about all already dishonest end fair full heart
landed low missed now returned scored take tell

Jill was walking to her class slowly. She was worried ___1___ the History test she would have to ___2___ that morning. As she was reaching the classroom, a piece of paper suddenly fluttered down and ___3___ near her feet. As Jill glanced down at the paper, her heart nearly ___4___ a beat. It was the History test paper complete ___5___ answers !

Jill's very first thought was not to ___6___ anyone about what she had found. She would memorize ___7___ the answers and do extremely ___8___ in the test. After some hard thinking, however, she knew that it would be a very ___9___ thing to do. Besides, it would not be ___10___ to her classmates. In the ___11___, Jill returned the paper to her History teacher, Miss James. "Thanks, Jill. I have been searching high and ___12___ for it," said the teacher. "I...I've read all the questions ___13___, Miss James," Jill confessed.

Miss James ___14___ her not to worry as she would think of new questions for the test. Jill's ___15___ sank. She was half hoping that the test ___16___ be cancelled. Nevertheless, she did her best in the new test later that day. few days later, the test papers were ___17___ to the class. Go her pleasant surprise, Jill discovered that she had ___18___ eighty marks. "You know something," she told her friends. "I could easily have scored ___19___ marks if I had cheater." "I...I've read all the questions ___13___, Miss James," Jill confessed. But I wouldn't be as pleased as I am ___20___ with the eighty marks I obtained."

Appendix G: Think aloud protocol reading 1

Japanese tsunami dog and owner reunited

A dog that was rescued after spending three weeks floating at sea after a huge earthquake and tsunami has been reunited with its owner, who recognized the dog when she saw a TV news report on the rescue on Friday.

The dog was found by a Japan Coast Guard crew on a roof drifting some 1.8km off the coast of one of the worst-hit areas along Japan's north-east coast. The roof that the dog was found on is believed to have broken off the house and been washed out to sea by the retreating waters of the devastating tsunami.

The two-year-old dog called Ban had an emotional reunion with its owner at an animal care center where it had been taken to be looked after. Local media reported that Ban immediately jumped up and was very excited when the owner appeared. "We'll never let go of her," said the owner, who wished to remain anonymous.



<https://www.usingenglish.com/comprehension/>

Appendix H: Think aloud protocol reading 2

High School Sweethearts

Steve and Anna grew up in a small town called Greenview. In high school they hung out with the same crowd. They got along very well, and they started going out together. Anna was Steve's first love and he was her first one too. When Steve was 35, he was ready to settle down with someone, but no one seemed right. He still thought about Anna. Then he heard about a web site that helps people find old classmates. He signed up immediately. But the long distance relationship didn't work out and they decided to break up. A year later Anna's family moved away from Greenview and Steve lost touch with her. When they saw each other, all the old memories came back, and they started going out again. Within a few months they were married and they are now living happily ever after. Sometimes your first love turns out to be the first.



<https://www.usingenglish.com/comprehension/>

Appendix I: Think aloud protocol reading 3

The First Computer Programmer

Ada Lovelace was the daughter of the poet Lord Byron. She was taught by Mary Somerville, a well-known researcher and scientific author, who introduced her to Charles Babbage in June 1833. Babbage was an English mathematician, who first had the idea for a programmable computer.

In 1842 and 1843, Ada translated the work of an Italian mathematician, Luigi Menabrea, on Babbage's Analytical Engine. Though mechanical, this machine was an important step in the history of computers; it was the design of a mechanical general-purpose computer. Babbage worked on it for many years until his death in 1871. However, because of financial, political, and legal issues, the engine was never built. The design of the machine was very modern; it anticipated the first completed general-purpose computers by about 100 years. When Ada translated the article, she added a set of notes which specified in complete detail a method for calculating certain numbers with the Analytical Engine, which have since been recognized by historians as the world's first computer program. She also saw possibilities in it that Babbage hadn't: she realized that the machine could compose pieces of music. The computer programming language 'Ada', used in some aviation and military programs, is named after her.



<https://www.usingenglish.com/comprehension/>

Appendix J - Think aloud transcript

STUDENT 1

1. Bueno
2. En el primer párrafo
3. Ciertas palabras desconozco
4. Pero también
5. eh
6. suelo este
7. relacionar diversas palabras para comprender dicha lectura
8. como puede ser en el primer párrafo
9. eh
10. me habla de
11. dos personas que se han conocido desde la primaria, se podría decir
12. y
13. ciertas palabras que desconozco trato de leer el segundo párrafo para complementar el texto.
14. Bueno
15. En este de aquí, eh
16. Se trata de una persona que se conocieron en un restaurant
17. También habla acerca de.... Este...
18. Que se escribieron emails
19. Ya... y aquí viene la segunda parte en la que tengo o debo de leer el segundo párrafo para sacar mis conclusiones del primero.
20. En el segundo párrafo eh
21. Ya vienen dos personas que son Steven y Ana
22. Esas personas aquí lo que puedo relacionar
23. Relaciono el título con las fotos, además me habla de Steven y Ana,
24. Obviamente son dos personas
25. Y aquí obviamente está el gráfico
26. Una de las primeras pautas que realizo es
27. La observación directa
28. Eh
29. El uso de las palabras desconocidas
30. Obtener su significado para así poder obtener una mejor la lectura
31. Bueno en el segundo párrafo me habla de Steven y Ana
32. Me dice que ellos se conocieron en un colegio o escuela
33. Eh
34. También habla que el primer amor de Ana fue Steven
35. Fue Steven
36. Y
37. En el tercer párrafo
38. Mas
39. Lo que logro entender
40.(silencio)
41. Es que ellos eh
42. Se fueron relacionando o trabajando en grupo
43. En clases y.....
44. Que mas o menos Steven tenía 35 años también logro captar
45. En el cuarto párrafo
46. Ellos mantenían una relación a distancia
47. La familia de Ana se relacionaba bien con la familia de Steven
48. Eh

49. Hay ciertas palabras que desconozco
50. pero logro captar ciertas ideas del párrafo que me ayudarán a tener una lectura mucho mejor
51. podría ser
52. entiendo un 80 % de la lectura

Appendix K – Interview

NOMBRE:

FECHA:

- 1. ¿Qué entiende por lectura comprensiva?**

- 2. ¿Qué pasos sigue al momento de leer un libro o un texto?**

- 3. ¿Qué dificultades encuentra durante la lectura? ¿Qué solución les da?**

- 4. ¿En qué grado le ha ayudado el uso de las estrategias cognitivas a entender mejor la lectura?**

- 5. ¿Qué influencia Ud. Considera tiene el conocimiento previo sobre el tema?**

- 6. ¿Cuál estrategia es la que más le gustaría utilizar al comenzar/durante/finalizar una lectura?**

Appendix L - Transcript of the interview

NOMBRE: STUDENT 10

FECHA: SEPT. 8 / 2016

1. ¿Qué entiende por lectura comprensiva?

Lectura comprensiva es leer el texto y entender la esencia y el mensaje de lo que estamos leyendo, no solo leerlo por leerlo.

2. ¿Qué pasos sigue al momento de leer un libro o un texto?

Lo primero que hago es ver el título para saber a qué se refiere el texto

3. ¿Qué dificultades encuentra durante la lectura? ¿Qué solución les da?

Las palabras que no sabemos el significado y por lo tanto no captar la idea principal a que se refiere el texto. Para solucionar este problema busco el significado de las palabras en un diccionario o si no puedo consultar en el diccionario sigo leyendo el párrafo para darme una idea general del mismo.

4. ¿En qué grado le ha ayudado el uso de las estrategias cognitivas a entender mejor la lectura?

Nos ayuda bastante a entender mejor lo que estamos leyendo

5. ¿Qué influencia Ud. Considera tiene el conocimiento previo sobre el tema?

Tener conocimiento previo del tema ayuda mucho ya que podemos comprender la lectura mejor.

6. ¿Cuál estrategia es la que más le gustaría utilizar al momento de comenzar/durante/finalizar una lectura?

COMENZAR: Elaboration

DURANTE: Grouping

FINALIZAR: Repetition

Appendix M: Students'scores in Cloze test

Score	Pre-Test	Post-Test
100	7	18
95	2	4
90	0	5
85	0	3
80	1	6
75	2	3
70	1	1
65	1	1
60	1	1
55	0	1
50	1	2
45	1	1
40	1	
35	0	2
30	3	2
25	1	0
20	8	0
15	9	0
10	3	0
5	6	0
0	2	0
TOTAL	50	50

Appendix N - Permission letter from University

Guayaquil, 23 de Julio de 2016

Sr. Ledo.
FABRICIOCHAVEZVILLAVICENCIO
Director Departamento de Idiomas
Facultad de ciencias administrativas
Universidad de Guayaquil
Ciudad

De mis consideraciones.


Como es de su conocimiento, desde Noviembre 2014 he estado realizando estudios de cuarto nivel, con el objetivo de lograr crecimiento personal y profesional; y además con la intención de aplicar en esta institución todos los conocimientos adquiridos.

Una vez aprobados todos los módulos de la maestría en Teaching English as a Foreign Language TEFL (Universidad ESPOL), el siguiente paso es el trabajo de investigación.

Por lo expuesto, solicito a usted autorización para realizar la experimentación y recolección de datos tomando como muestra uno de los grupos asignados a la suscrita, según el siguiente detalle:

- o Grupo: Modulo 3 (Martes-Jueves 13H00-14H30) - 50 estudiantes.
- o Tema: Uso de las estrategias cognitivas en la lectura para el aprendizaje del idioma Inglés.
- o Instrumentos: entrevista semi-estructurada, cloze test, Think Aloud Protocol.
- o Trabajo de campo: implementación de las estrategias cognitivas.
- o Tiempo: 5 semanas Julio 26 - agosto 25,2016)

Agradeciendo su atención, quedo de usted.

Atentamente,

Gioconda Avilés V.
Docente de Inglés

Facultad de Ciencias Administrativas -/ff

Fabricio Chávez MSc
COORDINADOR
Departamento de Idiomas

