Reading Comprehension Strategies in Ninth Graders by Using Authentic Material

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Abstract

The purpose of this action research was to identify how virtual and printed authentic materials may influence reading comprehension in the EFL classroom based on a previous diagnosis, we selected synopsis and micro-stories since they include different topics that may engage learners and motivate them. This research was conducted in a 9th grade at a public school located in the west of Bogotá, where six students were chosen at random as participants whose average age was ranged between fourteen and sixteen years old.

The main variables identified were the use of authentic materials in the EFL classroom and the reading comprehension strategies used by the participants.

A qualitative approach was applied and the data gathering process included questionnaire, field notes and students’ artifacts. The contributions of Duke and Pearson (2002) on reading comprehension strategies and Kilickaya (2004) on the use of authentic materials were the basis of this research. Some of the main findings indicated that learners were more engaged when they learnt English with authentic materials and realized the use of the target language into daily practices. On the other hand they mainly tent to use compensatory strategies such as visual cues in order to understand the texts. Therefore, according to the worksheets, we concluded that this intervention led them to a more advanced reading comprehension level.

**Key Words:** Authentic materials, action research, EFL classroom, micro-stories, ninth graders, reading comprehension strategies and synopsis.
Resumen

El propósito de esta investigación acción es identificar la forma en que los materiales auténticos virtuales e impresos pueden influir en la comprensión de lectura en el aula EFL, ya que incluyen diferentes temas que pueden enganchar y motivar a los alumnos, por lo tanto, sobre la base de un diagnóstico previo, se seleccionaron sinopsis y micro historias. Esta investigación se realizó en un grado noveno en un colegio público ubicado en el occidente de Bogotá, donde seis estudiantes fueron elegidos al azar como participantes cuya edad promedio osciló entre los catorce y los dieciséis años.

Las principales variables identificadas fueron el uso de materiales auténticos en el aula EFL y las estrategias de comprensión de lectura utilizadas por los participantes.

Se aplicó un enfoque de investigación cualitativo y el proceso de recolección de datos incluyó un diagnóstico, cuestionario, diarios de campo y los trabajos desarrolladas por los estudiantes. Tomamos como base las contribuciones de Duke and Pearson (2002) en las estrategias de comprensión de lectura y de Kilickaya (2004) sobre el uso de materiales auténticos en el aula EFL. Algunos de los resultados indicaron que los estudiantes estaban más comprometidos cuando aprendían inglés con materiales auténticos y se daban cuenta de la utilización de la lengua en las prácticas cotidianas. Por otro lado, tendían principalmente a utilizar estrategias compensatorias tales como señales visuales a fin de comprender los textos. Por lo tanto, de acuerdo con las hojas de trabajo, llegamos a la conclusión de que esta intervención les permitió llegar a un nivel de comprensión de lectura más avanzado.

**Palabras clave:** Aula EFL, comprensión de lectura, estrategias de aprendizaje de una lengua, estudiantes de noveno grado, investigación acción, materiales auténticos, micro-historias y sinopsis.
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Chapter I

Introduction

During the period of time which was two years as teachers-researchers at República de Colombia School, what motivated this research study emerged from the observation process carried out with ninth graders. The students’ perspective that was found towards reading in English was only related to translation of each word into Spanish. Using diagnosis needs analysis, field notes, and students’ artifacts (worksheets) as instruments, reading was determined as an activity in which motivation depended on the interest of each student for the material and the texts presented. Moreover, there was noticed the lack of authentic materials and how this issue may affect reading comprehension.

The theory that guided this research has to do with reading comprehension strategies, where we took into account theories from Duke and Pearson (2002) that present five general strategies known to promote adolescents’ reading comprehension. The strategies are the ones that proficient readers use regularly and across a wide variety of texts. This research is also based on Alderson (2000). Regarding to authentic materials it is considered the approach about their use in EFL classrooms by Kilickaya (2004) who mentions some advantages such as cultural content, large set of topics and different grammar aspects presented on each text.

Based on the previous aspects, this project is about understanding how reading comprehension strategies are used by ninth graders when using authentic material like synopsis from movies and micro-stories as teaching materials.

On the other hand, it is expected to contribute to EFL field in order to provide a view of how to approach students’ needs when developing reading abilities for comprehending, considering that nowadays teachers are focused on critical reading skills; leaving aside basic and
fundamental processes in language learning such as the development of reading comprehension. Furthermore, it is expected to be able to contribute to the accomplishment of the reading competence standards established by the educational directives of the city.

This paper contains five chapters: the present one introduces justification, purpose and problem statement. Chapter two presents the literature review that grounds this study and some research reports that helped to approach it. Chapter three describes the way the pedagogical intervention was applied, chapter four describes the research procedures that were followed and, finally, chapter five presents the data analysis, the conclusions and the bibliography appealed.
Justification

Communicative competence development entails the enhancement and enrichment of the four abilities of language: listening, speaking, writing and reading. Besides, it relies on the importance of language within the establishment of social relations and interactions; thus, effective reading becomes one of the main purposes when communicating.

Communication refers to an effort to get people to understand what one means (Chomsky, 1984). In order for us to understand specifically the reading ability, it is relevant to see how learners performed on reading comprehension while using English authentic texts.

In order to reach this communicative competence participants were aware of reading strategies such as inferring, making connection, determining importance, visualizing and synthetizing. Most students were not trained in the use of reading strategies, so they needed a model to follow and it was necessary for teachers to encourage them to learn how to read and to enjoy reading. There was also taken into account Chall (as cited in Mickulecky, 2009) who refers to vocabulary saying that “reading depends on vocabulary knowledge and vice versa. The more students read, the better their vocabulary becomes and the more vocabulary they know, the better they can read.” At this point we considered that vocabulary is an aspect that reinforced the impact of this study because of the variety of words that micro-stories and synopsis provide.

On the other hand, it is considered that foreign language learners have to be prepared to use a different set of abilities and strategies that they already have from their reading experiences in their native language but do not know how to apply them in English. Mc Shain (1991) established the act of reading is a non-linear process that is recursive and context-dependent. Readers tend to jump ahead or go back to different segments of the text, depending on what they are looking for. Therefore, the variety of contexts that authentic materials provided could help
students to understand and base their comprehension on different resources.

Furthermore, being reading a skill to be taught Mc Shane (1991) mentions that it is significant not only to teach students strategies to read in English but also to engage them using authentic materials which are those taken from the real social setting where the language taught is spoken. Similarly, Day & Bamford (1998) state that “authentic texts are used in language teaching because they are considered interesting, engaging, culturally enlightening, relevant, motivating and the best preparation for reading authentic English texts” (p. 54). Although, in order to motivate learners it was better for us to ask them what topics they preferred to read, and also we looked for familiar topics for them like the ones chosen for this intervention.

This project had a direct impact on the participants because they perceived the language learning process in a different way as they approached reading after teacher raised students’ awareness on reading comprehension strategies existence and their use. Similarly, students were more familiarized with topics of their interest and in the long term they created proximity to language. We expect that this would provide a wider vision of how teachers may enhance the reading ability for comprehension and give a path to follow in the way for reaching standards of language competences. Focusing on the students’ capacities and self-teaching process by eliciting motivation with the use of the materials from where the real context language emerges.

This were implemented at a public school located in the west of Bogotá, where six students were chosen at random as participants whose average age was ranged between fourteen and sixteen years old.
**Problem Statement**

Based on the field notes and class observations, there were identified that when students read, they always try to translate the whole text into Spanish word by word, they used tools such as printed or online dictionaries or just started to ask to the teacher for meanings. On this way, there was perceived that reading has become a mechanical process in which students are given a text and instead of reading for comprehension they translate it into Spanish following the grammar structures they already know, thus, they misunderstand main ideas.

O’Malley (1990) defines translation as one of the learning strategies that highlights the fact that students do use some specific actions which seem to contribute to their learning process as “the special behaviors that individuals use to help them comprehend, learn or retain new information-” (p.1). Evidently, it is just a process for retaining information but not for producing new concepts or ideas, what it is attempted, characterize is the fact that translation was the most common strategy that was identified when reading inside EFL classroom, being just a process or memorization and repetition leaving apart the comprehension. Snow (2002) Defines reading comprehension as “the process of simultaneously extracting and constructing meaning through interaction and involvement with written language”. It is considered important to take reading comprehension into account mainly because it has been a forgotten skill in classrooms since it has been decided to go directly to the critical reading without considering the main base which is students to comprehend what they are reading.

There was also identified, thanks to Questionnaire of Reading Strategies or SORS (Mokhtari & Sheorey, 2002) where the SORS is a 30-item self-report tool designed to identify the nature and frequency of strategies that English language learners use. It contains three types of strategies:
Global strategies (13 items) are those which learners use to monitor their progress, plan for reading, and set reading objectives. Problem solving strategies (8 items) involve measures learners undertake to comprehend text while engaged with it, such as getting back on track after losing concentration, reading carefully, and visualizing information read. Finally, support strategies (9 items) are those tools students utilize when text comprehension eludes them, even after global and problem-solving strategies have been used. Such strategies include using a bilingual dictionary, asking oneself questions, and translating from English into one’s native language.

Mokhtari & Sheorey (2002) note that the SORS is scored on a 1 to 5 scale in which scores of 2 or below show low strategy use, 3 to 4 signifies moderate strategy use, and 5 or above demonstrates high strategy use. The questionnaire applied showed that one of the external factors that affected our students' reading comprehension was linked to the kind of material used in class, most of them argued that the materials were boring and difficult to understand. These aspects made us think about the use of authentic materials that would not only elicit our students’ motivation but also give them a wider vision of the socio-cultural aspect where English is spoken. Nunan (2004) affirms that it is better to expose students to real materials because non-authentic texts “…do not give learners firsthand experience of how language is used in genuine communicative situations beyond the classroom.” (p. 79). Therefore, the main concerned about how ninth graders apply reading comprehension strategies when using authentic materials.

These are the issues that leaded us to carry out this research and the main motivation was that, as future teachers, it is necessary to be able to identify different aspects that influence English learning, being internal factors such as motivation, background or previous knowledge; or external factors such as time exposure, materials provided or classroom management. Among
these aspects the main focus are the materials used in order to foster reading comprehension because it is considered to be important that teachers provide interesting materials to engage students in the foreign language learning process.

**Research Question**

How do reading comprehension strategies impact reading comprehension in ninth graders when using authentic materials?

**General Objective**

To describe the reading comprehension strategies used by ninth graders when they read authentic materials.
Chapter II

Literature Review

This research is based on two main constructs which are reading and materials. In the case of reading, it specifically addresses reading comprehension strategies defined by Duke and Pearson (2002), whereas for material there was quoted Martinez (2002) in order to talk about the use of authentic materials in the EFL classroom.

Reading

Alderson (2000) defines reading as “…an enjoyable, intense, private activity, from which much pleasure can be derived, and in which one can become, totally absorbed.” (p. 28). Reading means different things to different people; it could be recognizing written words, or an opportunity to teach pronunciation and practice speaking. However reading always has a purpose. It is something that people do every day, it is an integral part of our daily lives, taken very much for granted and generally assumed to be something that everyone can do.

The reason why reading depends very much on the purpose for reading is because Alderson (2008) affirms “reading can have three main purposes, for survival, for learning or for pleasure” (p. 30). Reading for survival is considered to be a response to our environment, to find out information and being able to understand street signs, advertising, and timetables. It depends very much on the day-to-day needs of the reader and often involves an immediate response to a situation. In contrast, reading for learning is considered to be the type of reading done in the classroom and is goal-orientated.

It is also related with the proposal of Nuttall (1996) who mentions “processing texts focuses in two ways Top-Down or Bottom-Up, where Bottom-up processing is when the reader builds up meaning by reading word for word, letter for letter, carefully scrutinizing both vocabulary and
syntax.” (p. 3). This is often associated with poor or slow readers, but can sometimes occur when the reader's’ own schema knowledge is inadequate. Top-Down processing is the opposite, where a global meaning of the text is obtained, through “clues” in the text and the reader’s good schema knowledge. This is often associated with a good reader, who does not read word by word but quickly and efficiently. According to Alderson (2000) “The most comprehensive description of the reading process is interactive models, in which every component in the reading process can interact with any other component…” (p.18)

Therefore, reading is considered to be a process of interaction between writer and reader, even though the writer is not present and for it to occur both processes are necessary, top-down to predict the meaning and bottom-up to check it. The two are therefore complementary ways of processing a text.

Our knowledge and experiences of the world around us also influences how a text is read or processed, which is known as schema theory (Black 1998). It operates actively and constructively, with our knowledge of the world being a continuous process that upon receiving new information interprets it on the basis of what is already known. Good readers have an idea of what is normal (linguistically and conceptually) and how the world works, therefore when reading they use existing schemata and then modify it with any new information. They also have expectations or make predictions before reading, and these may be reinforced, challenged or modified after reading. Widdowson (1983) described Schemata as “…cognitive constructs which allow for the organization of information in the long term memory…” (p. 34).

Often a writer will presume that the target reader has the relevant schemata to read the text and will therefore leave certain facts out or unstated (presuppositions) but this creates problems when the writer and reader does not share the same relevant schema.
It is considered that reading comprehension is mainly affected by the schemata and it is also as important as any other skill for English Foreign Language learners that seems to be skipped when dealing with Critical Reading, this is the main reason for us to focus on it and not just the action but the strategies used by students when they are facing a text with unknown vocabulary, mixture of grammar tenses and all the personal variations that each reader has such as perception, background and other texts, which influences their schemata.

**Reading Comprehension Strategies**

Duke and Pearson (2002) present five general strategies that are used by proficient readers and help them to improve their reading comprehension.

*Inferring.*

Duke and Pearson (2002) emphasized on “Linking parts of texts that authors did not link explicitly. Using what one already knows to form links across sentences and paragraphs, often known as “reading between the lines” (p. 204). The first activity was showing to the students some images with quotes from some movies, the students saw the images and tried to identify the situation in which the characters were to say that, the movie was identified in some of them because students had already seen it. After that, we showed a trailer of a movie which was not released yet (suicide squad by marvel). We played the video (see annex 9) three times and then students answered the questions in a piece of paper, some of the students did it in Spanish because they had to write what they understood and why did they thought that. (Which were the facts). After, the first strategy was explained for reading authentic material that in that case was inference. They were trying to understand the whole meaning and asked about the new vocabulary. Students also made connections in order to infer, for instance, they used their
previous knowledge about a movie (trailers or advertisings) to understand the texts; it lead us to the strategy of making connections.

**Making Connections.**

Duke and Pearson (2002) emphasized on “Using what is known to enrich authors’ meanings; taking what has been learned from one’s own life experiences, other texts, and cultural and global matters to deepen understandings of what the author presents; otherwise known as “reading beyond the lines” (p. 205). In the session corresponding to this strategy, the first activity was showing to the students some quotes of movies which had a message in English which contained some mistakes about the English grammar or about syntax. They were trying to understand the whole meaning and asked about the new vocabulary. The students were motivated for the activity and for the use of the different material. They also started to summarize the texts and to provide main ideas after reading.

**Determine Importance.**

Duke and Pearson (2002) define it as “Identifying essential ideas and information. This is the ability to separate the wheat from the chaff in text. Youth are taught how to identify stated and implied main ideas, how to summarize texts, and how to note the personal relevance of ideas and information.” (p. 201) the first strategy was addressed by reading, “new shoes can get you killed” story of the set of micro-tales, after that, the students were asked about the main idea of the story, and if they knew about the supporting ideas. The students mentioned all the little details through a mind map in which they had to write the main and supporting ideas. However something that happened in all the sessions was that students made questions trying to understand the texts, this led us to the next strategy.
**Visualize.**

Duke and Pearson (2002) say that “It means forming sensory and emotional images of textual contents, especially visual images. This strategy also includes an aspect specifically for teens who do not consider themselves to be readers: the strategy of recognizing that one is having an emotional response while reading and to identify what the author did to invoke that response” (p. 210). In this session the students were asked to close their eyes and teachers read a short tale for kids (Happy hat), then they had to draw how they imagine the hat. After that, the tale “the princess and the pea” was read and students had to draw some images which come to their minds. The fourth strategy was explained for reading authentic material that in that case was visualizing. The students were interested with the activities; this session was much better than the last time based on respect, attention and listen.

**Synthesize.**

Duke and Pearson (2002) claim that it is “Putting together ideas from multiple sources; deciding how ideas go together in a way that is new; figuring out how what one is reading and learning fits together in a way not thought before. Students are taught how to draw conclusions, form generalizations, and how to make comparisons across texts”. (p. 207). To put this into practice a text was read a set of times, enough to answer the questions (pre-reading, while reading, post- reading) based on their thinking about the text. Doubts about vocabulary were clarified while it was being read. After the explanation of the fifth strategy for reading authentic material that in that case was synthesizing. In this case, the activity was successful, the students were aware of the recording so they tried to do it the best they could. The students were interested in their grades but in general, the students were motivated for activity.
**Authentic Materials**

Authentic materials are defined as “Texts which have been created for a genuine communicative purpose” (Mishan, 2005). It refers to texts which were not created with a language teaching purpose so they are not commonly used inside classroom. Nevertheless, highlighting the benefits and advantages of using authentic materials inside language teaching, Mishan gives us not just a definition but she also describes a methodology for designing authenticity in her book Designing Authenticity into Language Learning Materials (2005).

Moreover there is a wide range of definitions for authentic material Rogers (1988) defines it as 'appropriate' and 'quality' in terms of goals, objectives, learner needs and interest and 'natural' in terms of real life and meaningful communication (p. 467).

Kilickaya (2004) has another definition for authentic materials, which is "exposure to real language and use in its own community." Here is where teachers must prepare students for real life situations through language.

Harmer (1991), as cited in Matsuta (n.d., para. 1), defines authentic texts as “materials which are designed for native speakers; they are real text; designed not for language students, but for the speakers of the language”. Then, Jordan (1997) refers to authentic texts as “texts that are not written for language teaching purposes” (p. 113). Authentic materials are significant since they increase students' motivation for learning and make the learner be exposed to the 'real' language as discussed by Guariento & Morley (2001) These definitions reinforce the premise that Authentic Materials are not created with the purpose of teach the language, but just to communicate among native speakers. (p. 347).

There are some other advantages mentioned by Alicia Anthony in her article The Effect of Authentic Materials on Reading Comprehension (2017) “Use of these texts allows students to get
used to reading in the real world which increases student motivation and interest, key factors in advancing comprehension strategies. Using pre-reading, while-reading and after-reading strategies are important aspects of an authentic text based reading.”

The Use of Authentic Reading Materials in the Classroom

One of the main ideas of using authentic materials in the classroom is to expose the learner to as much real language as possible. Even if the classroom is not a “real-life” situation, authentic materials have a very important place within it. It has been argued that by taking a text out of its original context, it loses its authenticity as Wallace (1992) mentions, “As soon as texts, no matter their original purpose, are brought into classrooms for pedagogic purposes, they have, arguably, lost authenticity.” (p.79). Even if true, the learner is still exposed to real discourse and not the artificial language of course textbooks, which tend not to contain any incidental or improper examples. They also tend to reflect the current teaching trend.

Authentic materials also give the reader the opportunity to gain real information and know what is going on in the world around them. More times than not, they have something to say, be it giving information, a review. They also produce a sense of achievement. Extracting real information from a real text in a new/different language can be extremely motivating, therefore increasing students’ motivation for learning by exposing them to ’real’ language (Guariento & Morley 2001).

They also reflect the changes in language use, (again something that does not occur in textbooks, which become very dated, very quickly) as well as giving the learner the proof that the language is real and not only studied in the classroom, (Nuttall 1996) “Authentic texts can be motivating because they are proof that the language is used for real-life purposes by real people.” (p.72) this is a very important aspect because connects the readers to a purpose for learning,
giving them an example of its importance when facing real contexts or experiences such as travelling, moving out, tourism etc.

**Synopsis.**

The use of synopsis from movies provide some tools that may help the teacher, some such as visual cues, possible background knowledge and a wide range of topics are the most useful ones. The visual cues are because when using a synopsis, even if it is virtual or printed, you may have a picture from the movie when are presented the main characters and the main idea. It may help the student because the visual references indicate what the sense of the film is and also create a context for it. Therefore, the possible background knowledge here refers to the option that the student may have already seen the movie or at least the trailer. It could help him because he has some basic concepts and references about what might be on the synopsis, thus, linking ideas will be easier when reading it. Finally, the wide range of topics is because of the huge variety of genres and samples of each genre that exist. It is also important to take into account students’ favorite movies and their opinions about genres.

**Micro-stories.**

Micro stories are short stories that are commonly applied inside EFL classroom because of their multiple benefits such as clear grammar structures, conversational approach and graphic cues; they also have a wide range of topics that may engage students. Pathan M, (2013) emphasize on “literary texts, in general and short stories, in particular have been an important source of teaching and learning materials in EFL classes for ages, as they demonstrate a wide range of language use in authentic context. Stories, being the product of creative writers, are rich in language and have many pedagogical benefits for EFL teachers and learners... can offer maximum exposure of functional and situational use of language” (p. 2).
Pathan points out some important aspects of micro-stories which are the functional and situational use of langue. The situational use of langue is when people are communicating ideas and it is important to organize them according to the context, in order to create an effective communication. Learners must be aware of what structures, words and expressions are acceptable depending on the situation. On the other hand, the functional use of language is linked to the situational but refers in a more general view, to the communicative approach, thus, it takes into account the transmission of ideas but in general contexts such as common questions and daily dialogues. These stories were applied in order to provide the learners with the tools already mention and trying to engage them into the reading with different topics.

**State of Art**

At this section there are exposed some references of other studies that could support, extend and give us tools for the development of this project. Furthermore, it was decided to integrate eight articles that were related to our research interest and helped us to better organize our ideas and to validate the viability of this project. At the beginning of each article you will find first of all the title and biographical citation, then there is a paragraph that explains the main aspects of each and, at the end, you will find the relation between the article and our project and how it helped us through the research process.

1. Akila, M (2013) The Importance of Authentic Magazines in Developing Learner's Reading Skills. This research uses a qualitative research method to analyze the data of ESL students about the use of magazine article to develop their reading skills. The population is thirty students, first year master business and the age average of all students was between 22 and 28 years old. The aim was to present subjects with reading authentic texts that is relevant to their specialization so the data were collected through model of
activities students asked to do in 34 relations to a magazine article. The results gathered from the reading task given to students revealed a high interest in approaching the text in addition to the recognition of certain reading strategies by students for the first time. These findings indeed support the importance of magazine article as language material because it involves students with basic reading skills and promotes their motivation to learn.

This article was related to the research addressed mainly because it showed the importance of the authentic material and the advantages it has to work with it; it was also focused on the motivation of the students through topics of their interest and integrated their reading skill. It proved that the students developed a high interest in using strategies provided to understand the text mainly because these gave them a specific goal while they were reading, so it was not just an interesting topic and an authentic material but they also realized about the importance of reading with a purpose and a specific objective. This was used in order to validate the pre-concepts about the effectiveness of integrating authentic materials in the EFL classroom. The second article integrates encouragement within the same topics of reading and authentic materials.

2. Moreno. M (2013) Encouraging Ninth Graders to Improve Their Reading Comprehension And Become Self Directed Through Doing Reading Tasks Based on Authentic Texts And Applying Reading Strategies. The aim of this Action research was to encourage students to improve their reading comprehension by practicing reading strategies and to motivate them to become self-directed learners by doing reading tasks based on authentic texts uploaded in a social network named Edmodo. This was applied in a Colombian public school in Bogotá with 10 ninth graders where four of them were in elementary level and six of them were in pre-intermediate level. The intervention consisted of five authentic
readings texts which students developed and uploaded to Edmodo. Researcher collected the data through field notes and a questionnaire which was answered before and after the intervention. Also a reading comprehension test was done before the implementation. The data collected for this research was both qualitative and quantitative and the type of analysis was interpretative and statistical. The result was that the participants became aware of the use of reading strategies, they improved their reading comprehension skill and they showed that reading authentic texts increases their motivation and they became more responsible for doing tasks.

This article was useful for our research because it is focused in students did not comprehend what they read, adding to that they were not motivated or interested in the reading. Thus, the implementations of the strategies (a) prediction, b) skimming and c) scanning which not only gave them a specific activity to develop but mentioned the goal to achieve while they were reading were very useful. This also gave them the opportunity to work by their own and to become aware of their own process. This study was integrated, in order to characterize the strategies with higher influence on reading comprehension.

3. Karimi, M., & Dowlatabadi, H. (2014). Authenticity vs. Practicality: Metacognitive Awareness through Authentic Materials in EFL Classroom. This quasi-experimental research was designed in order to identify the effect of authentic materials on listening comprehension of lower intermediate learners since in Iran the emphasis in English language classes is still on reading and writing skills. On this research two groups were involved but just one of them received treatment. The participants of this study were 50 second-semester students, they were 25 in the experimental group and 25 in the control group. The intervention consisted on provide them with authentic materials whether they
were prepared by the teacher or web-based. All of them were audios of about 1.5 minutes based on different authentic talks such as business, social, general sciences and so on. The experimental group received previous introduction to the topics, explanations about listening strategies and metacognitive awareness; student's also reflected about useful strategies for next listening.

The data collected was based on the questionnaire and notes of the class observation. The result was that the experimental group was improving its listening skills because the instructor guided talks and reflections in order to become student's awareness about the strategies used. They concluded that authentic listening materials must be used in any foreign and second language classroom.

This study was particularly useful for us because it integrated web-based materials, providing a point of view for the kind of materials that could be integrated in this research. They were taken into account because of the facilities that these materials provide, for example, when using internet for getting authentic materials there are hundreds of resources in a fast way; besides, the majority of them are for free. The following article dealt specifically with the population that we addressed since they are foreign language learners.

4. Gómez Torres, N., & Ávila Constain, J. (2009). Improving Reading Comprehension Skills through Reading Strategies Used by a Group of Foreign Language Learners. The aim of this qualitative research was improving reading comprehension skills on EFL classroom through reading strategies; researchers also carried out this project with the objective students to get better grades on MET, PET and ECAES as well as to improve the English level at Universidad Pontifica Bolivariana in Monteria. The subjects were 50 second semester students majoring in business administration, psychology, economics and civil
engineering, which ages ranged between fifteen and eighteen. The instruments used for gathering data were a pre-test to determine the reading comprehension level that they had, a questionnaire to identify reading habits, a tape-recorded interview where students talked about the reading strategy used. Triangulation was applied to analyze the data. The interventions consisted on presenting a specific reading strategy and explain it to the students and then students were assigned to send some tasks via e-mail related to the strategy presented. The worksheets were collected, checked and corrected and in the next session teacher provided feedback. At the end of the semester students were interviewed expressing how they felt. The findings were that reading strategies promoted students' participation, for example brainstorming was very useful. Finally, after the data were analyzed, it could be concluded that 20 participants out of 38, that is more than 52%, got a better performance on the post-test, giving as general conclusion that students got better results after considering reading strategies.

Related to the previous ones, this study had a different aspect which was guiding the students through the reading strategies that must be applied during each task. This was important because reflected on how instructing students on reading strategies may influence their performance on the tasks in order to get better result on international and national tests. Therefore, it was used in order to have a reference of how to guide students in the management of reading strategies.

There was also a concern about the implication of authentic text on motivation and that led us to the following article

on reading comprehension and motivation of intermediate language learners. This is a mixed study conducted through questionnaires and interviews which reflected the motivation of students’ pre and post-test. The study was conducted on 24 language learners from language teaching institutes, nine men and fifteen women. Participants were divided randomly in two groups: authentic group and simplified group. For the intervention four online authentic texts with appropriate readability were selected for the authentic group. Simplified group received the simplified form of those texts. Students were assigned to read and answer some questions related to the text, besides a motivation for reading questionnaire containing was also conducted to have a reference of authentic groups' motivation before and after reading authentic texts. The findings were that using independent samples t-test and mean of gain scores of groups on pre-post tests revealed that reading authentic texts has positive effect on the reading comprehension of intermediate students. Conducting the motivation questionnaire on the authentic group showed as conclusion positive changes on motivation.

At first view, it was considered that this study could provide us with tools such as pre-test and post-test in order to check the effectiveness of our intervention, however, after considering and receiving assessment it was evident that it would become our study into an experimental research and that is not the purpose. Thus, this study was useful to check and realize about some mistakes and gaps that still exists, taking into account that failing is also an important part of learning. Kept on looking for more experiences and there was found the following on the Sultanate of Oman.

Of The Sultanate Of Oman. The purpose of this research was to examine the importance of using authentic reading materials in teaching English for developing the reading skills of ten graders in the schools of the Sultanate of Oman. Researchers had the hypothesis that using authentic reading materials in the classroom can help and support grade 10 students develop better reading skills.

Quasi-experimental method was applied dividing the participants into two groups where just one of them received the experimental treatment which was teaching reading using authentic materials nevertheless the performance of the two groups was measured. The population was divided into the following two groups: group 1 was basic education class of 30 pupils and group 2, another basic education class of 30 pupils. Group 1 studied reading using authentic reading materials such as menus, magazines, and commercials ads. Group 2 was chosen from general education classes that study reading using only the non-authentic reading found in textbooks and syllabus.

The instruments used were two tests a pre/test to measure the reading proficiency of the group and a post/test right after the intervention in order to check the effectiveness of using authentic texts. Researcher also kept a research journal during the observations and tape-recorded talks about the texts. The pre and post tests were collected and analyzed finding out that the group with experimental treatment developed better reading skills. The research journal and audio recordings also helped to conclude that authentic reading materials for developing ten graders reading skills are useful. The result was that using authentic reading materials inside the classroom could support and promote students’ reading skills.

This study as well as the previous one, was approached on experimental research and also has a different population from this research. Nevertheless, this study helped us in some other
important aspects such as having a point of view of how integrating authentic materials may affect EFL classroom with adolescent participants, thus it was possible to check that the group which received authentic materials could improve its reading skills in comparison with the one that did not. Another aspect that was important for us was to decide what kind of modality to apply, either face to face or web based.

7. Arismendi Gómez Fabio Alberto, Colorado López Doris, & Grajales Marin Luisa Fernanda. (2011). Reading Comprehension in Face-to-Face and Web-Based Modalities: Graduate Students' Use of Reading and Language Learning Strategies in EFL. This research uses a qualitative research method to analyze the data of EFL students about the language learning strategies applied into two different modalities of instruction: face to face and web-based. Since the two courses were taught by the same teacher the organization was as is mentioned by the authors: “The first course delivered was the web-based one where 38 graduate students (13 men and 25 women) participated. They were between 23 and 49 years old. The face-to-face course started after this and had 27 students (10 men and 17 women). They were between 20 and 51 years old” (Arismendi F, Colorado & Grajales L (2011)). Different instruments helped to collect data such as teacher’s journal in order to record thoughts and reflections about strategies applied by the students during the process, data records in the Moodle platform (for the web-based), as well as questionnaires and tests in order to check students’ opinions and final performances in reading comprehension after the intervention. The results gathered from the reading task given to students and field notes kept revealed that at the very beginning students used translation strategies in a wide range considering that reading means translate word by word. Nevertheless, during the process and based on teacher’s feedback
and instructions students started to use different learning strategies as inferring, prediction, defining meaning from the context and background knowledge becoming themselves into more effective readers.

Despite the fact that this study was conducted on a very different population from the one that is focused on, it was decided to cite it because it is considered that was interesting and effective for us since it showed a brief and clear explanation of what language learning strategies are and how they might be categorized when keeping a teacher’s journal. It was also considered that even if the population was different, the context was similar to ours because of the EFL classes. Furthermore this study also integrated web-based materials which, as mentioned before, gave us a different point of view about the teaching materials that can be applied for our intervention.

Finally, the following article was found, this one integrated extensive reading and it was considered important for further research.

8. Guo, S. (2012). Using Authentic Materials for Extensive Reading to Promote English Proficiency Language Teaching. This quantitative study intended to discover the effects of extensive reading using online materials on students’ language proficiency, and students’ attitudes toward the extensive reading activity. The researcher recruited fifty students from two intact classes; the students were from a five-year college in Taiwan was English majors in their fourth year of study. These students were evenly assigned to two classes based on their entrance exam scores when they entered the college; therefore, they should have been at a similar level as they started college. However, the entrance exam took place more than four years ago; thus, a pre-test was applied to determine if students’ were still in the same level. Researcher also applied a post-test design using a simulated English proficiency test and an attitudinal questionnaire. Other data such as course exams
and students’ class participation records were also included to increase validity. The intervention consisted on 10 online reading materials related to the course topics given during three months, after that an English proficiency test was applied to check students’ progress. The study results indicated a strong relationship between extensive reading and materials used; it showed evidence of vocabulary gain and motivation increased as a result of extensive reading of authentic texts. These positive findings were interesting enough to justify an incorporation of extensive in-class or outside-of-class reading activity using authentic materials.

Finally, the contributions of these articles reviewed for our research project were many, mainly because they helped us to approach our research interest and gave us different useful tools for its development. As conclusion, we considered applying the majority of the instruments cited because they were relevant for the data that is being gathered. On the other hand, even if not all studies were applied on the same population we paid attention to the important aspects such as theoretical references and evidences that could be gotten from each of them. Thus, these references helped us to have a general idea about the implications of our study and the tools that can be applied in order to get a more reliable data. For example, the analysis of students’ artifacts played a main role when dealing with reading comprehension because there was no other way to record their performance on the tasks, and this was because their speaking was not evaluated.

Thus, the way to evaluate reading comprehension is through checking student's artifacts.
Chapter III

Research Design

This chapter presents the research methodology that supported the study. It includes the research type, a description of the setting, the participants, the researchers’ role, and the data collection instruments that were used during the pedagogical intervention.

Research Paradigm

This research project is framed within Constructivism, which conceives that learning is constructed by the learner in an active, meaningful, cooperative and authentic way. According to Tinjala (1999) in Constructivist Learning, the student does not need to memorize or reproduce information. Similarly, he describes the acquisition of knowledge as a constructive process in which individuals actively construct and reconstruct their own conceptions taking into account that there is no absolute reality; In addition, the constructivists affirm that through the individual experiences are constructed multiple realities. Each student comes with their own experience of the world and builds meaning together.

From that moment on, the ninth grade students participating in this study make their own interpretation of reality, through the understanding texts in English using authentic materials following a process and connecting them to their context.

On the other hand, the teacher's role involved connecting with the participants, where observation was important at every stage of the process because through field notes, the teachers-researchers identified the needs and strengths of the students to create strategies that encouraged students to construct their own knowledge through reading using authentic material.
Research Approach

The research approach used in this study is a qualitative approach. Creswell (2007) presents some aspects that we must take into account in this type of research. For instance, the natural setting in which the researchers collect the data, the instruments that can be used, such as the questionnaire, field notes and students’ artifacts.

Therefore, this research study is clearly qualitative because the observations were in the classroom where the participants could act in a natural way, interact with their classmates using authentic material. According to Creswell (2003) “a qualitative approach is one in which the inquirer often makes knowledge claims based primarily on constructivist perspectives” (p. 18). Hence, it allows to construct multiple realities from the texts of authentic material using by students, in order to express themselves and to interact in the group.

Research Type

This action research study was planned, reviewed, and evaluated in order to improve students’ literacies in EFL through reading strategies using authentic material. Along the implementation, its efficacy was proved and the appropriate changes were made depending on the results presented. Valsa (2005) affirms that “action researches main purpose is to improve practice – either one’s own practice or the effectiveness of an institution” (p. 9). Besides, one of the advantages of using action research is that the teachers can act as a researcher and this implies to be self-reflective and critical throughout the process, looking forward to identifying the strengths and weaknesses of the research, and at the same time looking for strategies to improve and refine it.

After implementing each lesson plan (see annex 7), the researchers must evaluate aspects of the pedagogical and research process that can be improved. This is a systematic process that
allows planning, acting, observing, reflecting; and then evaluating, refining and improving the following cycle until the end of the process. In the planning step, we defined the reading strategy and micro story students were going to read as well as the pre, while and post reading activities that most fitted within the micro story.

For instance, the first reading strategy was “Inference” aspects such as vocabulary, easy grammar structures and easy understanding were taken into account. After that, we started showing the students some images with quotes from some movies, they saw them and tried to identify the situation in which the characters were involved, students identified the movie in some of them mainly because they had already seen it.

After that, we presented a trailer of a movie which was not released yet (suicide squad by marvel) we played the video 3 times and then the students answered some questions in a piece of paper where they had to write what they understood and why they thought that. (Which were the facts). Finally, we explained the first strategy for reading authentic material that in that case was inference.

In the acting part, all the activities proposed in the lesson plan (see annex 7) were developed. However, sometimes the order or the time were adjusted and modified to the rhythm of the students. At the same time of acting, observations were done in order to take field notes and later examine and analyze the effectiveness of the planned class. Afterwards, the reflection phase began based on the field notes taken from the observation. Advantages and disadvantages of the planning were analyzed in order to evaluate the process and propose new strategies that could contribute to the planning of the following lesson plan or in the selection of the following reading strategy.
According to Burns (2010), “action research involves taking a self-reflective, critical, and systematic approach to explore our own teaching context” (p.2). Taking into account what was mentioned before, when we finished implementing each students’ artifact, we paused and evaluated which procedure had had better results in the students’ learning process and considered possible changes to be able to improve the results. Besides, it was possible to improve and change the following lessons in the other reading strategies, keeping in mind the students’ opinions and evaluation, and also to determine if the activities proposed were addressed to answer the research question.

**Research Question**

How ninth graders apply reading comprehension strategies when using authentic materials in the EFL classroom?

**Research Objectives**

To describe the reading comprehension strategies used by ninth graders when they read authentic materials.

**Research context and participants**

This research was carried out at República de Colombia School in La Estrada neighborhood.

This school had three different branches: the first branch (A) was for secondary students, the second one (B) was for kindergarten and part of the students of primary and the last branch (C) was for the other part of the primary students. The I.E.P of this school was based on the central argument of which the education is to succeed in its tasks, curriculum as its core should be restructured around the four pillars of learning: learning to know, learning to do, learning to live together, and learning to be.

This project was focused on six ninth grade students with ages between 14 and 16. There were
3 girls and 3 boys. The population was selected at random mainly because of the big quantity of students in a public school, thus the only aspect taken into account when selecting them was to have the same number of boys and girls. Students received two hours of English classes weekly.

They did not use English books, but instead they worked with some guides and exercises on the board. Most of the students did not have expectations of studying after high school. A second language was not meaningful to them, although they tried to do their best. The students lived in the same neighborhood where the school was located.

![Research design diagram]

**Figure 1. Research design.**

**Data collection instruments and procedures**

For the purpose of this research we decided to collect the data by using as the techniques: students' artifacts, field notes and questionnaire. Before we begin to describe each technique, it is important to clarify that the unit of analysis of this project was the students’ ideas reflected on their phrases and sentences.

This is why the first instrument we used to collect the data was the student artifacts, which is a
technique that we consider very important because these are, as Mc Greal, Broderick and Jones (1984) stated “all instructional materials employed by the teacher to facilitate student learning” (p.23). Within this research we also used the field notes, which are understood as the engagement of the researchers in the activities of the people being observed, in this case ninth grade students. Then, the researchers have two roles- as observers and as participants. Thus we participated by clarifying vocabulary, answering doubts about the development of the activities and discussing with the students about their conclusions. At the same time, we observed some behaviors and ideas that students showed while they develop the activities proposed for the class.

Finally, we used the questionnaire in order to identify the use and frequency of reading strategies, taking into account that in this moment they do not know the different reading strategies but they use them in English class.

Questionnaire

This is defined by J.D. Brown, (2001) as any written instruments that present respondents with a set of questions or statements to which they react, either by writing out their answers or selecting from among existing answers. Questionnaires were used because they can be easily categorized and analyzed. In this project one questionnaire was used.

There was applied thirty close questions designed on the various strategies students use when they read authentic materials in English. Some of the questions were like:

1. I have a purpose in mind when I read

10. I underline or circle information in the text to help me remember it.

In front of each statement students had to circle a number from 1 to 5 in order to point out the frequency or intensity when doing what was written there. The purpose of this questionnaire was to identify if students were applying reading strategies somehow, even if they did not know
them, additionally we used it as a starting point for the pedagogical intervention. (See Annex 1)

Field Notes

These are defined by Burns (1999) as written descriptions that give account of events. The author mention that there are two different moments for writing field notes. The first one is called by the author as “in the midst”, teacher-research writes down notes or key points about what he or she considered relevant for the research. The second one is called “after the fact”, after having finished the class teacher-researcher takes time for writing down his observation.

This instrument was implemented to have a record of what was observed on each session in order to obtain reliable information about the strategies used by the students and how they used them so we could obtain a clear insight about what was happening during this study.

Students ‘artifacts

These are defined by Hubbard and Miller (1999) “It is tangible evidence of what students are able to do and of the range of responses students make to different learning tasks... examples of the students work can be one of the richest sources of data for teacher research.” The student artifacts are going to be used, it is a very important technique because it facilitates student learning.

When the intervention started a worksheet was given to the learners with the purpose to recognize reading comprehension performance and to have a starting point that later on was compared with the last reading comprehension strategy.

Data Collection Chart

The following chart illustrates the data collection schedule.

<table>
<thead>
<tr>
<th>Month</th>
<th>September</th>
<th>October</th>
<th>November</th>
</tr>
</thead>
<tbody>
<tr>
<td>Day</td>
<td>30</td>
<td>14</td>
<td>21</td>
</tr>
</tbody>
</table>
Table 1. Data Collection schedule.

Now in relation with the instruments, we pretend to use three main instruments. In first place the students artifacts, which are the instructional materials given by the teacher and developed by the students, the second instruments that we intend to use is the questionnaire to identify the nature and frequency of strategies that ninth graders use in English class and the third instrument was field notes which consists on taking notes about the details attitude or any other aspect found during the observations. These instruments were hopefully unfold the expected findings in order to give an answer to the research question that guides this project.

Validity

Validity is defined by Carpenter and Suto (2008) as the trustworthiness of the findings, Merriam (1998) on the other hand divided it into internal and external, the internal validity refers to how our findings match the reality, and the external consists on the extent to which the findings can be applied to other situation. Merriam (1998) also described several strategies in order to address validity, however within this study, there are used only three; the first one is the triangulation, this strategy consists on the convergence of information from different sources. In this case, the data triangulation was applied, in which we were triangulate the data found using the student’s artifacts, the field notes and questionnaires. The second strategy that we used was the member checking, this strategy, according to Merriam refers to verifying or checking the tentative interpretations made with the people the data is taken from. Finally, the third strategy that we implemented is the rich description in which there was written in detail about the things
that were observed among the classroom during the development of the activities.

**Reliability**

Based on Merriam (1998) the reliability within a study depends on the extent in which the findings can be replicated, it means that if the study is applied more than once it should yield the same results. In order to address reliability, we were used a methodological triangulation that consists of triangulating the multiple methods used during the data collection process. Besides that, we were also applied the strategy mentioned by Merriam called, the investigators position, by using this technique we were explain assumptions and the theory behind the study, as well as the basis for selecting the population involved and a description of them.

**Ethical Issues**

Considering the importance of securing the data that was collected from ninth graders for this action research, a consent form was presented (see annex 2) informing and asking for permission from the parents in regards to the use of the students’ information and responses collected during the implementation and research process. The information used in this action research depended on the amount of permissions signed by the parents and the institution in order to guarantee the validity of the data. Finally, the students’ personal information remained secret as part of the agreement between the institution and us. After considering the research design and what it implies, it was proceeded to the instructional design which is focused on the pedagogical intervention that was carried out in the EFL classroom taking into account the reading comprehension strategies when using authentic materials.
Chapter IV

Instructional Design

This chapter presents a detailed description of the pedagogical intervention that we applied. The reader can find an explanation of the curriculum which consists of philosophy of education, the vision of learning, the vision of language and language learning; these aspects guided this instructional design and how these four are articulated in our pedagogical intervention. In the following paragraphs we give an explanation of each one.

Theoretical Foundation

![Theoretical foundation diagram]

**Figure 2. Theoretical foundation**

This illustration shows the theoretical foundation which supported and guided the pedagogical implementation process with ninth grade students.
Philosophy of Education

The philosophy of education which supported this pedagogical intervention is Meaningful Learning (ML) this theory was worked by Ausubel (1961) where it proposes mainly the retention of verbal information through the reception of data and knowledge. According to this theory, the school learning is giving by presenting to the students what they are going to learn. As was explained before, students are only asked to understand the material and incorporate it in their cognitive structure so that learners can reproduce it, related it or solved future situations.

Learning is truly meaningful when students can relate new information to the topics they already know through authentic material. But if teachers want this to happen, it is necessary the material used to have a meaning by itself and should be potentially meaningful for the student too, as they will make an effort to relate new information, signifying what they know. In consequence, an interaction is produced that modifies not only knowledge but the cognitive structure of individuals taking into account that normal teaching processes can lead students to have both significant and memoristic knowledge.

Theory of Learning

The theory of learning which supported this pedagogical intervention is Experiential Learning (EL) develop by Kolb (1970) which focuses on the learning process for the individual. One example of experiential learning is when we used authentic materials to develop reading strategies because we presented real language used in the target language community which was not created for language teaching purposes.

This theory of learning is focused on some principles as message focus, where this principle is very important in experiential view of learning because it involves the creation of conditions in which the students are encouraged to use the language to achieve specific goals or to share their
ideas. Other principle is the use of authentic materials, where it lays on the preference of using authentic materials in the classroom in order to provide the learners with a meaningful mode of language use.

The next principle of the experiential vision of learning is the use of reading strategies through which students find themselves mediated by authentic materials using their existing knowledge of the language focusing on the message they want to convey. When using these reading strategies, the students not only have to find the way to express what they understand regardless the mistakes they can make, but they also have to develop strategic skills that could help them outside of the classroom.

At last, we have the use of collaborative learning, this principle refers to the interaction or team work that students need to go through in order to convey certain meanings with their partners, the aforesaid can be reflected in activities such as role plays, performances or activities in peer.

**Theory of Language**

The use of authentic materials is an important principle of Communicative Language Teaching (CLT). In real life we read because we are interested in the communicative purpose of the text for pleasure and information. Grellet (1981) affirms that “We read for information because we want to find out something, learn something from the text, or to instruct, to do something with the information we have, to know how to act, in the ideas that the writer has expressed or the effect that the text must produce in the Reader” (p.4). The language in an authentic text is varied, while in a non-authentic there is often a single structure that is repeated. The use of truly authentic texts is an important mean of teaching students to communicate effectively.
As mentioned above, we started watching the short animation “feast”, after that we asked the students about the main idea of the video, and if they knew about the supporting ideas. The students mentioned all the little details. After that, we started the reading of the micro-tales, we started with “new shoes can get you killed” (see annex 3). We read it out loud and looked for the unknown vocabulary. We asked to the students to do a mind map in which they had to write the main idea and the supporting ideas. We explain the second strategy for reading authentic material that in that case was determining importance. In that case, we developed activities in which students applied collaborative learning so they could be friendly and share information building their productions together in order to show their creativity accomplishing a communicative purpose.

**Theory of Language Learning.**

The theory of language learning which supported this pedagogical intervention is Task Based Learning (TBL). According to Skehan (1998) it considers meaning as the basis of a task. Students have to invent, find out or guess the meaning and he cannot depend on meanings provided by others. The tasks which are given to the learning should be similar to real life incidents. Prominence should be given to the successful completion of the task. Task evaluation is done on the basis of outcome. In the same way, David Nunan (2007) defines a task as “a classroom work, which helps students to understand, manipulate and communicate in the target language. Students should acquire grammatical knowledge, while being involved in a task. For meaning expression, conveying meaning is preferred to manipulation. A task should be complete, independent and should have a beginning, middle and an end.” (p.4)

As set out above, we started by showing students some quotes from movies that had an English message that contained some mistakes on grammar or syntax. After that we read it a set of times,
enough to answer the questions (pre-reading, reading, and post-reading) all in relation to the actual context or previous experiences. Then, we clarified doubts about the vocabulary as we read it. Finally, we explained the fifth strategy to read authentic material that in that case was a matter of understanding. They were trying to understand the whole meaning and asked about the new vocabulary. The students were motivated on the development of the activity and the use of different materials.

**Approach**

Content Based Instruction (CBI) is an approach that suggests that optimal conditions for learning a second/foreign language occur when both the target language and some meaningful content are integrated in the classroom; the language is therefore, both an immediate object of study in itself and a medium for learning a particular subject matter. In Content Based Language Teaching, teachers use content topics rather than grammar rules, vocabulary, contextual situations as the framework for instruction.

Stoller (1997) discusses that one of its most important benefits is that CBI lends itself to the natural teaching of the four language skills. For example, within content-based instruction students are required to read authentic reading materials, to interpret and evaluate the information contained in them, to cooperate, so that they can respond either orally or in writing. The aforesaid is important considering that under the design of the instructional activities the primary source to be used in reading strategies mediated by authentic materials is authentic reading materials, which as Stoller said "are not only appropriate for CBI approach but also unfold other different advantages" taking into account that the curriculum design was focus on different aspects of daily life. Finally, in CBI, students are exposed to complex information and are involved in demanding activities which can lead to intrinsic motivation.
Innovation

The innovation in our pedagogical intervention is that when we implement authentic materials in our classes, they helped bring the real world to the classroom and enrich the English class, where exposing students to real context generates an understanding and interest in the subjects. Additionally, as evidenced in the review section of the literature is an issue that has not been thoroughly investigated.

Below, we present the objectives that we developed during our pedagogical intervention, which will allow the reader a better perspective on the reasons why this study is innovative.

Pedagogical Objectives

To teach reading comprehension strategies for improving ninth graders reading comprehension.

To make ninth graders aware of the reading comprehension strategies by an explicit teaching and practice of them while doing reading workshops.

To practice on reading comprehension using reading strategies through authentic materials workshops.

Pedagogical Implementation

In the following chart, it is given a description of the topics and activities, which supported and guided the pedagogical implementation process with ninth grade students using reading strategies and authentic material. The pedagogical intervention was carried out in the second semester of 2015, from October to November.

For this intervention we used five reading strategies: inferring, making connection, determining importance, visualizing, and synthetizing. The reading strategies were discussed during five sessions of about forty minutes per week, when the school timetable was not modified; there were nine sessions all together.
Not all the reading strategies took the same time to be developed. The first reading strategy (inference) took less time because it was less complex like determining importance and visualizing while making connection and synthetizing took more sessions because of the complexity and the length of the reading strategies.

In the five strategies we used the same strategy: pre, while, and post reading or viewing. We used the strategy: pre, while, and post reading and viewing. However, the activities changed for each reading strategy, taking into account relevant aspects of the reading strategy and the authentic material. For example, the complexity, the length, the vocabulary, the purpose and the issue being dealt with in the material, among others.

- Pre-reading (aimed at title work, contents prediction, grammar and vocabulary work) or pre-viewing (to acquaint students with the material they are going to watch, further better comprehension) In that case, the pre-reading or viewing activities were used in order to elicit students’ prior knowledge and establish connections with what they already knew. Besides, new vocabulary was presented and explained to students to make them familiar with the material and help them to predict what the reading strategy was about.

- While-reading (aimed at general perception, identification of interesting parts for a reader, meaningful parts selection) or while-viewing (answer teacher’s questions). In that case, while-reading or viewing activities were used in order for students to interact with the reading strategy and verify if they were understanding the material. For example, if they recognized the characters, the places, the topic or if they could find a particular issue in the material. In this part, students’ participation, interaction, and connection with the reading strategy was important.

- Post-reading (aimed at comprehension check, text interpretation, abilities to find specific information) or post-viewing (discussions, role-playings, writing). In this final stage, the post-
reading or viewing activities looked into how students incorporated what they understood from the reading strategy and how they could create their own productions using the knowledge they built out of the material, including students’ points of view, students’ stories, draws and short paragraphs or interpretations.
1. **Date**: 14th October 2015  
**Reading Strategy**: Inference  
**Activity**: Students inferred what the movie was about, we had many different movies in case they already had seen any.  
**Authentic Material**: Set of images and two defined trailers (taken from movies).  
**Instrument**: Field notes and students artifacts.

2. **Date**: 21th and 28th October 2015  
**Reading Strategy**: Making connections  
**Activity**: The teacher read a short tale ("new shoes can get you killed") a couple of times and asked students some questions in order to establish a connection between the story and their real life.  
**Authentic Material**: Short synopsis of two movies and short tale ("new shoes can get you killed")  
**Instrument**: Field notes and students artifacts.

3. **Date**: 04th November 2015  
**Reading Strategy**: Determining Importance  
**Activity**: Students filled a chart in which they had to write the main idea of one tale (set of four tales) then, they had to write the supporting ideas.  
**Authentic Material**: Set of short micro-tales  
**Instrument**: Field notes and students artifacts.

4. **Date**: 9th November 2015  
**Reading Strategy**: Visualizing  
**Activity**: The activity consisted on asking students to close their eyes and read a short tale for kids (Happy hat), then they had to draw how they imagined the hat was.  
**Authentic Material**: Short tale  
**Instrument**: Field notes and students artifacts.

5. **Date**: 11th and 18th November 2015  
**Reading Strategy**: Synthesizing  
**Activity**: The students filled a chart in which they had to write the main idea based on guide-questions like... I am thinking, Now I am thinking, I am starting to think, My new thinking is...  
**Authentic Material**: Memes and short tale  
**Instrument**: Field notes and students artifacts.
The chart describes the schedule and the organization used during the intervention. It also displays the name of the reading strategy, the topic dealt within the reading strategy, dates and lesson plan developed, and finally, the data collection instrument used for each activity. There were five general activities based on reading and viewing, pre, while, and post activities.

However, the specific tasks changed according to the reading strategy and its level of difficulty. Those changes were based on the results got at the end of the first and second reading strategy and they were also modified keeping in mind students’ opinions throughout the survey.

**Criteria of Assessment**

The assessment was determined to appreciate our point of view as pre-service teachers and the students’ point of view towards the English class. Thus, we carried out field notes during the sessions to observe changes in terms of behavior as well as perceive the effectiveness of each activity. These field notes helped us to identify their attitudes in the class. On the other hand, to assess the process from students’ point of view, we decided to apply a self-assessment in which students expressed their perceptions and judgments towards the English course.

**Role of the Teachers’**

The role of the classroom teacher is to manage the classroom in a manner that meets the individual needs of each student in the class. This includes promoting learning and supplementing activities, coordinating and collaborating with support staff, using a variety of teaching approaches, and adapting instruction to include all students. Wilings (2016) “The classroom teacher is in charge of each student's overall academic program” (p. 17). As teacher-researchers our role was expanded in order to cover different steps of the process such as guidance, data collection and evaluation.
The basis of our role was the Active Role described by Neil Anderson on his book Exploring Second Language Reading: Issues and Strategies (1999). The principled dialogue centers around the philosophy Anderson has developed through research and practice. This philosophy is represented with the word ACTIVE, which serves as the organizing mnemonic. ACTIVE consists of the first letters of six of the eight elements of this approach (p. 4):

A – Activate prior knowledge

C – Cultivate vocabulary

T – Teach for comprehension

I – Increase reading rate

V – Verify reading strategies

E – Evaluate progress

The last two elements are: Consider the role of motivation and Select appropriate materials. Using this framework, Anderson examines instructional issues that concern reading teachers in ESL classrooms. He explores these issues from three different perspectives: Teachers’ Voices, where ESL teachers describe their experiences in dealing with the issues raised; Frameworks, where ESL reading theory is discussed; and Investigations, where activities are provided for teacher exploration and reflection. The active role was when teacher entered to the classes, provided the material, explained the activities and guided the students through them. It extended as observers and data-collectors, for example when students were working on the synopsis teacher-researchers recorded every tool, comment or general situation that happened. Finally teachers were back to an active role when they analyzed data collected.
On a detailed description of the first chapter the students were observed and the problem (already mentioned at the problem statement) was identified in order to plan a possible solution. After formulating a hypothesis there were created five tasks for students to develop on workshops, followed by an explanation on how to organize the groups and the reading strategies they should have in mind when developing the reading workshops. When students had a question, teachers tried to solve it or guide them and encouraged them to work on the tasks during the classes so they could find out the answer by themselves. Afterwards, the data was collected, analyzed and this monograph was written.

**Role of the Students**

The role of the student integrates roles such as a collaborator, and a team member. There are a number of theories about learning which help us understand the role of a student or learner. One of these theories was developed by Abraham Maslow and is called the theory of Basic Human Needs. Maslow (1954) cited in McLeod, S. A. (2007) contended that human beings are motivated by several basic needs.

These needs are basic and are in a hierarchical order based on human priority and necessity. Maslow presents those humans are always motivated by desires and that these desires are satisfied for only brief periods. But, we all need to have our basic needs met before it is possible to begin to become self-actualized or gain higher order skills. In simple terms, Maslow found that individuals who basic needs are satisfied are more effective learners. It is incumbent upon a teacher to insure that the first four basic needs: survival, safety, belonging, and esteem, are met before individuals become effective learners.

Students had a more active role based on the main objective of this research. Furthermore, students were working on the tasks, paying attention to the explanations and finally reflecting...
about the process through an interview. They must have been engaged with the project in order to develop the tasks and activities in an effective way, therefore their engagement was an uncertain aspect, but based on the needs assessment it was possible to assume that most of them were actually engaged.

Students developed the different tasks and workshops that teachers gave them. They also were organized by pairs or groups and they talked among themselves about the reading strategies that they used when developing the reading workshops, they also gave their opinions about the development of the activities and about the use of authentic texts.

Students also used strategies for reading and related new vocabulary with their previous knowledge, at this point; they constructed meaning by group work activities. Besides, they used previous vocabulary to understand new concepts within a more likely context, based on to understand the authentic materials given by the teachers using reading strategies.

Students learn to wrap up by formulating questions and answers about what they have learned and by reviewing key ideas. The goals are to improve students' knowledge, understanding, and memory of what was read.

Students’ roles are an important in this research project, because cooperative learning seems to work best when all group members have been assigned a meaningful task. Roles should on a regular basis so that students can generate questions that ask about important information in the passage they have just read. The best way to teach wrap up is to tell students to use the following question starters to begin their questions: who, what, when, where, why, and how.

**Role of the materials**

Authentic materials bridge the gap between classroom language use and real life language use by bringing familiar linguistic situations and materials right into the classroom. When teachers
use authentic materials, they are in fact helping EFL students to make a comfortable transition into the FL culture. It gives students opportunities to talk about real situations as some weather reports or jobs application to make them learn a part of their everyday life. According to the observations it was concluded that students appreciated the lessons and remember new words much better when they need to use them for survival.

Berardo S (2006) mentions the different sources in what the materials were selected, “The sources of authentic materials that can be used in the classroom are infinite, but the most common are newspapers, magazines, TV programs, movies, songs and literature. One of the most useful is the Internet. Whereas newspapers and any other printed material date very quickly, the Internet is continuously updated, more visually stimulating as well as being interactive, therefore promoting a more active approach to reading rather than a passive one. From a more practical point of view, the Internet is a modern day reality, most students use it and for teachers, there is easier access to endless amounts of many different types of material. From an even more practical/economical point of view, trying to obtain authentic materials abroad can be very expensive, an English paper/magazine can cost up to 3-4 times the price that it usually is and sometimes is not very good. Often by having unlimited access in the work place, looking for materials costs nothing, only time”. (p 61) Students’ motivation was another aspects influenced by the materials. Students realized those texts have real life language, the one they will use in real communicative situations. On the other hand students could interact with the language through a kind of material which is not intended to educate so may be seen as more enjoyable or attractive to them.

Furthermore, Berardo (2006) talks about the role of the materials in the classroom, “Authentic materials enable learners to interact with the real language and content rather than the
form. Learners feel that they are learning a target language as it is used outside the classroom. When choosing materials from the various sources, it is therefore worth taking into consideration that the aim should be to understand meaning and not form, especially when using literary texts with the emphasis being on what is being said and not necessarily on the literary form or stylistics. Nuttall gives three main criteria when choosing texts to be used in the classroom suitability of content, exploitability and readability. It is important to assess the right level for the right students” (p.62) When using synopsis you look for a connection between students’ previous knowledge and English, for example, when we used the synopsis (see annex 10) of The Avengers students commented that they already knew the movie and started to talk about the plot, scenes or main characters. In this way, their affective filter was activated and they used their previous knowledge so they could be engaged with the activity.

Another aspect to mention about the materials is the wide variety of topics they provide. An advantage of using whether synopsis or micro-stories is that there were many different resources and topics to work with, furthermore it helped us to cover likes and preferences of the students that were easily identified through the observations of their behaviors and manners. So it was concluded that the materials played the main role of engaging the students and facilitate the process of the pedagogical implementation.

The following chapter will depict the data analysis done in this research study. Procedures of data analysis are described, as well as the categories and subcategories that emerged from the data gathered.
Chapter V

Data Analysis

In this chapter, we report the results of the data analysis. As we mentioned in chapter 1, the purpose of this research study is to describe and analyze how reading comprehension strategies are used by ninth graders when using authentic material like synopsis from movies and micro-stories.

The pedagogical intervention was carried out with ninth grade students (901) in a public school. For this intervention we chose five reading strategies: inferring, making connection, determining importance, visualizing and synthetizing. The procedures to work with the reading strategies were divided into three phases, pre-while- and post activities.

In order to gather data, we used three instruments, field notes based on the class observation, students' artifacts, and the questionnaire which was administered at begin of the implementation.

The results of this questionnaire helped us to know how students used some reading strategies when they read some text in English. Those results were somehow a part of the students' voices, it was a way to know their points of view regarding the lessons. All this information allowed us to answer the research question: How do reading comprehension strategies impact reading comprehension in ninth graders when using authentic materials?

In the next section, we describe the procedures used to analyze data. Besides, we depict the categories with examples.

The research approach used in this study is an action research, where in accordance to Burns (1999) when analyzing data in action research it is useful to have a framework that shapes the overall process of analysis. Accordingly, we decided to follow the process of analysis given by the author, which consists of 5 stages. The first step was, assembling data, in this initial step we
noted down thoughts and ideas or impressions that come to mind during the reading and rereading of the data collected. In this case, we read the students’ artifacts, the field notes that we wrote, and the questionnaire. The second step consists of coding the data, in this section we attempted to reduce the amount of data collected by assigning categories of themes and concepts.

It means that we put the data into themes depending on the patterns that emerged like repeating events or key phrases that students wrote in relation with strategies they used in order to understand the students artifacts (reading worksheets). The aforesaid allowed us to indicate patterns and meanings in order to reduce the data into a manageable form. In the third step, which is comparing the data, we made a comparison among the data collected with the different techniques in order to see if there were any themes or patterns repeated across the field notes, students’ artifacts and questionnaire. The fourth stage consisted on building interpretations. In this part of the process we attempted to develop the theories by articulating the concepts and themes found in the previous stages as well as the patterns. Finally, the last step was about reporting the outcomes. In this step, we presented and account of our research through a detailed report that contains the major processes that we followed during our research just like the ones we just mentioned.

In the following paragraphs we will provide a detailed description and evidence of the process followed in each step and consequently the categories that emerged after the process was completed.

**First step: Assembling data**

We used three different techniques in total to collect the data: students’ artifacts, questionnaire and field notes. Some of the impressions we got from the first reading of the data analysis was that there were similar answers among students for some of the questions, and that
each artifact reflected ideas towards an authentic material, we also noted down the distinct methods that students wrote they used in order to understand a text, this finding was specifically characterized on the field notes and questionnaire that were applied to students.

**Second and third step: Coding and comparing the data**

All the data collected were compiled in a document to find patterns (see annex 3). After this step, the researchers condensed the information into the following categories based on the literature review: Making use of strategies: inferring, making connection, determining importance, visualizing and synthetizing as their subcategories and the role authentic materials which has synopsis and micro-stories as subcategories.

<table>
<thead>
<tr>
<th>Research Question</th>
<th>Category</th>
<th>Subcategory</th>
</tr>
</thead>
<tbody>
<tr>
<td>Making use of strategies</td>
<td>Inferring</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Making connections</td>
<td></td>
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<tr>
<td></td>
<td>Determine importance</td>
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<td></td>
<td>Visualize</td>
<td></td>
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<tr>
<td></td>
<td>Synthesize</td>
<td></td>
</tr>
<tr>
<td>The role authentic materials</td>
<td>Synopsis</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Micro-stories</td>
<td></td>
</tr>
</tbody>
</table>

Table 2. **Categories**

The previous chart contains the categories found in each techniques and the most relevant information found in those techniques taking into account the questions that underpins this dissertation: How do reading comprehension strategies impact reading comprehension in ninth graders when using authentic materials?

During the categorization and coding process we focused our attention in finding the information that would help us to answer this question. As shown in the chart the information gathered was organized by technique and not by participant.

Based on the information highlighted in each technique we were able to find two specific
categories each one with some sub categories.

Fourth and fifth step: Building interpretations and reporting the outcomes

The following paragraphs intend to provide an explanation of each category and subcategory taking into account the information found during the data categorization and comparing it with some theories in order to support these findings.

First Category: Making use of strategies

Based on the data analysis, we were able to identify some reading strategies that students used in order to understand and answer the questions from the readings workshops, these strategies made it possible for them to complete the answers based on their reading comprehension, it was noticeable though that several students had similar ways to understand the texts, based on their reading preferences or what was easier for them (see annex 4). Taking into account the field notes from each class and the information collected in the questionnaire, it is possible to say that students used different reading strategies which apply to reading strategies, as mentioned on the literature review, there are some active reading strategies that can be used in order to understand a text some of them are, pre-reading questions, identify unknown words, inferring, answer questions, summarizing, which will be explained and illustrated from the original data in the following paragraphs.

Data Image 1/ Student #1
Inference

The data gathered from the students’ artifacts and the questionnaire allowed us to identify a first strategy used by students which is inference, where Duke and Pearson (2002) emphasized on “Linking parts of texts that authors did not link explicitly. Using what one already knows to form links across sentences and paragraphs, often known as “reading between the lines” (p. 204).

It was possible to recognize this strategy based on what students wrote in their answers to the questions from the readings, as they gave examples of their context and make associations between the topics. For example, the results for these two activities and the comparison between them showed the students did really specific and detailed inferences about the movie (second activity), having into account heroes and common assumptions about them such as the fact they save the city and protect it from villains. Adding to that, some of the students noticed some famous villains were gathered, which made them think they were planning a huge and inmportant attack to the city, finally, the students related the fact it was a movie from Marvel
with fightings heroes and chaos. They mentioned Marvel instead of DC because is their main reference for superheroes.

On the other hand, the inferences students did from the title “the princess and the pea” were not so specific, actually, most of them stopped at the word “princess” and they stopped in the idea the tale was going to be about a princess as the main character and that maybe it was going to be about her life. Opposite to that some students got the common ideas related with fairytales, like for example, a princess in trouble and the fact princess was in loved with the pea.

To finish with the results of these two activities, it is possible to say that participants had a better inferring in the second activity because they had multimedia material and more known characters than in the first one, the students had more clues with the trailer, like for example, Marvel, Batman, the Joker and some others. With the tale, the students just had a title and it was difficult for them to figure out the meaning of the word “pea” which limited them to have into account just the princess. From this result, we can point out as a result that the use of authentic material and depending on the resources, the inferring of the students can be more complex. On the other hand, students identify certain groups of tales like “fairytales” with the same topics like love or destiny, and the same with heroes movies, with fights, cities in danger and villains who plan everything.

Finally, these two plot stereotypes, helped the students to do their inferences without almost no errors in their answers.

An example of this fact is given through the following illustration taken from the original data (see annex 4)
Making Connections

The data gathered from the students’ artifacts and the questionnaire allowed us to identify a second strategy used by students which was making connections, where Duke and Pearson (2002) emphasized on “Using what is known to enrich authors’ meanings; taking what has been
learned from one’s own life experiences, other texts, and cultural and global matters to deepen understandings of what the author presents; otherwise known as “reading beyond the lines” (p. 205). It was possible to recognize this strategy based on what students wrote in their answers to the questions from the readings, as they gave examples of their context and made associations between the topics from the synopsis and the micro-stories and example of this fact is given through the following illustration taken from the original data (see annex 4).

The first activity this student wrote as a principal idea “a prince who was looking for a real princess”, and as supporting ideas “a young girl arrived to the castle and the queen wanted to prove if she was a real princess”, “the prince saw she was a real princess and he married her”,
while, in the second activity the tale was called “new shoes can get you killed” and the main idea this student identified was “a girl who was walking with bad shoes”, then, the supporting ideas were, “she was walking in those things and her mother told her: It will take you a while to get used to them”, “she wanted to cross the street when the light was red” and “she said, we can make it if we hurry, but after a few steps she crashed”

Finally, we can identify the strategy of making connections, when students connect their background with the information from the authentic material, in that case micro-story and synopsis because the authentic materials provided useful and accurate input for students to draw their conclusion.

**Determine Importance**

The data gathered from the students’ artefacts and the questionnaire allowed us to identify a third strategy used by students which determine importance, where Duke and Pearson (2002) define it as “Identifying essential ideas and information. This is the ability to separate the wheat from the chaff in text. Youth are taught how to identify stated and implied main ideas, how to summarize texts, and how to note the personal relevance of ideas and information.” (p. 201). It was possible to recognize this strategy based on what students wrote in their answers to the questions from the two activities were based on tales.

The first activity this student wrote as a principal idea “a prince who was looking for a real princess”, and as supporting ideas “a young girl arrived to the castle and the queen wanted to prove if she was a real princess”, “the prince saw she was a real princess and he married her”.

In the second activity the tale was called “new shoes can get you killed” and the main idea this student identified was “a girl who was walking with bad shoes”, then, the supporting ideas
were, “she was walking in those things and her mother told her: I will take you a while to get used to them”, “she wanted to cross the street when the light was red” and “she said, we can make it if we hurry, but after a few steps she crashed”

Finally, we can identify the strategy of determine importance, when students Identified essential ideas and information implied in main ideas of the second activity better than the first activity because the authentic material provided accurate input for students, where it helped to determine importance in the text easily. An example of this fact is given through the following illustration taken from the original data. (See annex 4).
Visualize

In accordance to students answers from the questionnaire (see annex 6) and the observations (see annex 5) that took place during the classes it was feasible to recognize a special characteristic that students use in order to understand or approach the text in a better way, and this is, by looking for images that can help them gather an idea of what they are going to read. Also, in the field notes we can see that they find themselves really comfortable reading a text that has images as they use it to associate what they are reading to what they see in the image and in that way one can make sure that what was understood corresponds to what the image shows. (See annex 5) We can say that in accordance to Duke and Pearson (2002) say that “It means forming sensory and emotional images of textual contents, especially visual images. This strategy also includes an aspect specifically for teens who do not consider themselves to be readers: the strategy of recognizing that one is having an emotional response while reading and to identify what the author did to invoke that response” (p. 210).

In the same way, the activities in this reading strategy were, first was a about a prince who was looking for a princess and suddenly one night a princess knocked on his door, at that moment the queen decided to put a pea among the numerous mattresses, she finally felt the pea so they thought she was a real princess and at the end, they got married, while, the second activity, a short tale called “Happy hat”. It was about a kid who was sad and it all changed when he put on his happy hat, the hat was colorful (all rainbow colors) with flowers and a bee on it, then a cat, a dog and a bird wanted the happy hat, but at the end, the kid was happy.

The results in this specific strategy showed the visualizing of the students is that they got the ideas clearly and drew what they understood in both cases. In the case of the first activity the visualizing of the students were more complex, in the sense they drew a complete scene of the
tale in numerous cases. They included the room of a princess, sometimes even a castle, the numerous mattresses, the blankets, the pea and even the prince in one particular case. On the other hand, in the second activity, the students got basic vocabulary like the hat, dog and cat but the majority of them missed the flowers and more important, the principal idea of the tale, which was the fact the kid changed from being sad to be happy, a clear evidence of this is that some of them drew a gardener with a hat which was not the point of the tale. An example of this fact is given through the following illustration taken from the original data. (See annex 4).

Data Image 9 Student #2(First activity)  Data Image 10 Student #2(Second activity)

**Synthesize**

According to the analysis done over the questionnaire (see annex 6), the field notes (see annex 5) and the students’ artefacts (see annex 4) there was a clear pattern identified which consisted on students combining ideas and allowing an evolving understanding of text. Taking into account that Duke and Pearson (2002) claim that it is “Putting together ideas from multiple sources; deciding how ideas go together in a way that is new; figuring out how what one is reading and
learning fits together in a way not thought before. Students are taught how to draw conclusions, form generalizations, and how to make comparisons across texts”. (p. 207).

In the same way, the two activities made for this strategy were based on tales. The first tale was “the princess and the pea” and the second was a micro tale called “new shoes can get you killed”. This tale is about Amber, who brought a pair of new sandals, when she and her mother were going out of the boutique, they tried to cross the street and Amber fell to the ground just when cars began to pass.

In the first activity, the student identified as a first idea “the pea was a prince”, then “The prince was not going to find a real princess”. Finally, “The prince finally found his royal princess, since he had tired of searching” while, in the second activity the student indicated the main idea was “she is running fast and she fell in the street” then, “she did not noticed the traffic light was indicating red”. Finally “when she is running, she fell and death because she is crashed by a truck”.

Finally, we can identify the strategy of synthesize, when students decided how ideas go together in a way that is new; figured out how what one is reading and learning fits together in a way not thought before, where ideas implied in main ideas of the second activity better than the
first activity because the authentic material provided accurate input for students, where it helped
to synthesize the text easily.

To conclude this category, we can say that reading strategies help increase students’ vocabulary.
Besides, when they make use of some strategy, it is easier for the students to grasp the message,
because they become connected and involved with the real context. In addition, reading
strategies related activities and interaction can provide powerful real experiences that contribute
to students' literacy development and self-confidence, taking into account the implementation of
authentic material like micro-stories and synopsis in English class. From the data analysis a
second category emerged.

**Second category: The role authentic materials**

The use of authentic material on a regular basis can be a very profitable possibility for
students when it comes to being exposed to the social context of the foreign language they intend
to be fluent in. According to Kilickaya, F. (2004), using authentic materials made students
interested in language learning.

The students’ positive attitudes toward language learning were based on the advantages of
authentic materials brought into instruction context. Authentic materials cause exposure to real
language and are more related to natural needs of the language learners. Real-life authentic
materials bring the chance of applying a more creative approach toward teaching.

**Synopsis**

In accordance to students’ answers from the questionnaires and the observations that took
place during the classes it was feasible to recognize that students prefer to use authentic materials
in their English classes. We can see that as teachers need to find activities that actively involve
students in communicative situations. Taking into account that students need to feel the need to
communicate. Without that they would not be eager to take part in any activity that encourages them to use the language. But motivation is not the only important aspect for students; teaching them how to learn is another very important aspect to consider.

When using technologies in the classroom we are also providing the students with a model on how to use those technologies and, what is more, we are implicitly encouraging our students to use those resources outside the classroom. New technologies can be considered as one of their hobbies. The development of technologies linked to the internet has provided us with a broad new range of possibilities that can be used and can be very helpful in our task as teachers. Some of those resources have been created for English learners to use. Others, on the other hand, have not been created for those purposes, but for native English speakers like synopsis.

Using synopsis has always been a good and an attractive method in any foreign language lesson. There are however, some disadvantages in trying to use them. Synopsis normally require a lot of attention from students because they need to have a very good command and knowledge of the English language to completely understand a whole synopsis, but also, synopsis present numerous advantages which we consider like:

• They are very popular among students.

• They are short and appealing.

• They are memorable and they interest to students

• They are visual and the action is contextualized.

• They are ready-prepared and available on the Internet.

• They use short precise dialogues, which are very useful for our English learners.
• They use body language: gestures, postures, eye movements…

Finally, students enjoy this kind of material because they preferred reading or viewing texts with known topics because they have watched them on the TV news or somebody has told them about the topic, in that case (movies). In this way, they can easily activate their background knowledge and comprehend better the different materials. An example of this fact is given through the following illustration taken from the original data. (See annex 4).

<table>
<thead>
<tr>
<th>Question 26: I ask myself questions I like to have answered in the text</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>5</td>
<td>3</td>
</tr>
</tbody>
</table>

Three out of 6 students (50%) say "I ask myself questions I like to have answered in the text"
Micro-stories

Pathan M, (2013) emphasize on “literary texts, in general and short stories, in particular have been an important source of teaching and learning materials in EFL classes for ages, as they demonstrate a wide range of language use in authentic context. Stories, being the product of creative writers, are rich in language and have many pedagogical benefits for EFL teachers and learners... can offer maximum exposure of functional and situational use of language” (p. 2).

In the case of this research, the context is the classroom and the interaction is given around the micro-story reading activities and the motivation that this provoked in the students.

After all the pre and while-reading activities, students had to answer based on the story they heard or read. They connected the story with their contexts, sometimes with their experiences or maybe with their dreams or what they thought. Even though the instruction was to base their answer on the text and use stories they know, some students chose stories they do not know but that they would like to know. Some others used the previous text as an example to write their own, as can be noticed in Data image 15.
Data Image 16 / Student # 6

Finally, taking into account these samples, students started to relate reading strategies with the use of micro-stories in the English class, creating an environment that promotes students’ interaction with the English through different factors like autonomous learning, motivation, and the use of material of a real context. In this way, our students had demonstrated improvement in their learning process about reading comprehension during the English classes.

The findings explained before are addressed towards the research question in the following chapter in terms of how students’ responses reveal the impact of reading comprehension strategies on reading comprehension when using authentic materials. In the same way, the previously presented data analysis allows to withdraw conclusions and pedagogical issues that are addressed in the next chapter.
Conclusions

This chapter attempts to answer the research question set out in chapter 1, which consists how do reading comprehension strategies impact reading comprehension in ninth graders when using authentic materials. Therefore, conclusions and some of the limitations found are depicted along this chapter.

In order to answer the research question, two categories were proposed Category 1: Making use of strategies and category 2: The role authentic materials. Regarding the first category we can affirm that using reading strategies in class has been a valuable teaching tool in order to catch students’ attention and interest in learning and increase students' vocabulary.

Reading strategies introduced new vocabulary and language patterns that would be used later by students in their own process of learning. Also, reading strategies as a pedagogic resource strengthens communicative skill development. Besides, it encourages students' interaction and it promotes collaborative work where students can cooperate with their work.

In addition, the use of new words and expressions in the material used in class allowed students to achieve a feeling of self-confidence to express themselves through reading workshops.

Finally, one of the features we could notice in the observations was students tended to remember more information when they use authentic material, because the use of pictures, videos or other tools allowed students to find more details about the texts when they used reading comprehension strategies.

Furthermore, we can conclude that the integration of authentic materials that motivate students and the appropriate instruction on the use of reading strategies help EFL learners to improve their reading comprehension as shown in the results of this monograph.
Pedagogical Implications

The following implications reside on the questionnaire, students’ artifacts and field notes which were addressed during the pedagogical implementation and allowed us to reflect about students’ process and development as well as our role as EFL teachers. Firstly, the materials that connected to students’ preferences was essential to catch their attention in the English class, we could identify students ‘motivation increased and so did their reading comprehension, through to the use of authentic texts with topics students liked. It is important before implementing to ask them which topics they prefer, or give students different texts to read, and observe which ones they enjoy the most. Secondly, it is meaningful for teachers to explain students the different reading strategies to apply when reading any text and learners will learn how to carry out different tasks in an independent way. They will also put into practice some other strategies of their own. In addition, if students learn reading strategies and how to use them, they will improve their academic results.

Third, this action research has left us some reflections regarding our role as teachers. One of these is the realization of how students can be strongly motivated by using materials or references about situations and characters they might recognize. Also, the inclusion of the students’ opinion along the class was beneficial in terms of providing a teaching exercise closer to reality. These aspects allowed us to improve and recognized any flaw in terms of how the class is performed, this means that the pedagogical intervention gave us the opportunity to reflect and self-assess our practices in the classroom.
Further Research

Taking into account the result and conclusions previously discussed in this paper. There are some elements that are important to highlight to promote a research exercise based on what we have experienced. For this reason, we suggest the following lines of research to guide other studies in reading comprehension strategies in ninth graders by using authentic material.

- Reading strategies, their applications and its use can be explored in depth to observe how primary students apply them in order to achieve a goal in the EFL learning.

- Authentic materials, when students are exposed to authentic materials they manage themselves to use different reading strategies that help them to understand a text and therefore answer questions about it.

- Another aspect is based on the reason why the students tend to use of authentic materials as a way to bring real context in the use of the language

- The final aspect that can be derived from this action research is to look for effective ways when addressing reading comprehension.
Limitations

This last chapter focuses on the limitations found along the research process as well as the pedagogical intervention which affected or interrupted it. Most of these limitations are due to time constraints that are explained as follows. First, the celebrations that took place along the school year such as holidays and special local and regional events withdrawn some sessions from our schedule. Second, the students were used to take more time than the necessary to complete the activities and tasks, delaying the learning process in terms of reducing the amount of activities we planned.

Third, external situations such as family issues interrupted the process of the intervention in the sense that they were taken from the classroom by their parents or the Principal, or sometimes they could not attend the school. These interruptions leaded to miss the continuous process leaving gaps in the students’ learning process.
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Annex 1: Reading Strategies Questionnaire

The purpose of this questionnaire is to collect information about the various strategies you use when you read school-related academic and non-academic materials in ENGLISH (e.g., reading textbooks for homework or examinations; reading journal articles, etc.).

Each statement is followed by five numbers, 1, 2, 3, 4, and 5, and each number means the following:

‘1’ means that ‘I never or almost never do this’.

‘2’ means that ‘I do this only occasionally’.

‘3’ means that ‘I sometimes do this’. (About 50% of the time.)

‘4’ means that ‘I usually do this’.

‘5’ means that ‘I always or almost always do this’.

After reading each statement, circle the number (1, 2, 3, 4, or 5) which applies to you.

1. I have a purpose in mind when I read. 1 2 3 4 5
2. I take notes while reading to help me understand what I read. 1 2 3 4 5
3. I think about what I know to help me understand what I read. 1 2 3 4 5
4. I take an overall view of the text to see what it is about before reading it. 1 2 3 4 5
5. When text becomes difficult, I read aloud to help me understand what I read. 1 2 3 4 5
6. I think about whether the content of the text fits my reading purpose. 1 2 3 4 5
7. I read slowly and carefully to make sure I understand what I am reading. 1 2 3 4 5
8. I review the text first by noting its characteristics like length and organization. 1 2 3 4 5
9. I try to get back on track when I lose concentration. 1 2 3 4 5
10. I underline or circle information in the text to help me remember it. 1 2 3 4 5
11. I adjust my reading speed according to what I am reading. 1 2 3 4 5
12. When reading, I decide what to read closely and what to ignore. 1 2 3 4 5
13. I use reference materials (e.g. dictionary) to help me understand what I read. 1 2 3 4 5
14. When text becomes difficult, I pay closer attention to what I am reading. 1 2 3 4 5
15. I use tables, figures, and pictures in text to increase my understanding. 1 2 3 4 5
16. I stop from time to time and think about what I am reading. 1 2 3 4 5
17. I use context clues to help me better understand what I am reading. 1 2 3 4 5
18. I paraphrase (restate ideas in my own words) to better understand what I read. 1 2 3 4 5
19. I try to picture or visualize information to help remember what I read. 1 2 3 4 5
20. I use some features like bold face and italics to identify key information. 1 2 3 4 5
21. I critically analyze and evaluate the information presented in the text. 1 2 3 4 5
22. I go back and forth in the text to find relationships among ideas in it. 1 2 3 4 5
23. I check my understanding when I come across new information. 1 2 3 4 5
24. I try to guess what the content of the text is about when I read. 1 2 3 4 5
25. When text becomes difficult, I re-read it to increase my understanding. 1 2 3 4 5
26. I ask myself questions I like to have answered in the text. 1 2 3 4 5
27. I check to see if my guesses about the text are right or wrong. 1 2 3 4 5
28. When I read, I guess the meaning of unknown words or phrases. 1 2 3 4 5
29. When reading, I translate from English into my native language. 1 2 3 4 5
30. When reading, I think about information in both English and my mother tongue. 1 2 3 4 5

Annex 2: Ethical Issue (Consent Form)

UNIVERSIDAD DISTRITAL FRANCISCO JOSÉ DE CALDAS
COLEGIO REPUBLICA DE COLOMBIA I.E.D
CURSO 901

Fecha:________________________

Formato de Consentimiento

Apreciado Padre de Familia, cordial saludo:

Actualmente, nos encontramos realizando el proceso de investigación para nuestro proyecto de grado dentro de las clases de inglés de noveno grado en el Colegio República de Colombia I.E.D. La investigación está enfocada en la aplicación de estrategias de comprensión de lectura usando material autentico.

Con el fin de llevar a cabo la investigación, le solicitamos muy comedidamente su permiso para recolectar datos de su hijo(a) por medio de cuestionarios, observaciones y algunas actividades realizadas en clase como talleres.

Es importante aclarar que ningún dato concerniente a la identidad de su hijo(a) será revelado o tenido en cuenta en la publicación de la monografía y tanto la maestra titular (quien estará presente en las clases) como el colegio y la universidad tienen conocimiento de este proceso.

Finalmente, no es obligatoria la participación de su hijo(a) y de ninguna manera habrá repercusiones académicas o se verán afectadas las clases; por el contrario, es nuestra intención propiciar un mejor ambiente de aprendizaje y convivencia. Por lo tanto si está de acuerdo y desea colaborarnos por favor firme el siguiente formato y si tiene alguna duda comuníquese con nosotros.

Cordialmente

- Jose Luis Villate Castaño
- Angie Camila Velandia Galindo

Estudiantes de Licenciatura en Educación Básica con Énfasis en Inglés- Universidad Distrital Francisco José de Caldas

Yo _________________________ identificado con la CC No______________ de ________, autorizo a mi hijo(a) _________________ a participar en el proceso de investigación mencionado, siempre y cuando se cumpla lo anteriormente descrito.

Firma del padre, madre o acudiente: _________________________________

Firma del estudiante: _________________________________
Annex 3: Coding chart

Research Question

How do reading comprehension strategies impact reading comprehension in ninth graders when using authentic materials?

General Objective

To describe the reading comprehension strategies used by ninth graders when they read authentic materials.

<table>
<thead>
<tr>
<th>Questionnaire</th>
<th>Students artifacts</th>
<th>Field notes</th>
<th>Literature</th>
</tr>
</thead>
<tbody>
<tr>
<td>Two out of 6 students (33%) say &quot;I have a purpose in mind when I read&quot;</td>
<td>“…es bueno hacer algo diferente en la clase de inglés y que no sea la misma rutina de siempre.”</td>
<td>“The students felt unmotivated to read English texts and join the learning activities.”</td>
<td>Alderson (2000) defines reading as “…an enjoyable, intense, private activity, from which much pleasure can be derived, and in which one can become, totally absorbed.” (p. 28). Pg17</td>
</tr>
<tr>
<td>Two out of 6 students (33%) say &quot;I go back and forth in the text to find relationships among ideas in it&quot;</td>
<td>“princess” this student had previous knowledge about the tale so she knew this tale was about the pea in the mattress.</td>
<td>The students became more active and were very enthusiastic when interact with the researcher and their friends in learning contexts.</td>
<td>Duke and Pearson (2002) emphasized on “Linking parts of texts that authors did not link explicitly. Using what one already knows to form links across sentences and paragraphs, often known as “reading between the lines” (p. 204).</td>
</tr>
<tr>
<td>Three out of 6 students (50%) say &quot; I think about what I know to help me understand what I read&quot;</td>
<td>“to look for the correct princess”, and as supporting ideas: “to look for a real princess just like him”, “he knew a real or truly princess</td>
<td>The students actively used their background knowledge from the previous materials. The students could identify the specific</td>
<td>Duke and Pearson (2002) emphasized on “Using what is known to enrich authors’ meanings; taking what has been learned from one’s</td>
</tr>
</tbody>
</table>
who was like him” and “the prince married the princess and put into proof the pea”

information of the texts in a good way.

own life experiences, other texts, and cultural and global matters to deepen understandings of what the author presents; otherwise known as “reading beyond the lines” (p. 205)

| Two out of 6 students (33%) say “I take an overall view of the text to see what it is about before reading it" | “the prince is looking for a real princess”, and the supporting ideas were: “An ugly night there appeared a young who told to be a princess”, “the prince took a pea to confirm it”, “the prince proved it, and at the end, he got what she was looking for” | The students were active and enthusiastic during the lesson. Also, they could identify the specific information and get the whole meaning |

Duke and Pearson (2002) define it as “Identifying essential ideas and information. This is the ability to separate the wheat from the chaff in text. Youth are taught how to identify stated and implied main ideas, how to summarize texts, and how to note the personal relevance of ideas and information.” (p. 201)

| Two out of 6 students (33%) say " I use tables, figures, and pictures in text to increase my understanding" | The student got the idea of the character and that he was happy because he had his hat, she also drew the rainbow’s colors as it was stated in the tale, adding to that, she drew the secondary characters (dog, cat and bird) and the sun. On the other hand, she missed the flowers and the bee like the first student |

The use of drawing succeeded in raising the students’ reading interest and grabbed the students’ attention |

Duke and Pearson (2002) say that “It means forming sensory and emotional images of textual contents, especially visual images. This strategy also includes an aspect specifically for teens who do not consider themselves to be readers: the strategy of recognizing that one is having an emotional response while reading and to
Four out of 6 students (67%) say "I check my understanding when I come across new information"

The student identified as first idea “A princess who could not be because of the pea”, then “The story of a prince, who was looking for a real princess and tried one to know”, Finally, “There are princesses that to know if they are really test their sensitivity”

The students were more active predicting the topic during the question and answer activity. Also, the students were active in discussing the vocabulary with their friends.

Duke and Pearson (2002) claim that it is “Putting together ideas from multiple sources; deciding how ideas go together in a way that is new; figuring out how what one is reading and learning fits together in a way not thought before. Students are taught how to draw conclusions, form generalizations, and how to make comparisons across texts”. (p. 207).

Three out of 6 students (50%) say "I use reference materials (e.g. teacher) to help me understand what I read"

“El material que usan en las clases es diferente a los talleres de ingles que siempre dejan”

The tasks were mostly translation and answering the questions based on the text.

Rogers (1988) defines it as 'appropriate' and 'quality' in terms of goals, objectives, learner needs and interest and 'natural' in terms of real life and meaningful communication (p. 467). But also, Harmer (1991), as cited in Matsuta (n.d., para. 1), defines authentic texts as “materials which are designed for native speakers; they are real text; designed not for language students, but for the speakers of the language”.

Duke and Pearson (2002) claim that it is “Putting together ideas from multiple sources; deciding how ideas go together in a way that is new; figuring out how what one is reading and learning fits together in a way not thought before. Students are taught how to draw conclusions, form generalizations, and how to make comparisons across texts”. (p. 207).
<table>
<thead>
<tr>
<th>Two out of 6 students (33%) say &quot;I take an overall view of the text to see what it is about before reading it&quot;</th>
<th>“Es como el regreso de Batman yo creo que todos los villanos están sueltos y Batman tiene que volver a defender a la ciudad.”</th>
<th>The use of synopsis exposes students to natural expressions and the natural flow of speech, where students improve the learning process and their self-confidence.</th>
<th>It could help them because they have some basic concepts and references about what might be on the synopsis, thus, linking ideas will be easier when reading it.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Two out of 6 students (33%) say &quot;When reading, I think about information in both English and my mother tongue&quot;</td>
<td>“La historia es corta pero interesante además es un tipo de historia diferente”</td>
<td>Students try to understand stories and learning the English language through reading strategies use.</td>
<td>Pathan M, (2013) emphasize on “literary texts, in general and short stories, in particular have been an important source of teaching and learning materials in EFL classes for ages, as they demonstrate a wide range of language use in authentic context. Stories, being the product of creative writers, are rich in language and have many pedagogical benefits for EFL teachers and learners... can offer maximum exposure of functional and situational use of language” (p. 2).</td>
</tr>
</tbody>
</table>
Annex 4: Students artifacts

**Inference**

<table>
<thead>
<tr>
<th>Inferring</th>
<th>1&lt;sup&gt;st&lt;/sup&gt; Activity</th>
<th>2&lt;sup&gt;nd&lt;/sup&gt; Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student 1</strong></td>
<td><img src="image1.png" alt="Image" /></td>
<td><img src="image2.png" alt="Image" /></td>
</tr>
<tr>
<td><strong>Difference</strong></td>
<td>In the first activity, “princess” this student had previous knowledge about the tale so she knew this tale was about the pea in the mattress. On the other hand, in the second activity the student first inferred using the trailer of the movie “suicide squad”, she related the word “Marvel” with superheroes like the Batman and villains like the Joker, she also related the fact the villains were gathered with a future chaos in the city and finally the words “bad” and “worse” with the fact the villains were going to do something bad.</td>
<td></td>
</tr>
</tbody>
</table>

| **Student 2** | ![Image](image3.png) | ![Image](image4.png) |
| **Difference** | In the first activity, this student related the “princes and the pea” tale with the classical fairytale in which the princess finds something which change her life. |
On the other hand, this student did the inference based on the idea superheroes save the city and villains are bad, so she inferred the superheroes were capturing the villains to keep the city safe, she also mentions the fact the movie is from marvel and it is related with Batman and with the joker.

### Student 3

<table>
<thead>
<tr>
<th>Difference</th>
<th>In the first activity, with the “princess and the pea” tale this student inferred the princess is having bad moments in her life and the pea is going to help her in some way.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>On the other hand, in the second activity this student used the attitude and appearance of the characters to infer the villains are bad people who are in jail but for some reason they are going to be free soon, so the soldiers are going to prevent them to commit more crimes. She also mentions that she identified other characters from other movies to get to this conclusion.</td>
</tr>
</tbody>
</table>

### Student 4
| **Difference** | In the first activity, this student did a simple inference from the title and wrote “the princess was in loved with the pea once the princess kissed it, it became a prince, as it always happens in fairytales”.

In the second activity, this student had previous knowledge about some movies and characters she knew, but, she related it with the enemies of Batman and a really big chaos in the world, besides, she relates how the characters look with bad people. |
|---|---|
| **Student 5** | In the first activity about the princess and the pea tale, the student inferred that the princess and the pea were going to be the principal characters.

On the other hand, this student said the movie was going to be about chaos, batman and about the liberation of some prisoners in the city, which could cause a fight in the city. |
| **Student 6** | In the first activity the student had the title of a micro tale “the princess and the pea”, he identified the word princess but as he did not know the |
meaning of “pea” he stopped in the idea the tale was about the life of a princess and something or someone.

In the second activity, the student #6 did an inference using the trailer of the movie “suicide squad”, he related the characters with fightings because they were superheroes and villains he could identify like batman, he also related the superheroes with the fact they protect the cities and to the villains with bad people.

**Making Connections**

<table>
<thead>
<tr>
<th>Making Connections</th>
<th>1st Activity</th>
<th>2nd Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student 1</td>
<td>![Image 1]</td>
<td>![Image 2]</td>
</tr>
</tbody>
</table>

**Difference**

The first activity this student wrote as a principal idea “a prince who was looking for a real princess”, and as supporting ideas “a young girl arrived to the castle and the queen wanted to prove if she was a real princess”, “the prince saw she was a real princess and he married her”.

In the second activity the tale was called “new shoes can get you killed” and the main idea this student identified was “a girl who was walking with bad shoes”, then, the supporting ideas were, “she was walking in those things and her mother told her: It will take you a while
to get used to them”, “she wanted to cross the street when the light was red” and “she said, we can make it if we hurry, but after a few steps she crashed”

**Student 2**

<table>
<thead>
<tr>
<th>Can you relate to the characters in the story? What does this remind you of in the real world?</th>
</tr>
</thead>
<tbody>
<tr>
<td>no, I don’t know how to be</td>
</tr>
<tr>
<td>no, I don’t think how to be</td>
</tr>
<tr>
<td>Does anything in this story remind you of anything in your own life?</td>
</tr>
<tr>
<td>yes, it makes me think about</td>
</tr>
</tbody>
</table>

**Difference**

In this activity the student identified the main idea: “to look for the correct princess”, and as supporting ideas: “to look for a real princess just like him”, “he knew a real or truly princess who was like him” and “the prince married the princess and put into proof the pea”

In the second activity, the main idea was, “Amber had bought a new pair of strappy sandals”, the supporting ideas were: “the signs on the opposite side was already flashing red”, “it will take you a while to get used to them” and “Amber teetered in her new shoes and nearly fell to the ground just as cars and trucks began to zoom past”.

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Student 3

In the first activity, the idea was “the prince is looking for a real princess”, and the supporting ideas were: “An ugly night there appeared a young who told to be a princess”, “the prince took a pea to confirm it”, “the prince proved it, and at the end, he got what she was looking for”

On the other hand, in the second activity the main idea was “Amber buy shoes that the leat to the killed”, then, the supporting ideas were, “Amber ignored to your mother,” “flash red, we can make it if we hurry, said Amber” and “This cars and the truck they killed”.

Student 4
The main idea in the first activity is “a prince who is looking for a real princess”, adding to that, the supporting ideas were “He looked for her everywhere,” “All they found had something he did not like” and “the princess came to him without knowing”

In the second activity the main idea the student identified was: “for a new shoes and not he killed cautious Amber”, the three supporting ideas are “Amber ignored the traffic lights change to red”, “not learn to wear very his shoes” and “the hurry of crossing the street”.

In the first activity, the student identified as a main idea “a prince starts to look for a real princess”, then “the prince is disappointed because he cannot find anyone”, “there is a huge storm which get together the prince and the princess.” Finally, “they put a pea under the blanket and the mattresses to see if she was a real princess ”

In the second activity the student indicated the main idea was “the lady, was running fast in a street, she did not noticed the traffic light was indicating green so she fell and a truck crushed her, causing her
death”, the next ideas were, “she did not noticed the traffic light was indicating green”, “she did not noticed about the cars” and “when she is running fast she fell and is crashed by a truck”.

**Student 6**

In the first activity this student got to the idea “a prince is looking for a real princess” and the three suppoting ideas are: “he traveled around the world looking for a real princess”, “a real princess arrived to the prince’s house ” and “the prince and the princess got married and they lived happy for ever”.

In the second activity, the tale is called “new shoes can get you killed”, and the main idea identified by the student was: “Amber bought sandals new”. This student did not developed the supporting ideas of the tale.

**Difference**
**Determine Importance**

<table>
<thead>
<tr>
<th>Determine importance</th>
<th>1st Activity</th>
<th>2nd Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student 1</strong></td>
<td><img src="image1.png" alt="Image 1" /></td>
<td><img src="image2.png" alt="Image 2" /></td>
</tr>
</tbody>
</table>

**Difference**

The first activity this student wrote as a principal idea “a prince who was looking for a real princess”, and as supporting ideas “a young girl arrived to the castle and the queen wanted to prove if she was a real princess”, “the prince saw she was a real princess and he married her”.

In the second activity the tale was called “new shoes can get you killed” and the main idea this student identified was “a girl who was walking with bad shoes”, then, the supporting ideas were, “she was walking in those things and her mother told her: I will take you a while to get used to them”, “she wanted to cross the street when the light was red” and “she said, we can make it if we hurry, but after a few steps she crashed”

| **Student 2** | ![Image 3](image3.png) | ![Image 4](image4.png) |

**Difference**

In this activity the student identified the main idea: “to look for the correct princess”, and as supporting ideas: “to look for a real princess
just like him”, “he met a real or truly princess who was like him” and “the prince married the princess and put into proof the pea”

In the second activity, the main idea was, “Amber had bought a new pair of strappy sandals”, the supporting ideas were: “the signs on the opposite side was already flashing red”, “it will take you a while to get used to them” and “Amber teetered in her new shoes and nearly fell to the ground just as cars and trucks began to zoom past”.

In the first activity, the idea was “the prince is looking for a real princess”, and the supporting ideas were: “An ugly night there appeared a young who told to be a princess”, “the prince took a pea to confirm it”, “the prince proved it, and at the end, he got what she was looking for”

On the other hand, in the second activity the main idea was “Amber buys shoes that lead her to be killed”, then, the supporting ideas were, “Amber ignored her mother,” “flashing red, we can make it if we hurry, said Amber” and “This cars and truck the they killed”.

Inference
The main idea in the first activity is “a prince who is looking for a real princess”, adding to that, the supporting ideas were “He looked for her everywhere,” “All they found had something he did not like” and “the princess came to him without knowing”.

In the second activity the main idea the student identified was: “for a new shoes and not he killed cautions Amber”, the three supporting ideas are “Amber ignored the traffic lights change to red”, “not learn to wear very his shoes” and “the hurry of crossing the street”.

In the first activity, the student identified as a main idea “a prince starts to look for a real princess”, then “the prince is disappointed because he cannot find anyone”, “there is a huge storm which get together the prince and the princess.” Finally, “they put a pea under the blanket and the mattresses to see if she was a real princess”.

In the second activity the student indicated the main idea was “the lady was running fast in a street she did not noticed the traffic light was indicating green so she fell and a truck crashed her, causing her death”, the next ideas were, “she did not noticed the traffic light was indicating green”, “she did not noticed about the cars” and “when she is running fast she fells and is crashed by a truck.”
Student 6

In the first activity this student got to the idea “a prince is looking for a real princess” and the three supporting ideas are: “he traveled around the world looking for a real princess”, “a real princess arrived to the prince’s house” and “the prince and the princess got married and they lived happy for ever”.

In the second activity, the tale is called “new shoes can get you killed”, and the main idea identified by the student was: “Amber bought new sandals”. This student did not develop the supporting ideas of the tale.

Visualize

<table>
<thead>
<tr>
<th>Visualizing</th>
<th>1st Activity</th>
<th>2nd Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student 1</td>
<td><img src="image1.jpg" alt="Image" /></td>
<td><img src="image2.jpg" alt="Image" /></td>
</tr>
</tbody>
</table>

Difference

In the first activity of visualizing the student drew the character on the hat and the hat with the correct colors (of the rainbow), then, she drew the other characters (dog, cat and bird), adding to that, we can see the character is happy because he is wearing his happy hat and it protects him.
from the sun. The only missing details in this drawing are the flowers and the bee on the hat.

On the other hand, in the tale of the “princess and the pea” the student drew the princess in the most important part of the tale, when it was hard for her to sleep because she was uncomfortable and she could felt the pea through the mattresses.

<table>
<thead>
<tr>
<th><strong>Student 2</strong></th>
<th><img src="image1" alt="Student 2's Drawing" /> <img src="image2" alt="Student 2's Drawing" /></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Difference</strong></td>
<td>In the first activity the student got the idea of the character and that he was happy because he had his hat, she also drew the rainbow’s colors as it was stated in the tale, adding to that, she drew the secondary characters (dog, cat and bird) and the sun. On the other hand, she missed the flowers and the bee like the first student.</td>
</tr>
<tr>
<td></td>
<td>In the second activity, this student drew the scene where the princess is trying to sleep on a lot of mattresses with the pea through them. She also had into account the room was a room for a princess and she drew a dresser.</td>
</tr>
</tbody>
</table>
### Student 3

**Difference**

In the first activity, this student tried to draw the sequence of the situations, first, drawing a sad face (which is the first part of the tale) and then drawing the happy face with the hat on, she also drew the details on the hat like the flowers and the bee, but she missed the other characters.

In the second activity, the student illustrated the end, she drew the prince with the princess, they look very happy, the bed with the pea (she drew the plant) on a corner.

### Student 4

**Difference**

In the first activity, this student tried to draw the specific details on the hat like the sun, the flowers and the bee, however the only missing details in this drawing is the sequence of the situations in the tale.

In the second activity, the student draw specific details on the tale like the castle and the pea (she drew the jar) in the garden of the castle.
Student 5

Difference: In this activity the student draws the happy character with his hat protecting him from the sun, he also drew the colors on the hat but the flowers are on the floor.

On the other hand, in the second activity the student drew the princess sleeping on the mattresses in a castle and a sunny environment outside.

Student 6

Difference: In the first activity the student drew the happy character with the rainbow hat protecting him from the sun. This student also drew the flowers on the floor and drew the character with a pair of gloves like if it was a gardener.

In the second activity, this student drew a castle and a princess watering the pea on the yard.
**Synthesize**

<table>
<thead>
<tr>
<th>Synthesize</th>
<th>1st Activity</th>
<th>2nd Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student 1</td>
<td><img src="image1.png" alt="Image" /></td>
<td><img src="image2.png" alt="Image" /></td>
</tr>
</tbody>
</table>

**Difference**

In the first activity, the student identified as first idea “A princess who could not be because of the pea”, then “The story of a prince, who was looking for a real princess and tried one to know”, Finally, “There are princesses that to know if they are really test their sensitivity”

In the second activity the student indicated the main idea was “the lady, was running fast in a street, then “she did not noticed the traffic light was indicating green”, and finally “when she is running fast she fell and is crashed by a truck ”
Student 2

Difference
In the first activity, the student identified as a first idea “The story of a princess”, then “The prince met the princess of his story”. Finally, “The story was fun, since everything the princess did was for love”.

In the second activity the student indicated the main idea was “she is running fast and she fell” then, “she did not noticed the traffic light was indicating red”, “she did not noticed about the cars” and “when she is running, she fell and death”.

Student 3

Difference
In the first activity, the student identified as a first idea “a prince starts to look for a real princess”, then “the prince is disappointed because he cannot find anyone”, Finally, “they put a pea under the blanket and the mattresses to see if she was a real princess”.
In the second activity the student indicated the main idea was “the lady, was running fast in a street, she did not noticed the traffic light was green” then, “she did not noticed about the cars” and “when she is running fast she fell and she death”

<table>
<thead>
<tr>
<th>Student 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>![Chart Image]</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>In the first activity, the student identified as a first idea “the pea was a prince”, then “The prince was not going to find a real princess”, Finally, “The prince finally found his royal princess, since he had tired of searching”</td>
</tr>
</tbody>
</table>

In the second activity the student indicated the main idea was “she is running fast and she fell in the street” then, “she did not noticed the traffic light was indicating red”. Finally “when she is running, she fell and death because she is crashed by a truck”. 
**Student 5**

In the first activity, the student identified as a first idea “I thought the pea was going to be magical”, then “I was surprised because it did not look anything like what I imagined” Finally, “I thought it was a short story, but it had a good ending.”

In the second activity the student indicated the main idea was “the lady, was running fast in a street and she fell” then “she did not noticed the traffic light was indicating green”, and finally “when she is running fast she fell and is crashed by a truck”

**Student 6**

In the first activity, the student identified as a main idea “I think that is just the life of a princess”, then “I think that is just the life of another
character”, Finally, “I think that is just the life of a prince and a princess who were only married”

In the second activity the student indicated the first idea was “she did not noticed the traffic light was indicating green”, the next ideas were, “she did not noticed about the cars” and “when she is running fast she fell and is crashed by a truck ”

Annex 5: Questionnaire findings

<table>
<thead>
<tr>
<th>Question 1: I have a purpose in mind when I read</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
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<tr>
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<td>4</td>
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</tbody>
</table>

Three out of 6 students (50%) say "I have a purpose in mind when I read"

<table>
<thead>
<tr>
<th>Question 6: I think about whether the content of the text fits my reading purpose</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
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<td>1</td>
</tr>
<tr>
<td>5</td>
<td>3</td>
</tr>
</tbody>
</table>
Three out of 6 students (50%) say "I think about whether the content of the text fits my reading purpose".

Question 24: I try to guess what the content of the text is about when I read

<table>
<thead>
<tr>
<th>Number</th>
<th>Students</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
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<tr>
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<td>4</td>
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<tr>
<td>5</td>
<td>3</td>
<td>50%</td>
</tr>
</tbody>
</table>

Three out of 6 students (50%) say "I try to guess what the content of the text is about when I read".

Question 29: When reading, I translate from English into my native language.

<table>
<thead>
<tr>
<th>Number</th>
<th>Students</th>
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</tr>
</thead>
<tbody>
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</tr>
<tr>
<td>5</td>
<td>1</td>
<td>17%</td>
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</tbody>
</table>
Three out of 6 students (50%) say "When reading, I translate from English into my native language."

<table>
<thead>
<tr>
<th>Question 30: When reading, I think about information in both English and my native language</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
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<td>4</td>
<td>1</td>
</tr>
<tr>
<td>5</td>
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</tbody>
</table>

Two out of 6 students (33%) say "When reading, I think about information in both English and my mother tongue".

<table>
<thead>
<tr>
<th>Question 3: I think about what I know to help me understand what I read</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
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<td>4</td>
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</tbody>
</table>
Three out of 6 students (50%) say "I think about what I know to help me understand what I read."

**Question 10: I underline or circle information in the text to help me remember it**

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<tr>
<th>Number</th>
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<th>Percentage</th>
</tr>
</thead>
<tbody>
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<tr>
<td>2</td>
<td>2</td>
<td>33%</td>
</tr>
<tr>
<td>3</td>
<td>1</td>
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<td>33%</td>
</tr>
<tr>
<td>5</td>
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</tbody>
</table>

Two out of 6 students (33%) say "I underline or circle information in the text to help me remember it."

**Question 17: I use context clues to help me better understand what I am reading**

<table>
<thead>
<tr>
<th>Number</th>
<th>Students</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
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<tr>
<td>2</td>
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<td>17%</td>
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<td>3</td>
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<td>33%</td>
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<tr>
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<td>33%</td>
</tr>
<tr>
<td>5</td>
<td>1</td>
<td>17%</td>
</tr>
</tbody>
</table>
Two out of 6 students (33%) say "I use context clues to help me better understand what I am reading."

<table>
<thead>
<tr>
<th>Question 22: I go back and forth in the text to find relationships among ideas in it</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
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<td>4</td>
<td>2</td>
</tr>
<tr>
<td>5</td>
<td>2</td>
</tr>
</tbody>
</table>

Two out of 6 students (33%) say "I go back and forth in the text to find relationships among ideas in it."

<table>
<thead>
<tr>
<th>Question 23: I check my understanding when I come across new information</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
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<td>4</td>
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</tr>
<tr>
<td>5</td>
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</tr>
</tbody>
</table>
Four out of 6 students (67%) say "I check my understanding when I come across new information".

Question 4: I take an overall view of the text to see what it is about before reading it

<table>
<thead>
<tr>
<th>Student</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1</td>
<td>17%</td>
</tr>
<tr>
<td>2</td>
<td>1</td>
<td>17%</td>
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<tr>
<td>3</td>
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<td>33%</td>
</tr>
<tr>
<td>5</td>
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<td>0%</td>
</tr>
</tbody>
</table>

Two out of 6 students (33%) say "I take an overall view of the text to see what it is about before reading it".

Question 15: I use tables, figures, and pictures in text to increase my understanding

<table>
<thead>
<tr>
<th>Student</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
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<td>33%</td>
</tr>
<tr>
<td>5</td>
<td>2</td>
<td>33%</td>
</tr>
</tbody>
</table>
Two out of 6 students (33%) say "I use tables, figures, and pictures in text to increase my understanding".

<table>
<thead>
<tr>
<th>Question 19: I try to picture or visualize information to help remember what I read</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
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<td>4</td>
<td>2</td>
</tr>
<tr>
<td>5</td>
<td>1</td>
</tr>
</tbody>
</table>

Two out of 6 students (33%) say "I have a purpose in mind when I read".

<table>
<thead>
<tr>
<th>Question 20: I use some features like bold face and italics to identify key information</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
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<tr>
<td>4</td>
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<tr>
<td>5</td>
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</tbody>
</table>
Two out of 6 students (33%) say "I use some features like bold face and italics to identify key information."

Question 13: I use reference materials (e.g. teacher) to help me understand what I read

<table>
<thead>
<tr>
<th>Student</th>
<th>Value</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
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<td>0%</td>
</tr>
<tr>
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<td>33%</td>
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<tr>
<td>4</td>
<td>3</td>
<td>50%</td>
</tr>
<tr>
<td>5</td>
<td>0</td>
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</tr>
</tbody>
</table>

Three out of 6 students (50%) say "I use reference materials (e.g. teacher) to help me understand what I read."

Question 28: When I read, I guess the meaning of unknown words or phrases.

<table>
<thead>
<tr>
<th>Student</th>
<th>Value</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
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<td>2</td>
<td>33%</td>
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<td>2</td>
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</tr>
<tr>
<td>5</td>
<td>3</td>
<td>50%</td>
</tr>
</tbody>
</table>
Three out of 6 students (50%) say "When I read, I guess the meaning of unknown words or phrases".

<table>
<thead>
<tr>
<th>Question 2: I take notes while reading to help me understand what I read</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
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<td>4</td>
<td>2</td>
</tr>
<tr>
<td>5</td>
<td>0</td>
</tr>
</tbody>
</table>

Four out of 6 students (67%) say "I take notes while reading to help me understand what I read".

<table>
<thead>
<tr>
<th>Question 5: When text becomes difficult, I read aloud to help me understand what I read</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
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<tr>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>5</td>
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</tr>
</tbody>
</table>
Two out of 6 students (33%) say "When text becomes difficult, I read aloud to help me understand what I read."

Question 7: I read slowly and carefully to make sure I understand what I am reading

<table>
<thead>
<tr>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>0%</td>
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<td>17%</td>
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<tr>
<td>50%</td>
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<td>17%</td>
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</tbody>
</table>

Three out of 6 students (50%) say "I read slowly and carefully to make sure I understand what I am reading."

Question 8: I review the text first by noting its characteristics like length and organization

<table>
<thead>
<tr>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
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</tr>
<tr>
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<tr>
<td>17%</td>
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</tbody>
</table>
Three out of 6 students (50%) say "I review the text first by noting its characteristics like length and organization".

### Question 9: I try to get back on track when I lose concentration

<table>
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<tr>
<th>Number</th>
<th>Percentage</th>
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</thead>
<tbody>
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<td>33%</td>
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<td>4</td>
<td>17%</td>
</tr>
<tr>
<td>5</td>
<td>33%</td>
</tr>
</tbody>
</table>

Two out of 6 students (33%) say "I try to get back on track when I lose concentration".

### Question 11: I adjust my reading speed according to what I am reading

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<tr>
<th>Number</th>
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</thead>
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<td>33%</td>
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<tr>
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</tbody>
</table>
Two out of 6 students (33%) say "I adjust my reading speed according to what I am reading."

Question 12: When reading, I decide what to read closely and what to ignore

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
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</tr>
<tr>
<td>0%</td>
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</tr>
<tr>
<td>67%</td>
<td>4</td>
</tr>
<tr>
<td>17%</td>
<td>1</td>
</tr>
</tbody>
</table>

Four out of 6 students (67%) say "When reading, I decide what to read closely and what to ignore."

Question 14: When text becomes difficult, I pay closer attention to what I am reading

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>0%</td>
<td>0</td>
</tr>
<tr>
<td>17%</td>
<td>1</td>
</tr>
<tr>
<td>33%</td>
<td>2</td>
</tr>
<tr>
<td>33%</td>
<td>2</td>
</tr>
<tr>
<td>17%</td>
<td>1</td>
</tr>
</tbody>
</table>
Two out of 6 students (33%) say "When text becomes difficult, I pay closer attention to what I am reading."

<table>
<thead>
<tr>
<th>Question 16: I stop from time to time and think about what I am reading</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>5</td>
<td>2</td>
</tr>
</tbody>
</table>

Three out of 6 students (50%) say "I stop from time to time and think about what I am reading."

<table>
<thead>
<tr>
<th>Question 18: I paraphrase (restate ideas in my own words) to better understand what I read</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
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<tr>
<td>2</td>
<td>1</td>
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<tr>
<td>3</td>
<td>2</td>
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<tr>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>5</td>
<td>0</td>
</tr>
</tbody>
</table>
Three out of 6 students (50%) say "I paraphrase (restate ideas in my own words) to better understand what I read".

<table>
<thead>
<tr>
<th>Student Number</th>
<th>Question 21: I critically analyze and evaluate the information presented in the text.</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
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<td>0%</td>
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<tr>
<td>3</td>
<td>1</td>
<td>17%</td>
</tr>
<tr>
<td>4</td>
<td>4</td>
<td>67%</td>
</tr>
<tr>
<td>5</td>
<td>1</td>
<td>17%</td>
</tr>
</tbody>
</table>

Four out of 6 students (67%) say "I critically analyze and evaluate the information presented in the text".

<table>
<thead>
<tr>
<th>Student Number</th>
<th>Question 25: When text becomes difficult, I re-read it to increase my understanding</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
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<td>0%</td>
</tr>
<tr>
<td>2</td>
<td>1</td>
<td>17%</td>
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<tr>
<td>3</td>
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<td>0%</td>
</tr>
<tr>
<td>4</td>
<td>4</td>
<td>67%</td>
</tr>
<tr>
<td>5</td>
<td>1</td>
<td>17%</td>
</tr>
</tbody>
</table>
Four out of 6 students (67%) say "When text becomes difficult, I re-read it to increase my understanding"

**Question 26: I ask myself questions I like to have answered in the text**

<table>
<thead>
<tr>
<th>Student Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
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<tr>
<td>2</td>
<td>0%</td>
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<tr>
<td>3</td>
<td>17%</td>
</tr>
<tr>
<td>4</td>
<td>33%</td>
</tr>
<tr>
<td>5</td>
<td>50%</td>
</tr>
</tbody>
</table>

Three out of 6 students (50%) say "I ask myself questions I like to have answered in the text"

**Question 27: I check to see if my guesses about the text are right or wrong**

<table>
<thead>
<tr>
<th>Student Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>0%</td>
</tr>
<tr>
<td>2</td>
<td>17%</td>
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<tr>
<td>3</td>
<td>17%</td>
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<tr>
<td>4</td>
<td>50%</td>
</tr>
<tr>
<td>5</td>
<td>17%</td>
</tr>
</tbody>
</table>
Annex 6: Field notes findings

<table>
<thead>
<tr>
<th>Number</th>
<th>Before Strategy</th>
<th>Implementation</th>
<th>After Strategy</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The teacher did not teach reading strategies like to use what they read to draw conclusions, making predictions and reflecting on their reading.</td>
<td>Implementing <strong>Inference</strong> like reading strategy, we started showing the students some images with quotes from some movies, the students saw the images and tried to identify the situation in which the characters were to say that, we identified the movie in some of them because the students have already saw it.</td>
<td>The students became more active and were very enthusiastic when interact with the researcher and their friends in learning contexts.</td>
</tr>
<tr>
<td>2</td>
<td>The activities when teaching reading skill were monotonous. The tasks were mostly translation and answering the questions based on the text.</td>
<td>Implementing <strong>Making Connections</strong> like reading strategy, we started with the activity for the day which was the reading of the biographies of one of their favorite artist per group and a set of questions about the reading. To finish, we put a short video about each one of the artist and we discussed some interesting facts about them.</td>
<td>The students actively used their background knowledge from the previous materials. The students could identify the specific information of the texts in a good way.</td>
</tr>
<tr>
<td>3</td>
<td>Many students found difficulties in understanding</td>
<td>Implementing <strong>Determining Importance</strong> like reading</td>
<td>The students were active and enthusiastic</td>
</tr>
<tr>
<td></td>
<td>English texts due to limited vocabulary and exposure. They found it hard to find the main idea and details information of the texts and hard to deduce the unfamiliar words.</td>
<td>strategy, we started the reading of the micro-tales, we started with “new shoes can get you killed”. We read it out loud and looked for the unknown vocabulary. We asked the students to do a mind map in which they had to write the main idea and the support ideas.</td>
<td>during the lesson. Also, they could identify the specific information and get the whole meaning.</td>
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<tr>
<td>4</td>
<td>The students felt unmotivated to read English texts and join the learning activities.</td>
<td>Implementing <strong>Visualizing</strong> like reading strategy, we started the reading we will listen and read the tale “the princess and the pea” and the students will have to draw some images which come to their minds.</td>
<td>The use of drawing succeeded in raising the students’ reading interest and grabbed the students’ attention.</td>
</tr>
<tr>
<td>5</td>
<td>The teacher did not teach reading strategies to help the students’ comprehension where they combine what they know with new information to help them understand the text.</td>
<td>Implementing <strong>Synthesizing</strong> like reading strategy, we are going to read it a text, enough to answer the questions (I am thinking, now I am think, my new thinking is) based on their thinking and stages about the text (pre-while-post reading) where we were clarify doubts about vocabulary while they read.</td>
<td>The students were more active predicting the topic during the question and answer activity. Also, the students were active in discussing the vocabulary with their friends.</td>
</tr>
</tbody>
</table>
Annex 7: Lesson Plan

**UNIVERSIDAD DISTRITALFRANCISCO JOSE DE CALDAS**  
**FACULTAD DE CIENCIAS Y EDUCACIÓN**  
**LICENCIATURA EN EDUCACIÓN BASICA CON ÉNFASIS EN INGLÉS**  
**COLEGIO REPUBLICA DE COLOMBIA SECCIÓN SECUNDARIA**  
Angie Camila Velandia Galindo  
Journals Grade 901

**School Name:** COLEGIO REPUBLICA DE COLOMBIA SECCIÓN SECUNDARIA  
**Course:** 901  
**Shift:** 901

**Pre-service Teacher:** Angie Camila Velandia Galindo  
**Headroom teacher:** Julio Pachon

**Objectives:** To introduce the structure of the project work and to begin with the introduction if the first reading strategy (Inference)

**Topic:** Introduction – Inference  
**Date:** 14th October 2015  
**Time:** 90 minutes

<table>
<thead>
<tr>
<th>ACTIVITIES</th>
<th>TIME</th>
<th>RESOURCES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>WARM UP</strong> The teacher will ask the students about their week and will take attendance.</td>
<td>10 Minutes</td>
<td>Teachers and students participation</td>
</tr>
</tbody>
</table>
| **PRESENTATION** The teacher will present the idea for the new project work (movies) asking the students which are the specific topics they would like to work on, the teacher will explain to the students she is going to give them a reading strategy in each class and they will have to use it with the material we are going to give them. | 10 Minutes | Teachers and students participation  
Board  
Markers |
| **PRACTICE** The students will watch a set of images and two trailers (taken from movies) and they will infer what the movie is about, there will be so many different movies in case they already have seen any. They will use the following questions to infer about the stories of the movies:  
**What is my inference?**  
**What information did I use to make this inference?**  
**How good was my thinking?**  
**Do I need to change my thinking?**  
We will do it in group, so the students will participate and of course will be free to ask about vocabulary and any doubt they have, | 40 Minutes | Images  
Computer  
Two trailers (videos)  
Board  
Markers |
| **PRODUCTION** The teacher will start and will give them the first strategy: Inference. She will ask them if they have any idea of what it is and will use some examples to clarify the ideas. | 15 Minutes | Teachers and students participation  
| **CLOSING** The students will choose one of the images and will write in a piece of paper, their inference and the answer to the four questions, the teacher will pick up the papers. | 20 Minutes | Teachers and students participation  
Board  
Markers  
Notebooks  
Pencils |

**Observations:**

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Annex 8: Field Note

<table>
<thead>
<tr>
<th>CLASS DESCRIPTION</th>
<th>COMENTS AND POSSIBLE PROBLEMS</th>
<th>POSSIBLE CATEGORIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>14th October 2015 – 8th Class – Inference</td>
<td>They were trying to understand the whole meaning and asked about the new vocabulary. The students were motivated for activity and for the use of the different material.</td>
<td>Reading Strategies Collaborative learning Motivation Attention Interest</td>
</tr>
<tr>
<td>The class started at 2:10 pm, we took attendance.</td>
<td></td>
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</tr>
<tr>
<td>We started showing to the students some images with quotes from some movies, the students saw the images and tried to identify the situation in which the characters were to say that, we identified the movie in some of them because the students have already saw it.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>After that, we showed to the student a trailer of a movie which is not released yet (suicide squad by marvel) we put the video 3 times and then the students answered the questions in a piece of paper. Some of the students did it in Spanish because they had to write what they understood and why did they thought that. (which were the facts)</td>
<td></td>
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<tr>
<td>After, we explain the first strategy for reading authentic material that in that case was inference. Finally, we pick up the papers</td>
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<tr>
<td>The class finished at 4.00 pm</td>
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Suicide Squad

A secret government agency, led by the ruthless, high-ranking official Amanda Waller, recruits some of the most dangerous, incarcerated villains on the planet to execute dangerous black ops missions and save the world from a potentially apocalyptic threat from a mysterious, supernatural entity.

If anything goes wrong on this mission, the government will not be liable but rather can place the blame on the villains, who are inherently evil people. A small bomb is implanted in each member of the squad's neck with the capability of detonating any time one of the members tries to rebel or escape. It will be up to this assembled team of villains to prevail over the seemingly impossible events that will unfold before them, in what many deem to be a "suicide mission".
Annex 10: Synopsis

THE AVENGERS

"The Avengers," much awaited by Marvel comics fans, assembles all of the Avengers in one film: Iron Man, Captain America, Thor, the Hulk, the Black Widow and Hawkeye. What always strikes me is how different their superpowers are. Iron Man (Robert Downey) is just an ordinary guy until he’s wearing his super-suit. Thor (Chris Hemsworth) swings a mighty hammer. Hawkeye (Jeremy Renner) wields a bow with arrows so powerful they can bring down alien spacecraft. The Hulk (Mark Ruffalo) is a mild-mannered guy until he gets angry, and then he expands into a leaping, bounding green muscle man who can rip apart pretty much anything. Captain America (Chris Evans) has a powerful and versatile shield. Then there’s Natasha (Scarlett Johansson), aka the Black Widow.

The reason they’re brought together in "The Avengers" is that the Earth is under threat by the smirking Loki (Tom Hiddleston), Thor’s adopted brother, who controls the Tesseract, a pulsing cube of energy that opens a gateway to the universe; through it, he plans to attack Earth with his fleet of reptile-looking monster-machines. It goes completely unexplained where Loki now resides, how these dragon-machines are manufactured, and so on. Both Loki and Thor are obscurely related to the gods of Norse mythology, as we know from last year’s "Thor,"

Nick Fury (Samuel L. Jackson) sends out a call to the Avengers to team up and meet this threat. He runs SHIELD, the Strategic Homeland Intervention, Enforcement and Logistics Division, which is all I know about it. He’s headquartered on a gigantic aircraft carrier that’s also a hovercraft and can become invisible. By bringing the Avengers together, he of course reopens ancient rivalries (i.e., my hammer can beat your shield), until they learn the benefits of Teamwork, which is discussed in speeches of noble banality. So you see this is sort of an educational film, teaching the Avengers to do what was so highly valued on my first-grade report card: the concept of Working Well with Others.
Annex 11: Micro-stories
**Reading Strategies by Using Authentic Material**

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**Well-Placed Squirts and Lasers**

"I have just one chance, here," panted Roy as he stood in the path of a deadly robot at least five times his size. He could hear the buzz of the machine's gears as it moved toward the city. Roy had a firearm in hand, but it was only his son's squirt gun. Roy felt more than a little silly going up against the invading hunk of junk with a mere water pistol.

"Retreat now, human!" shouted the robot in an electronic voice. "Retreat now, or my lasers will end you."

"Never!" screamed Roy. He pointed his water cannon up just as the robot fired a laser. The death ray hit Roy in his right foot—making it instantly "cannibalized." Roy shrieked in pain as a blast of water escaped from his toy gun—short-circuiting the robot's central computer.

**No Apples For Dirty Thieves**

John Everyman didn't enjoy pummeling fellow citizens on the street. Yet, that's exactly what he did when a pudgy man tried to swat an apple from a merchant's produce tray.

"Give it back and there will be no hard feelings," John demanded. But, the thief did not heed John's warning. As he aimed to take a bite of the shiny, green piece of fruit, John slapped it from his hand, punched the man in the eye, and threatened him. "Tsk! Tsk! And I'll take a bite out of you!"

The robber eventually got to his feet and ran off—never to be seen in the village again.

"I know you all think that what I did was uncalled for," bellowed John Everyman to the stunned crowd. "But, trust me, if I hadn't, this man would have stolen from you too."

---

**The Last Good Horn Doctor**

I had traveled so far by the time I reached the doctor's hut in the jungle that I was an arid tree from the healthy rhinoceros who had left on this life-or-death journey a month ago. I'm now about half the size I was prior to this trek. There isn't much left at the top, down past the root and the

---

**New Shoes Can Get You Killed**

The traffic noise of the busy main avenue was almost deafening to Amber as she strolled after her mom happily. They had just visited a local boutique, Topsy Treads, in which Amber had bought a new pair of preppy sandals. "We should be home in three seconds and Amber's mom.

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**My Happy Hat is bright.**

**It has all the colours of the rainbow.**

**My favourite colour is blue.**
I feel sad.
It is time to put on my Happy Hat.
My Happy Hat has flowers on it.

There are daisies and daffodils on it.

There is also a little bee.

My Happy Hat is pretty.

This cat wants my Happy Hat.
This dog also wants my Happy Hat.

But I say NO!

Find your own Happy Hat!
My hat keeps the sun off my face, and it keeps my head warm.

I love my Happy Hat. I don’t feel sad anymore.
Annex 12: Memes

The Women's restroom

The Men's restroom

HELLO THERE, MY BOY! COME URINATE WITH ME. LET'S DISCUSS GEOPOLITICS AND TOUCHDOWNS.

The Oatmeal
YOUR ENGLISH IS SO GOOD
IT GAVE ME CANCER
Showering at your favorite temperature

Showering at one degree colder than your favorite temperature.

Promise me you'll never let go, Rose.
THEY’RE NOT DANGEROUS IF YOU RAISE THEM RIGHT

AND NEITHER ARE THE DOGS
I have made
.a terrible mistake