



Positive Effects of Reading Strategies when Learning a Second Language

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CHAPTER I
INTRODUCTION

Positive Effects of Reading Strategies when Learning a Second Language

1.1. Purpose of the study

Day after day and due to many different aspects, English takes a much more indispensable and active role in Costa Rica's education. The wide range of contact that this nation has with abroad, the tourism linked with the economy as well as political interests among others places this language in a priority stage.

Even though the main purpose of English teaching in Costa Rica is to reach a communicative classroom environment, the syllabus asks to evaluate the four skills: Listening, Speaking, Reading and Writing. However, when it comes to reading, students show certain resistance.

Furthermore, as it is well known, when students reach the high school level and by the time of getting their bachelor degree, they have to develop an exam which is a hundred percent reading. Here is the importance of preparing students appropriately in the reading skill. However, in Costa Rican classrooms teaching or developing reading exercises and activities may not be well received as other activities could be. Costa Rica has been characterized by having a culture of people which are not used to a frequent reading, and when it comes to reading in another language for somebody who is just in the process of learning it, may result frustrating.

Teachers usually misconceive the idea of reading tasks and enclose their idea into reading comprehension exercises of texts and questions after it, implying students sitting on a chair and filling in the spaces to complete the requested information.

Teaching reading or implementing the reading skill not only requires prior preparation before having students reading, it also implies motivation, fun and dynamic exercises.

Students in Costa Rican classroom seem to need more motivation towards reading, a methodology of reading strategies that allow students to actively participate, enjoy and learn to like reading. There is a big need of empowering and engaging students since the very early stages of reading. However, this engagement is only reached through varied and learning activities or strategies that involve students into a more dynamic environment. A good reading proficiency will not only help students pass an exam but will also enrich their lexis and prepare them for future job positions or even daily life experiences that will require understanding written English.

In this way, students can reach reading proficiency that allow them to embrace the reading process with enthusiasm, towards “bachillerato” exams which are all about reading because students in their last year in high school do not know how to read a text.

1.2. Objectives

1.2.1. General Objective

To apply reading strategies in order to improve in a positive way the process of reading comprehension in a second language in the classroom of eleven graders at CINDEA San Carlos Night High School.

1.2.2. Specific objectives

- a) To diagnose students' opinion about the reading exercises they actually develop in class.
- b) To apply English reading strategies to motivate students towards this skill.

- c) To evaluate the effects that the implementation of reading strategies have in the students.

1.3. Research Question

This investigation aims to provide information and tries to respond to the educational community in relation to the following question:

Do reading strategies improve in a positive way the process of reading comprehension in a foreign language in the classroom?

1.4. Significance of the study

There are many students who do not like to read in the mother tongue and less if it is in a second language. That's why teachers must try to look for reading strategies in order to motivate students to read, to find it nice and enjoy it. It is going to help them to acquire the language.

To teach reading is really important, even that the "Bachillerato" exam only evaluates this skill, so teachers need to prepare the students for this test.

Reading is a complex process involving multiple areas associated with language, vision, hearing, and cognition. Unfortunately, unlike the ability to speak, which is hard-wired in humans from birth, the ability to read must be developed, and developing it requires the right elements of instruction taught in the right way.

Good strategies should be easily adaptable and suitable for use with any student, whether the educational setting is secondary, adult or English Second Language. The significance with this project is to diagnose the students in order to know if they like to read, what activities they are

doing in English classes in order to apply new ones which encourage them to read and at the end can measure the effects that it causes to students, (if they like it or not and to get their opinions).

This research looks for a way to develop reading strategies that can be applied in the Costa Rican classrooms, to motivate students to read. Strategies that pursue an increase in student's motivation towards the reading lessons teachers have to implement, improving, not only their interest, but also preparing them since the beginning.

CHAPTER II
REVIEW OF LITERATURE

2.1. References

2.1.1. The purpose of reading in III cycle.

Reading is one of the skills taught when teaching a language, in Costa Rica it is implemented from first grade on. The idea is to encourage students to read, to understand the meaning, in regards to this, the English Syllabus from MEP points out:

“In the III cycle, reading is the interaction between the reader and the text to construct implied or literal meaning. This skill Intends to expose students to different types of texts and genres such as fiction, non-fiction, autobiographies, fables and fairytales, academic and non-academic texts by experiencing different reading techniques and developing different reading strategies. As it was defined in the listening section, there are several types of reading techniques that can be used in teaching reading. They include perceptive, selective, interactive, and extensive reading. These techniques can also be used to assess students’ performances in reading. Examples of perceptive reading performances include reading aloud, multiple choice, and picture-cued items. Selective reading performances are gap filling, matching tasks, and editing. Interactive reading examples of performances are close reading, scanning, and ordering tasks. Finally, extensive reading includes skimming, summarizing, note-taking, outlining, and digital literacy skills (p.43)”.

Teachers have the challenge to immerse students into reading skill, because students do not like to read and less if it is in a foreign language, that is why it is important to apply in class different techniques in order to catch students’ attention, because if teachers only give to students a text just to read and maybe they do not even know the vocabulary, do not understand the

meaning, they are going to feel frustrated and they are not going to read, so students do not participate, do not learn at all and the class could be a waste of time for students and teachers, getting into a hard situation which day by day would not be solve. Students should be able to understand the general idea of the text in order to be able to answer questions related to it.

2.1.2. Definition of reading.

According to Kozak, M. (n.d), reading is a skill which enables us to get a message; recognizing the written words (written symbols); getting (understanding) the meaning; used to teach pronunciation; grasping information from texts. Reading is a complex activity that involves both perception and thought. Reading consists of two related processes: word recognition and comprehension. Word recognition refers to the process of perceiving how written symbols correspond to one's spoken language. Comprehension is the process of making sense of words, sentences and connected text.

According to Wang, H. (2011), in his research said that reading is an important part of English teaching in junior high school. It is an important means of English learning. Therefore, researchers have paid a lot of attention to the research of reading. With the development of the reading modes and reading strategy theories, scholars have made great achievements in the study of reading strategies. They find that the effective use of reading strategies may improve students' reading abilities. However, studies of reading strategies by junior high school students are not enough. The results of the research show that students tend to use social strategies, met cognitive strategies and affective strategies in their reading practice.

2.1.3. Reading Comprehension Strategies.

According to McNamara, D. (2009) he mentioned that strategies are essential, not only to successful comprehension, but to overcoming reading problems and becoming a better reader and comprehended. It means that reading is one of the activities that defines people, it is really important to start acquiring reading since very early age and tries to keep it. Through reading, people start getting knowledge in a formal way and it is not easy for people that do not like to read, because it needs attention, compromise and reflection.

The process of comprehension begins before we start to read and continues even after the reading is finished. Good readers use pre-reading strategies like previewing the text and use post-reading strategies like summarizing in addition to the many strategies they use to make meaning during 'reading' itself. By dividing instruction into pre-reading, during reading and post-reading, teachers can design activities for each stage that will improve student's comprehension and also provide opportunities for teachers to demonstrate strategies that readers can use at each stage Pardo (2004).

According to Madkhali, S. A. (2005), he investigated the effectiveness of teaching four reading strategies on English Second Language Saudi female students' reading comprehension and on their reported use of these strategies. The strategies taught are two "global" strategies: finding main ideas and prediction. Global strategies are those related to general approach and comprehension of the reading passage. The other two strategies are problem solving strategies: word analysis and guessing meanings of words. Problem solving strategies are concerned with working directly and analyzing the reading text.

Also Madkhali, S. A. (2005), in his study had three goals. First, the study aims to investigate the impact of teaching global and problem solving strategies on preparatory level students' reading comprehension. Second, it compares the impact of teaching global strategies on reading comprehension and that of teaching problem solving strategies on reading comprehension. Third, it measures how preparatory level students' perception of use of strategies develops after teaching these strategies to the students.

2.1.4. Types of Reading Exercises.

According to Pearson, P. (1990) and his colleges said that a strategy is a plan developed by a reader to assist in comprehending and thinking about texts, when reading the words alone does not give the reader a sense of the meaning of a text. In recent years, reading comprehension strategy instruction has come to the fore in reading instruction at all age and grade levels”.

Reading strategies are purposeful, cognitive actions that students take when they are reading to help them construct and maintain meaning. Reading successfully goes well beyond fluency and word recognition and relies heavily upon comprehension of text.

According to Kozak, M. (n.d) there are types of reading and the corresponding types of activities to develop the reading skills:

Skimming reading: is reading to confirm expectations; reading for communicative tasks is the most rudimentary type of reading. Its object is to familiarize students as quickly as possible with the material to be read.

General reading or scanning: is reading to extract specific information; reading for general understanding. It is a skill that requires that students read quickly while looking for specific information. To scan a reading text, students should start at the top of the page and then move their eyes quickly toward the bottom.

Close reading: or searching reading is reading for complete understanding; reading for detailed comprehension (information; function and discourse), also involves making students sensitive to all the nuances and connotations of language as it is used by skilled writers.

According to Kozak, M. (n.d) there are some types of reading exercises that teachers should apply in class in order to succeed with students in this skill:

a) **Pre-reading exercises:**

While doing pre-reading exercises the students should see all the tasks before reading the text. Teachers should follow the following questions: Can you guess what the text is about judging by the title? What do you think the following names, figures or dates (if there are any) have to do with the story? Note: the teacher can arrange what the students say in a column on the blackboard and then give the task to look through the text quickly to prove if their guesses were true or false. What do you know or what have you heard about the subject you are going to read about?

b) **While-reading exercises:**

The next group of exercises aims to teach the students to extract specific information. The students should scan the text to extract the information which the tasks demand. They do not

have to pay attention to the parts of the text they do not understand. Also, teacher can ask the students to read the first sentence of each paragraph and the last sentence of the passage and guess what the text is about, or what the general idea is.

The teacher offers some statements and the students are to find out if they are false or true or the students may be given some questions to answer.

c) Post-reading Exercises:

These exercises are more concerned with summing up the content of the text, investigation into the writer's opinion and may entail some kind of follow-up-task related to the text.

Students can find the most important sentence in each paragraph, match each sentence of the jumbled summary with the correct paragraph. Use the imagination and write the end of the story. Express the attitude to the story.

2.1.5. The key principles of reading instruction.

According to Lenz, K (n.d) she mentioned the principles of reading instructions in order to be successful readers:

Reading comprehension instruction must be responsive: Continually assess progress in learning, make specific instructional accommodations to meet individual student's needs, and provided individualized and elaborated feedback.

Reading comprehension instruction must be systematic: Systematic reading instruction is structured, connected, scaffolded, and informative. Then as students begin to acquire the targeted objective, direct teacher supports are reduced, and the major responsibilities for learning is transferred to the student.

Informative instruction is characterized by lessons in which the teacher explains the purposes and expected outcomes and requirements for learning and when and how that newly learned information will be useful.

Reading comprehension instruction must be intensive: Intensive reading instruction means that sufficient time, used wisely and with high student engagement, is provided direct instruction for students to master the reading skills and strategies they need.

Reading comprehension instruction should involve authentic reading at all stages: Authentic reading involves incorporating a variety of "real" reading materials, such as books, magazines, and newspapers into the instructional process.

Reading comprehension instruction involves providing opportunities to read for pleasure: Struggling readers don't read as often or as much as their peers. Reading for enjoyment should be modeled and encouraged at all grade levels. This requires providing ample materials to read at their independent reading level.

2.2. Summary

Reading consists of two related processes: word recognition and comprehension, in which word recognition refers to the process of perceiving how written symbols correspond to one's spoken language and comprehension is the process of making sense of words, sentences and connected text.

According with the research, there are several types of reading techniques that can be used in teaching reading. They include perceptive, selective, interactive, and extensive reading. These techniques can also be used to assess students' performances in reading. Examples of perceptive reading performances include reading aloud, multiple choice, and picture-cued items. Selective reading performances are gap filling, matching tasks, and editing. Interactive reading examples of performances are close reading, scanning, and ordering tasks. Finally, extensive reading includes skimming, summarizing, note-taking, outlining, and digital literacy skills

Also, in reading comprehension teachers use scaffold lessons which are characterized by instruction in which the teacher provides to students, early in the learning process, a significant amount of support in the form of modeling, prompts, direct explanations, and targeted questions. It should involve authentic reading and must be responsive.

It is really important towards future life situations to encourage reading to students that will be easily faced if having a high reading proficiency, and which is not only an excellent tool, but a great habit to get the custom to read, students acquired knowledge, learn about different topics, culture, improve their vocabulary, their lexis and are up dated.

CHAPTER III
PROCEDURES

3.1. Rationalization for Quantitative Research or Qualitative

This research is mix because it has quantitative and qualitative methodology applied.

According to DeFranzo, S. (2011) Quantitative Research is used to quantify the problem by way of generating numerical data or data that can be transformed into usable statistics. It is used to quantify attitudes, opinions, behaviors, and other defined variables – and generalize results from a larger sample population. Quantitative Research uses measurable data to formulate facts and uncover patterns in research. Quantitative data collection methods are much more structured than Qualitative data collection methods.

As Sherman and Webb (1988), cited in Hernández, Fernández, & Baptista (2003), state that “direct concern of the researcher focuses on the experiences of participants as they were (or are) felt and expressed”. Qualitative research in this sense can be perceived as the direct contact the researcher experiences with the subjects’ everyday life, suggesting him or her as the most important data gathering instrument.

3.2. Methodology (Data collection tools)

The methodology applied in this research is quantitative and qualitative and in order to collect the data three instruments are applied; each one corresponding to every specific objective. Two questionnaires are used; the first one has 17 closed questions (See Annex a), it is applied before the reading comprehension techniques are developed, in order to diagnose students on their reading experience in the classroom.

A second instrument (See Annex b) is applied to consider students’ reaction towards the strategies in the moment in which these ones are being applied. The idea of this instrument is to

observe the way students respond to the strategies as they are being developed. Two aspects are evaluated: motivation and risk taking. Both aspects are important to see whether the effects of the strategies are being positive or negative.

Finally, the third instrument is a questionnaire (See Annex c) used to gather data. This instrument is composed of 5 closed questions. The questions are directed to gather information about students' opinions once the strategies have been applied. The purpose is to determine students' thoughts towards the reading activities that were developed.

3.3. Site and Participants

To obtain the information for the research a questionnaire is applied to 11^o graders students of section H-1 at CINDEA San Carlos Night High School, located in Ciudad Quesada, San Carlos in total there are 13 students and the English Teacher.

The CINDEA High school of San Carlos is an institution dedicated to Academic, socio-productive, Socio-Affective and Cultural education, The majority of the students are old people so they have difficulties during the second language learning process and it has a large number of professionals, focused on improving the quality of social, intellectual, emotional and cognitive life of its students.

3.4. The Plan of the Study Data Analysis Procedures

The information is gathered through the three instruments previously mentioned. First students experience on reading in the english class is diagnosed through the application of a questionnaire. As a second stage, an observation of students while executing the activities

assigned, is carried out. Within this part, the researcher observes students' behavior when participating in the activities by considering motivation, and risk taking.

Finally, a third stage is the application of a second questionnaire to evaluate students' experience with the applied strategies. Circle graphs, tables, and charts with the data collected will be used in order to interpret and analyze the information gathered from the different instruments applied during the study. Instrument application follows a sequence according to the order corresponding to the specific objectives of the study.

3.5. Summary

This action research is going to be applied to an eleventh graders student of section H-1 at CINDEA San Carlos Night High School using quantitative and qualitative methodology in order to collect the data. Three instruments are going to be applied, a questionnaire to diagnose how students are doing in English reading activities, specifically the group study because they are been preparing for “bachillerato” exam. Then an observation is going to be applied in order to catch students reactions towards the application of reading comprehension strategies. The last instrument is a questionnaire used to gather information about students’ opinions once the strategies have been applied. The purpose is to determine students’ thoughts towards the reading activities that were developed.

Finally the data analysis is going to be done by circle graphs, the information is going to be interpreted in order to know if the research question and objectives were fulfill and at the end to give recommendations for future researchers.

CHAPTER IV
FINDINGS

4.1. Data

4.1.1. First instrument.

According with data collection, asking about students' sex, 5 students answered to be male, which represents 39% of the population; and the other 8 are female, which represents the 61% of the population. The fact supports that there are more women than men in this group.

Three students answered there are between 15 to 20 years old, representing the 23% of the population; 6 students answered to be between 21 to 30 years old, representing other 46% of the population; 4 students answered to be 31 to 40 years old and representing 31% of the population; and nobody answered to be more than 41 years old which represents 0% of the population. The fact supports the variety of ages the CINDEA night school has. Where, in this case the major percentage is represented by students between 21 to 30 years old.

Two students answered they like to read a lot, representing the 17% of the population; 6 students said they read few representing 50% of the population; 4 students answered very few representing very 25% of the population; and 1 student answered nothing which represents 8% of the population. The fact supports that students do not like to read enough.

Two students answered they like to read a lot in English as a second language, which represents 15% of the population, 3 students said they read few, representing 23% of the population, 5 students said they read very few representing 39% and 3 answered they do not like to read. The fact supports that students almost do not like to read in English.

Seven students answered teachers encourage them to read in English, which represents 50% of the population, 5 students said few, representing 23% of the population, 1 student answered

very few representing 7% of the population and one said nothing representing the other 7%. The fact supports that teachers encourage students to read in a middle way.

Thirteen students said there is a library in their high school, which represents the 100% of the population. The fact supports that there is a library in the school.

Six students answered they always find English books in the school library, which represents 46% of the population, 5 students answered sometimes, which represents 39%, 2 students said that never find books. That fact supports that the majority of the students can find english books in the high school library.

A student answered that almost always spend time in English reading at home, which represents 8% of the population, 4 students answered sometimes, which represents 31% and 8 students said never, which represents 61%. The fact supports that the majority of the students do not spend time at home for reading.

Two students answered that always finish the readings, which represents 8% of the population, 4 students said almost always, which represents 33%, 6 students answer sometimes representing 50% of the population. The fact supports that students sometimes finish the readings they start.

Three students answered they spend less than an hour per day reading, which represents 23% of the population, a student said more than an hour, which represents 8% and 9 students said they do not spend time for reading daily. The fact supports that students do not spend time for reading english.

A student answered that comments with their partners what they read, which represents 8% of the population; 6 students answered sometimes, which represents 46% and 6 students answered never, which represents 46%. The fact supports students sometimes comments with their partners about their english readings.

Nine students said that they read for learning, which represents 69% of the population; 4 students answered because they are obligated, which represents 31% of the population. The fact supports that a major percentage of the student read for learning but nobody likes it.

Four students answered they always carry out activities in English classes to encourage reading, representing the 31% of the population, 2 students said almost always, which represents the 15%, 6 students said sometimes, representing 46% and 1 student said never, representing 8% of the population. The fact supports that students sometimes carry out activities in english classes to encourage reading.

Two students answered they always participate in English reading activities, representing 15% of the population, 2 students answered they almost always participate, representing 16%, 9 students answered sometimes, representing 69% of the population. The fact supports that the majority of students do not participate in the reading english activities.

Two students answered they consider English activities organized in their classes to encourage reading are very good, representing the 15% of the population, 3 students said activities are good, which represents 23%, 7 students said activities are regular, representing 54% and 1 student said are bad, representing 8% of the population. The fact supports that students consider english activities organized in their classes to encourage reading are regular.

Four students said they think activities have been a lot useful to promote English, representing 31% of the population, 4 students answered have been some useful, representing 31% of the population, 5 students answered activities have been a little useful which represents 38%. The fact supports that a major percentage of the class think activities have been a little useful to promote english reading during the class.

Two students answered that teachers recommend a lot English reading for their free time, representing 8% of the population, 3 students said few readings are recommended and 8 students said nothing is recommended to read, representing 62% of the population. The fact supports that teachers do not recommend english readings to students.

4.1.2. Second instrument.

The observation was applied while students were practicing the strategies given to improve reading, the motivation was good, students were engaged in the reading activity and the interest they showed towards the development of the activities was excellent, they were really paying attention to the strategies like brainstorming about the title, skimming, scanning, rereading, finding the central idea of the text, making resumes and answering questions.

Students demonstrated initiative by asking for additional tips in order to comprehend a text for “bachillerato” exam, the participation was good. Students shared ideas, thoughts with the class related to the readings, the problem was they have lack of vocabulary so they cannot do it in English, they are not well prepared. Students showed confidence whether performing individually or in group regardless the working environment, they did every practice asked which was excellent.

They need more practice in order to get the confidence when they used the language, because they are really concern about making mistakes while reading, so it is difficult to make them to participate by reading aloud. In general terms, I perceived that the motivation and risk taking towards the use of the second language was good during the application of the reading strategies.

4.1.3. Third instrument

Ten students answered that reading strategies applied in class were very good, representing 83% of the population, 2 students said activities were good, representing 17% of the population, no one answered for regular or bad. The fact supports students think reading activities applied in class were very good.

Thirteen students answered they liked the reading strategies applied which represents 100% of the population. The fact supports students liked reading activities applied in class.

Nine students answered they haven't develop similar reading activities in class, which represents 69% of the population and 4 students said they have developed similar activities, representing 31% of the population. The fact supports that the majority of students have not developed similar reading activities like the ones applied in class.

Thirteen students answered they recommend the reading strategies applied in class to encourage english reading, which represents 100% of the population. The fact supports students recommend the activities applied in class to encourage english reading.

Thirteen students answered they consider that activities applied in class would help students to improve english reading comprehension, which represents 100% of the population. The fact supports students consider reading strategies improve english reading comprehension.

4.2. Restatement of questions and discussion of the results

The research question of this action research is based on knowing if reading strategies improve in a positive way the process of reading comprehension in a second language in the classroom.

The activities were applied to an 11^o graders and they almost already past the high school and do not have good bases in english as a foreign language, so it was difficult for them to understand many things. Also the problem is that the teacher most of the time speaks in spanish so they are not accustom with the language. The majority do not like english and they said they read because they have to pass the exam but it is not because they like it.

After all the analysis of the data collection instruments applied, it is possible to say that the use of reading strategies helps students to comprehend reading and to find a better way to do it. The activities implemented proved been effective for them due to the positive attitude change and improvement in the group's opinion in what they thought about english reading before the activities were applied, passing from a neutral to a positive level attitude.

Teach students how to use reading comprehension strategies like questioning, visualizing, predicting/activating prior knowledge and monitoring, clarifying and fix-up, drawing inferences and summarizing/retelling, encourages them to make inferences about what they are reading.

It also, helps students to discover the purpose and benefits of reading and to create opportunities for students to see themselves as successful readers. It gives students reading choices and the opportunity to learn by collaborating with their peers.

4.3. Summary

According with the data analysis is easy to notice that most of the students do not like to read in English, or to participate in class and that's really something to be worried about because the population analyzed is almost leaving high school and they did not have the opportunity to appreciate reading and they did not have the appropriated reading strategies since de beginning of high school.

Teachers must encourage students to read since they are young in order to find the way they learn and like it. What teachers usually do is to give a copy with a text, but they do not look for the way to help students with strategies in order to know how to read, how to interpret the text to answer the questions.

It can be perceived how students reject the second language, they are afraid when someone talks about "bachillerato" exam because they feel they are not well prepared and they are frustrated with the language.

Teachers must do an effort to help students and encourage them to read, living the traditional way of teaching and looking for new activities, games, strategies, techniques that make reading enjoyable for students.

CHAPTER V
DISCUSSION

5.1. Conclusions

For the first objective oriented to diagnose students' opinion about the reading exercises they usually develop in class, the conclusion is that teachers practice traditional reading comprehension which tends to be boring for students, so it is simple to notice that English teachers do not apply strategies to motivate students before start to read or to promote constant reading.

As a conclusion for the second objective; to apply english reading strategies to motivate students towards this skill, it was wonderful to see students enjoying reading activities applied in class, they where impress because they have a guide in order to read, they got immerse into context since the title so at the end when they have to answer questions it was easier for them.

For the third objective; to evaluate the effects that the implementation of the reading strategies have in the students, it is amazing to realized that with few activities students are encouraged to read and fulfill the exercises asking for, that's why it is so important to look for new strategies for teaching English reading to practice the habit.

The results permitted to prove that teaching english reading applying strategies encourage and motivate students to read. Students in Costa Rican classroom need more motivation towards reading, a methodology of reading strategies that allow students to actively participate and enjoy it.

5.2. Implications

To put into action what is been investigating is not really easy, it implies to be motivated in order to transmit to the students the objectives of the projects and fulfill them. Teachers must catch the students attention to make the class more profitable, sometimes it is difficult because students are tired at night, so it is a bigger challenge with this kind of students.

In order to apply this project in the class, the reading strategies were adapted according with the topic they were studying in order to practice for the exam, in that way they were more relax. To make the observation and to apply the strategy implied the use of time, material and real planification in order to do things very well, students do not reject to participate and complete the program.

At night high school teachers must be patient working with students from different ages, it means that some of them have more English knowledge, the older ones they are slower and have a harder time understanding, so it is important to keep the balance and help every student.

The major limitation is that most of the students are adults, they work before going to classes and always are late o even many of them do not attend to classes, that's why the first questionnaire was applied to some students during the first visit and the other one in the second visit.

It is important to encourage students to read since the beginning, in this way they enrich their vocabulary, use activities that motivate students, always do prereading which let students to get immerse into the text before they read it.

In this way students can have the idea about what they are going to find in the reading, it could be a brainstorming about the title, images, but do not start just giving the reading practice direct.

5.3. Concluding Statement

The development of reading comprehension depends heavily on how teacher does the activities, if teachers have found the meaning and real love of reading they could transmit it to others and motivate students to read and understand, through strategies, innovative targets and contextualized according to the needs and characteristics of students.

That is why reading comprehension is an essential skill which must have the teacher, allowing to work with reading skills and being a facilitator in the process of teaching and learning that fosters in students an understanding of the reading and thus a constant and continuous learning.

The strengths founded in this action research was the teacher who always was willing to collaborate with the class and he let me to be during eight lessons, in order to observe the group and see how they are in english classes and how the teacher prepare the class, in that way I had the opportunity to evaluate and prepare the reading activities according to the students level and with the MEP program.

Also, the commitment of the students with the project was a strength, they were open minded and they listened about the reading strategies and participate a lot, they were really paying attention, at the end they were surprised because they got easier the answers after the techniques were applied.

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ANNEXES

Annex A. Questionnaire

INSTRUCCIONES

A continuación vamos a hacer algunas preguntas sobre ti, tu familia y tu centro escolar. Es importante que ponga atención e interés y, sobre todo, que responda con sinceridad a todo lo que se te pregunta.

No hay respuestas correctas ni incorrectas. Además, puesto que el cuestionario es anónimo, **nadie va a conocer tus respuestas**. Intenta no dejar ninguna cuestión sin contestar: son fáciles y tienes tiempo suficiente.

La forma de responder es sencilla, para cada cuestión debe marcar con una cruz la casilla que corresponda con tu respuesta. Sólo en la última pregunta se te pide algo diferente; en este caso, debes dar tu opinión acerca de las actividades en clase donde se fomenta lectura.

1. ¿Eres hombre o mujer?

Hombre Mujer

2. ¿Qué edad tienes?

entre 15 y 20 entre 21 a 30 entre 31 y 40 41 o más

3. ¿Le gusta leer?

Mucho Regular Casi nada Nada

4. ¿Le gusta leer textos en inglés?

Mucho Regular Casi nada Nada

5. ¿Sus profesores le animan a leer en clases de inglés?

Mucho Regular Casi nada Nada

6. ¿Hay biblioteca en el Colegio que asistes?

Si No

7. ¿En caso de que la respuesta anterior sea si: Encuentra en la biblioteca libros de inglés?

Siempre Casi Siempre Algunas Veces Nunca

8. ¿Cuándo estás en casa cuánto tiempo dedica a leer textos en inglés que le ayuden a practicar el idioma?

Siempre Casi Siempre Algunas Veces Nunca

9. ¿Normalmente termina las lecturas que empieza a leer?

Siempre Casi Siempre Algunas Veces Nunca

10. ¿Qué cantidad de tiempo dedica a la lectura en inglés diariamente?

Menos de una hora Más de una hora De dos a tres horas Nada

11. ¿Comenta con sus compañeros o amigos sobre las lecturas que realiza en inglés?

Siempre Casi Siempre Algunas Veces Nunca

12. ¿Cuál es el motivo principal por el que lee?

Me gusta Para aprender Porque me obligan

13. ¿Se realizan actividades de fomento de la lectura en inglés en tu clase?

Siempre Casi Siempre Algunas Veces Nunca

14. ¿Con qué frecuencia participas en actividades de lectura en su clase de inglés?

Siempre Casi Siempre Algunas Veces Nunca

15. ¿Qué te parecen las actividades para fomentar la lectura en el idioma inglés que se organizan en tu clase?

Muy buenas Buenas Regulares Malas

16. ¿En qué medida crees que han sido útiles estas actividades para fomentar que leas en idioma inglés y entiendas más?

Mucho Algo Poco Nada

17. ¿Cuántas lecturas te recomiendan los profesores para que leas en su tiempo libre, sobre todo en idioma inglés?

Muchos Algunas Pocos Ninguno

Annex B. Observation

STUDENT'S PERFORMANCE DURING THE APPLICATION OF THE READING STRATEGIES BY THE ENGLISH TEACHER.

DAY: _____.

Instructions: Observe students' performance in class during development of the strategies. Then mark the number below corresponding to the rating that most closely reflects their accomplishment of the assigned tasks.

Rating: **1**= Unsatisfactory **2**= Needs more practice **3**=Satisfactory **4**=Good **5**=Excellent

CLASS PERFORMANCE	1	2	3	4	5
The student...					
MOTIVATION					
Exhibits a positive attitude about working in the tasks.					
Is engaged in the reading activity.					
Shows interest towards the development of the activity in order to read.					
RISK TAKING					
Demonstrates initiative by asking for additional work or more challenging assignments.					
Actively participates in the execution of the different reading tasks.					
Shares ideas, thoughts and feelings with the class related to the reading activities.					
Shows confidence whether performing individually or in group regardless the working environment.					
Confidently makes use of the language without concerning making mistakes while reading.					

Observations: _____

Annex C. Questionnaire

INSTRUCCIONES

A continuación vamos a hacer algunas preguntas sobre las estrategias de lectura ejecutadas en clase. Es importante que ponga atención e interés y, sobre todo, que responda con sinceridad a todo lo que se te pregunta.

No hay respuestas correctas ni incorrectas. Además, puesto que el cuestionario es anónimo, **nadie va a conocer sus respuestas**. Intenta no dejar ninguna cuestión sin contestar: son fáciles y tienes tiempo suficiente.

La forma de responder es sencilla, para cada cuestión debe marcar con una cruz la casilla que corresponda con su respuesta. Sólo en las dos últimas preguntas se te pide algo diferente; en este caso, debes dar tu opinión acerca de las actividades desarrolladas para fomentar la lectura en inglés.

1. Las estrategias de lectura aplicadas en la clase de inglés fueron...

Muy buenas Buenas Regulares Malas

2. Le gustó las actividades aplicadas?

Sí No

3. Ha tenido que desarrollar este tipo de actividades en tu clase de inglés en otra ocasión?

Sí No

4. Recomienda las actividades desarrolladas en la clase para fomentar la lectura en el idioma inglés.

Sí No

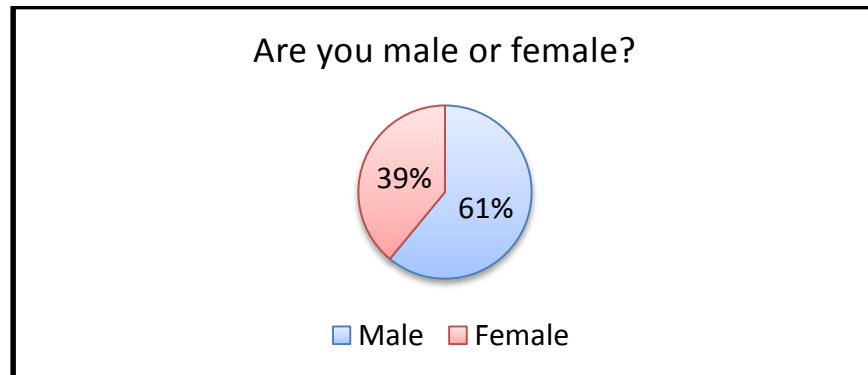
5. Considera que con las actividades desarrolladas para fomentar la lectura en inglés es más sencillo la comprensión de lectura?

Sí No

GRACIAS!!!

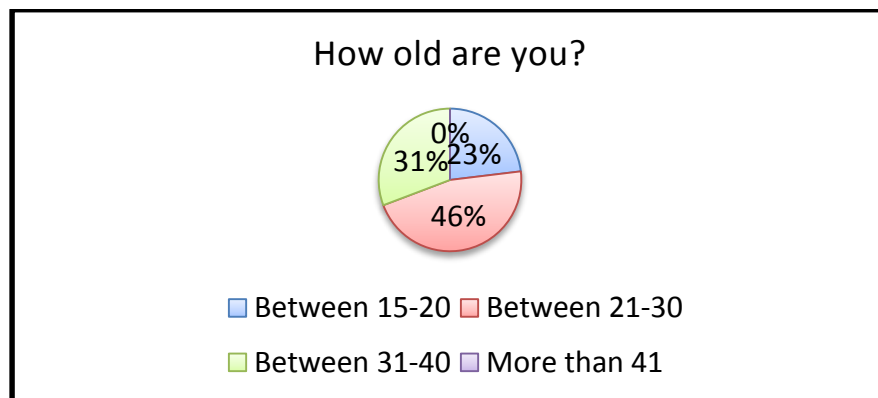
Annex D. Data from First Instrument

Chart N°1



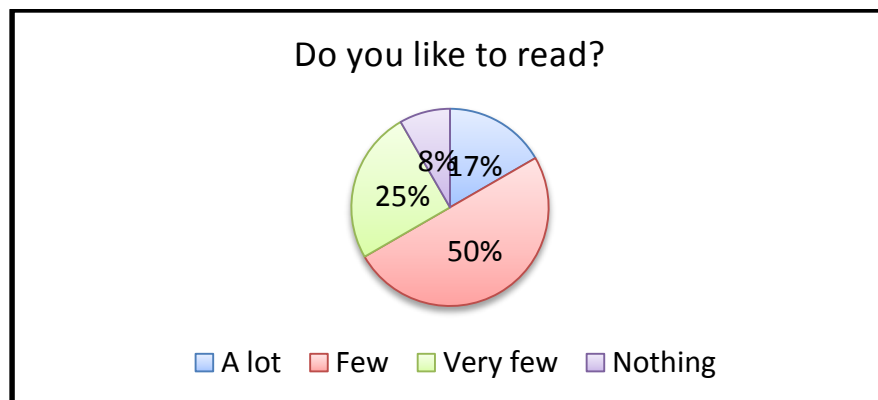
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Chart N°2



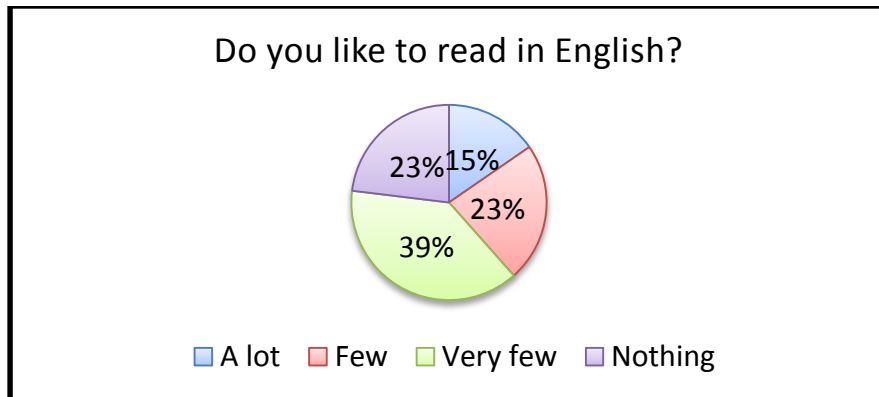
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Chart N°3



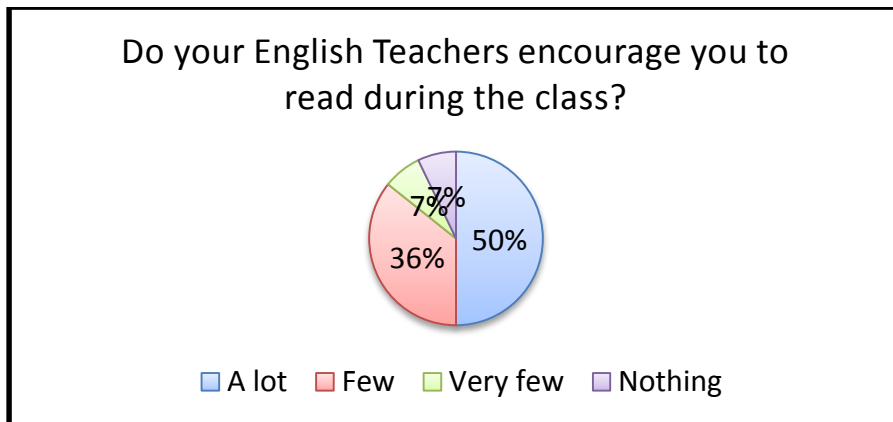
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Chart N° 4



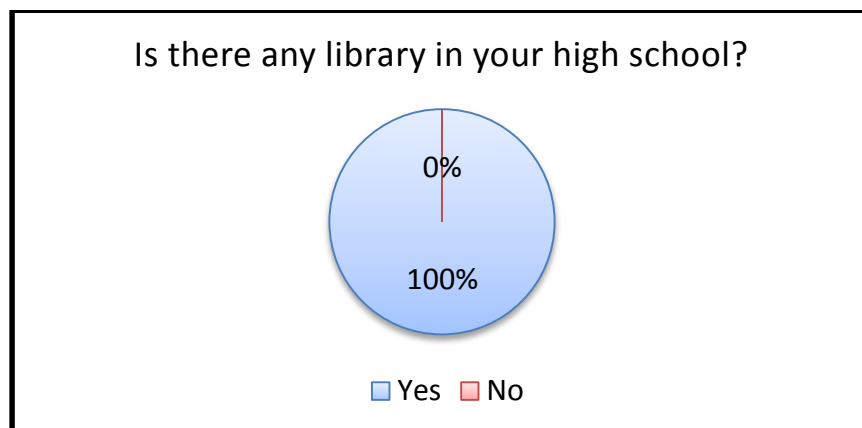
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Chart N° 5



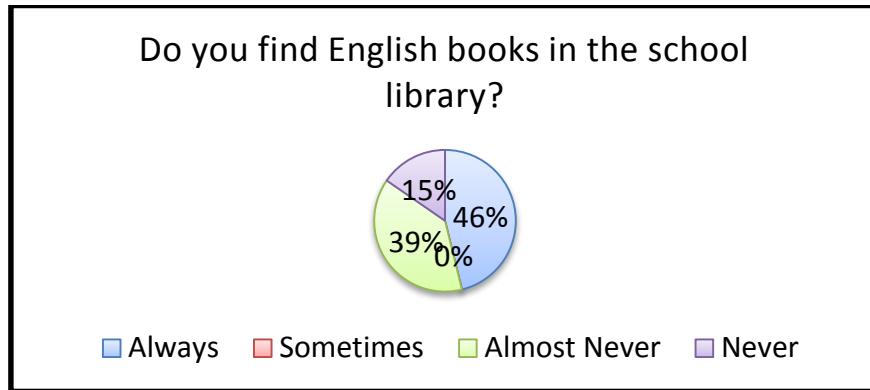
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Chart N° 6



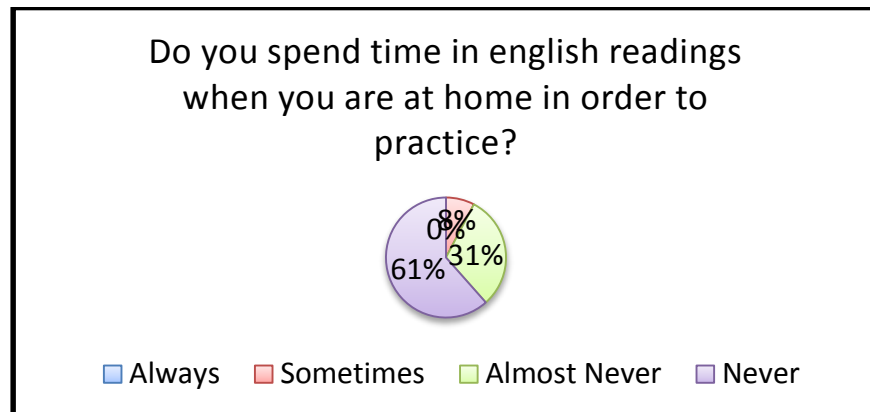
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Chart N° 7



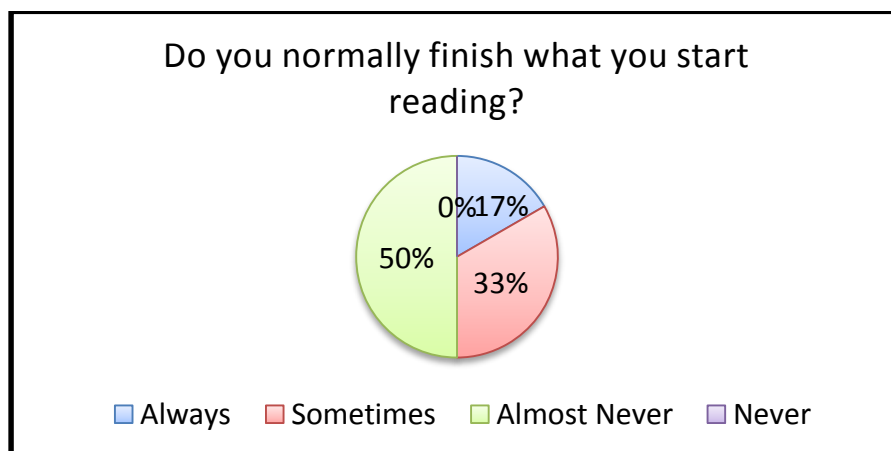
Note: Own source (2018)

Chart N° 8



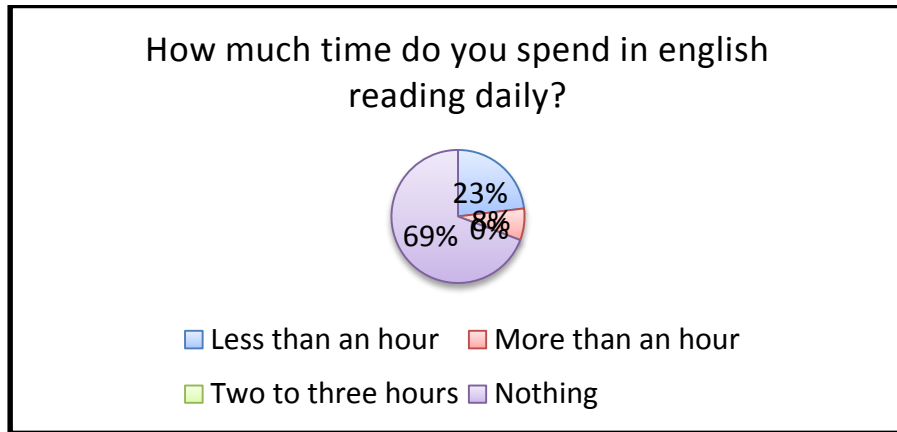
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Chart N° 9



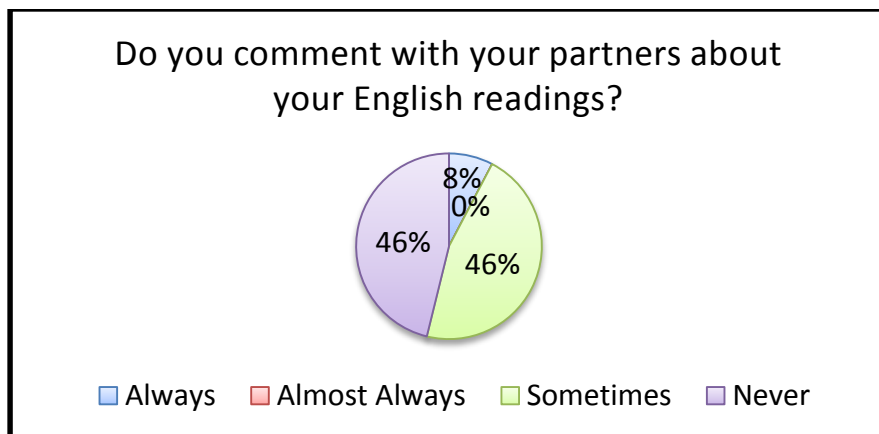
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Chart N° 10



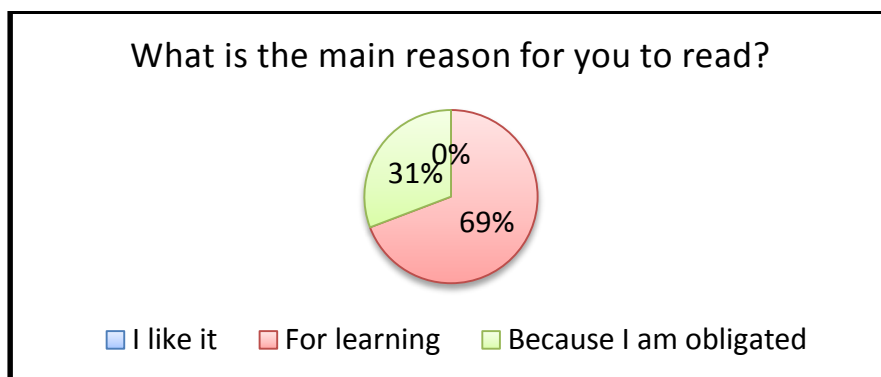
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Chart N°11



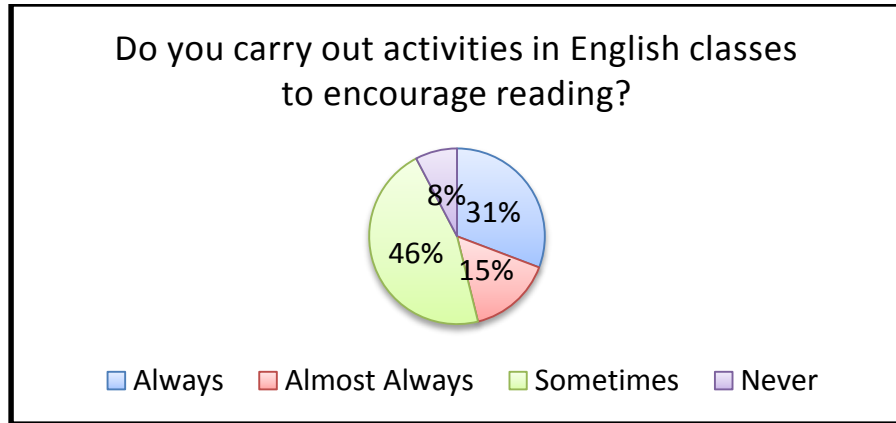
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Chart N°12



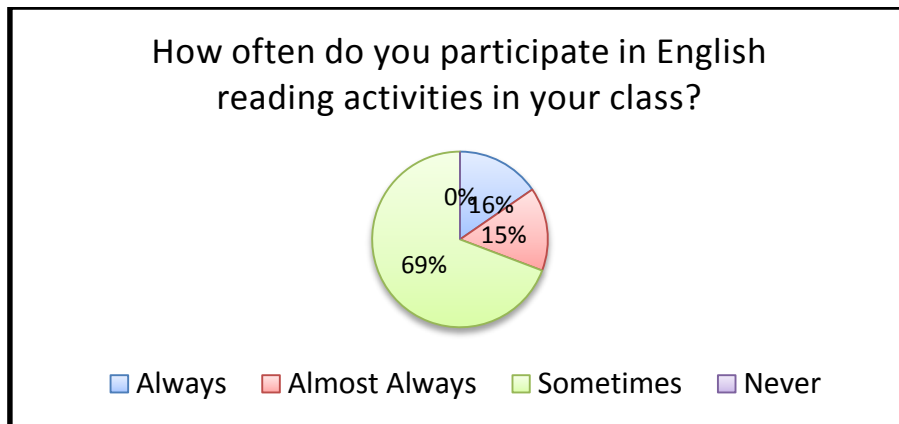
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Chart N° 13



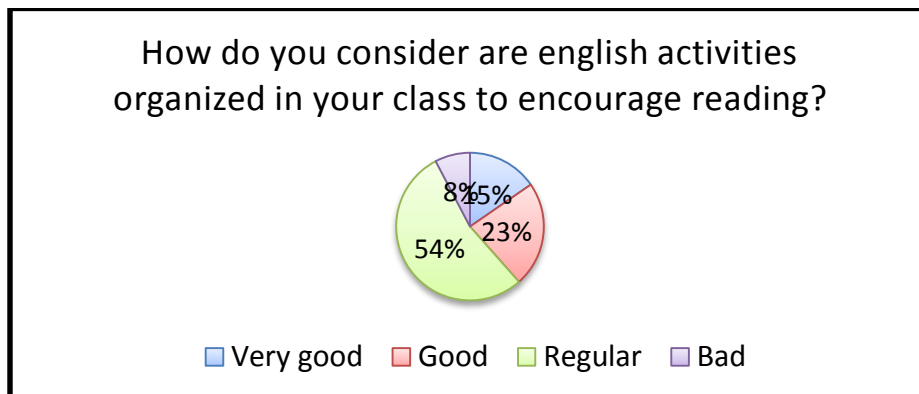
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Chart N° 14



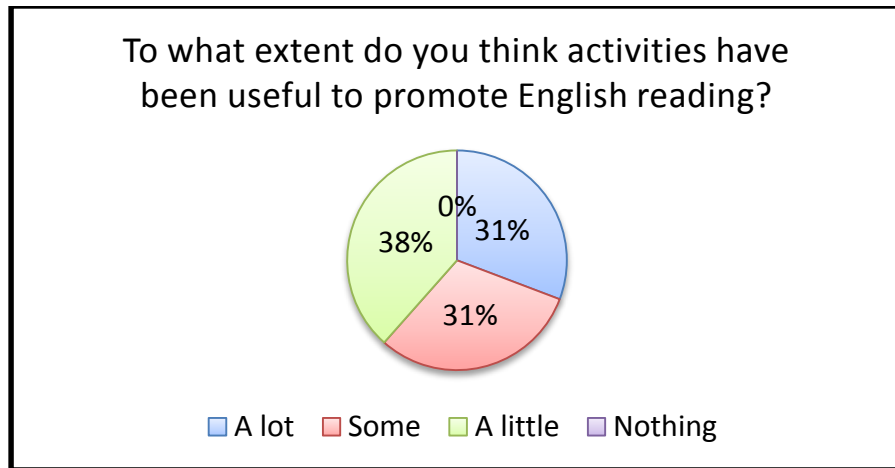
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Chart N°15



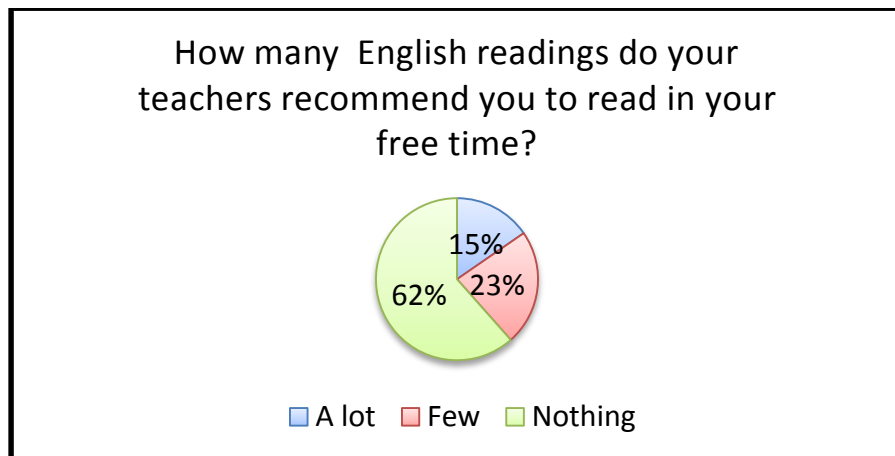
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Chart N°16



Note: own source (2018)

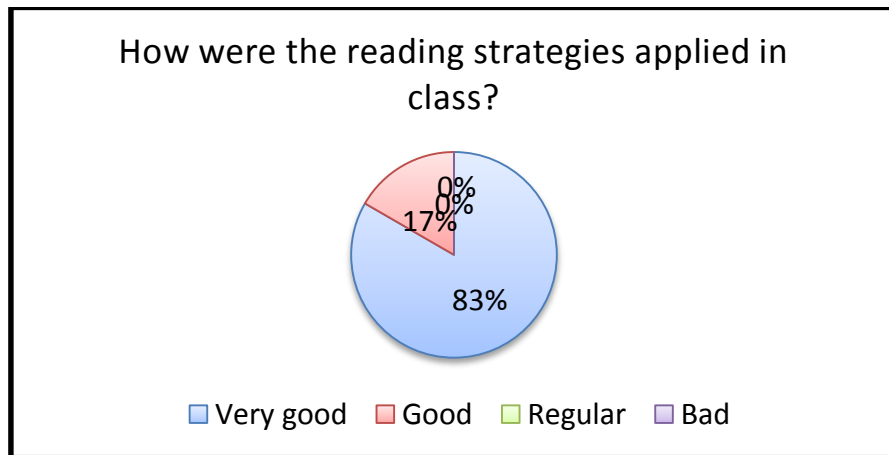
Chart N°17



Note: own source (2018)

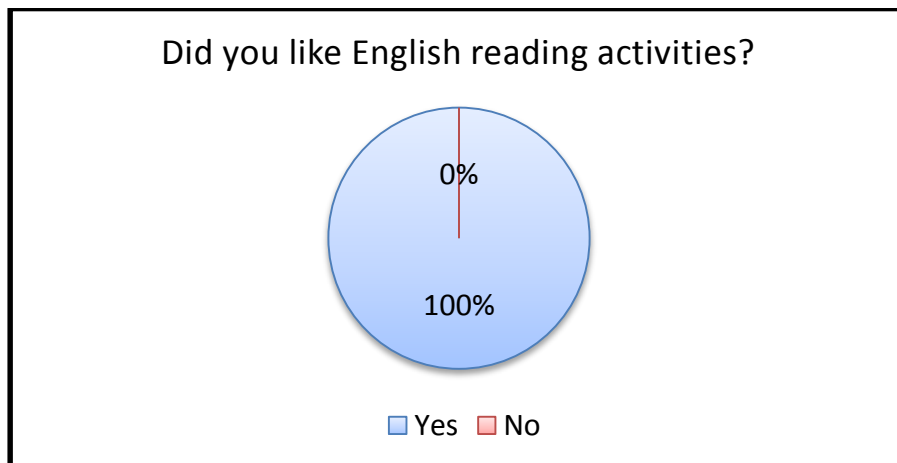
Annex E. Data from Third Instrument.

Chart N°1



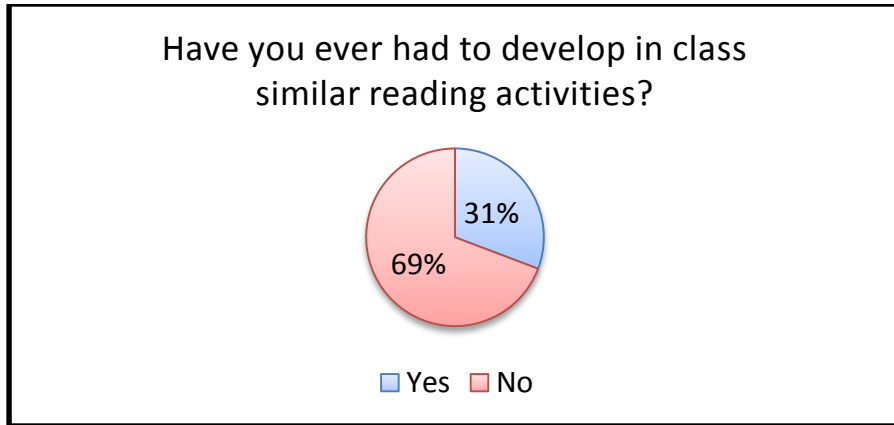
Note: own source (2018)

Chart N°2



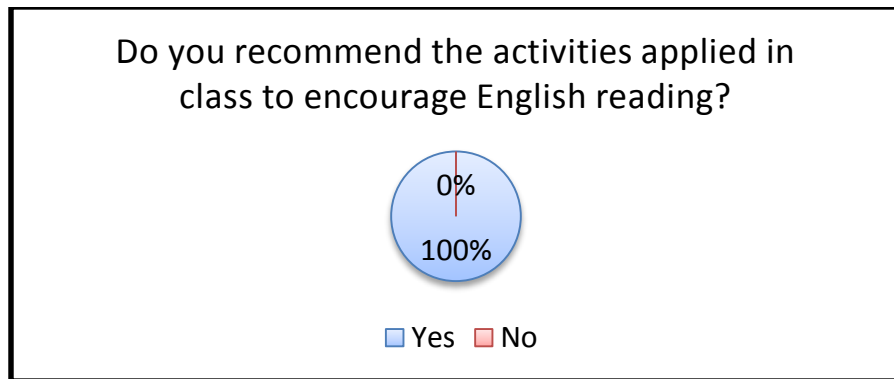
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Chart N°3



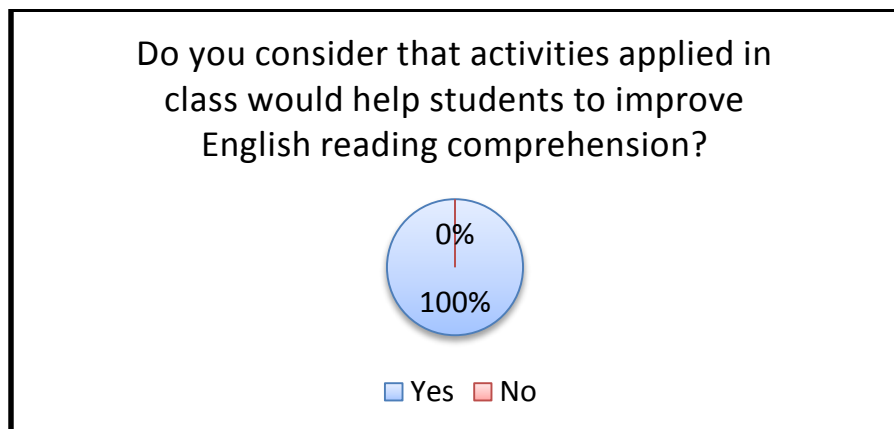
Note: own source (2018)

Chart N°4



Note: own source (2018)

Chart N°5



Note: own source (2018)

Annex F. Lesson Plan

LESSON PLAN

Ministerio de Educación Pública

Departamento de Inglés

School: CINDEA San Carlos

Teacher: Denia Vargas Murillo

Target Content : Costa Rican Art, Music and Craft (Topic for bachillerato exam)

Time: 120 minutes

Date: Tuesday March 20th, 2018

Method: Communicative Approach

Level: 11th Group: H-1

LINGUISTIC OBJECTIVES	MEDIATION ACTIVITIES	TIME	INDICATORS
	Routine: Sts and teacher greet each other	5 m	
	Warm up Ss make a circle in the classroom in order to play hot potato related with new vocabulary, when music stops the person with the potato in their hands have to take a paper from a box and read the word given by the teacher related with the topic. The teacher writes the word in the board.	10 m	I recognize basic vocabulary about art, craft and music.

<p>Reading</p> <p>Selecting written material that is appropriate to their competence to read independently.</p>	<p>Teacher observes students working alone and how they read in the traditional way. Teacher gives to students a text “Art Gallery in Costa Rica” with a multiple choice. Ss. try to look for the answers and the teacher observe their reactions. Teacher reviews the practice and explains the students strategies for reading comprehension.</p>	<p>15m</p>	<p>I select written material that is appropriate to their competence to read independently by reading comprehension.</p>
	<p>Teacher gives a new text to the students “Sundays in the park: Making Art Accessible”, in order to apply reading strategies.</p>	<p>20 m</p>	
	<p>Pre-reading: A brainstorming is done related with the title “Sundays in the park: Making art Accessible” (What do they know, Have they heard about it, What do they think). Also Ss. comment about art, craft and music they know from Costa Rica.</p>	<p>10 m</p>	
	<p>Ss. make a skimming of the whole text underlining the vocabulary they don´t know in order to share with their peers and teacher, looking for the meaning.</p> <p>While Reading: Ss. do a scanning looking for specific information like dates, names of persons, places.</p>	<p>10 m</p>	

<p>Understanding the Communicative value (function) of sentences and utterances.</p>	<p>Ss. reread the whole text aloud repeating after the teacher, in order to share and find out the main idea, doing a close reading to understand the text.</p>	<p>10 m</p>	<p>I understand the communicative value of sentences by a close reading.</p>
<p>Understanding the Communicative value (function) of sentences and utterances.</p>	<p>Post reading: Ss. work in peers, do a summary about the reading. Then students answer the questions given, with the text previously analyzed. Teacher reviews and explains the answers.</p>	<p>15 m</p>	<p>I understand the communicative value of sentences by summarizing the text and answering questions.</p>
	<p>Extra Activity</p> <p>Teachers gives a new text “Museum Celebrates 10th Anniversary” in order to practice by themselves the reading strategies for “bachillerato” exam. Teachers review the answers.</p>	<p>25 m</p>	

ART GALLERY IN COSTA RICA

To find a small, quaint art gallery in Costa Rica, one must be willing to search. Especially now that rainy, days seem like they are here to stay, leaving the comforts of home to go in search of good art can be a challenge. But imagine the possibility of viewing and purchasing high-quality contemporary art and design without leaving home. By bringing artists' collections to a virtual online gallery, Sylvia Rodríguez, director of The Fine Arts Cellar, has bridged a gap between Central American artists and art enthusiasts around the world. The Fine Arts Cellar has two different facets: the physical gallery in the eastern San José suburb of San Pedro and the on-line gallery at www.fineartcellar.com. The small gallery space is like a hidden treasure. During a visit last month, large paintings by Costa Rican artist Marianela Salgado filled the space with an exhibit entitled "Unnumbered Series". The paintings were large, textured, colorful and full of hidden images and symbols. Her art is unique in the sense that the more you look at it, the more subtleties you encounter.

1. A web _____ an online virtual gallery to feature various artists.

- offers
- needs
- closes
- prepares

2. In Costa Rica it is _____ to buy pieces of art through the Internet.

- planned
- possible
- improbable
- a disadvantage

3. Sylvia Rodríguez _____ the Fine Arts Cellar.

- owns
- manages
- designed
- exhibited in

4. Marianela Salgado's works of art are _____.

- purchased fast
- lacking texture
- full of symbols
- without color

5. The Fine Arts Cellar _____ in San Pedro.

- will rent a gallery
- bought paintings
- searches places
- has its location

Art, crafts and music in Costa Rica

SUNDAYS IN THE PARK: MAKING ART ACCESSIBLE

The Costa Rican Art Museum has combined Sunday afternoons in the park with some of the country's most talented musicians, poets, and dancers. Held on the last Sunday of each month, *Parque de la Expresión* takes place in the flat space in front of the museum in La Sabana, San José, where bands play, poets read their poetry, dancers move according to their music, and visitors of all ages can enjoy a variety of national creativity.

Activities this Sunday will begin with an 11 a.m. concert by the Cartago National Band, directed by maestro Ricardo Vargas. The band will kick things off with the National Anthem and follow up with a varied play list. At 2 p.m., the traditional Latin dance group El Guarco, with its 16 members, will put on a presentation directed by Mario Romero. Activities end at 4 p.m. Admission is free.

1) Where does the Costa Rican Art Museum develop this activity?
_____.

2) When does this activity take place?
_____.

3) What expressions of art does the article clearly mention?
_____.

4) What does Mario Romero do?

He _____.

5) When does the next exhibition conclude?
_____.

MUSEUM CELEBRATES 10TH ANNIVERSARY

The Children's Museum is holding a one-week celebration starting April 25. On the opening day of the celebration, they will have an "Intelligent Light Show", where the lights will dance to a mix of music at 3, 4, and 5 p.m. Admission is free. On April 26, a Latin American Culture Night will feature dances, music videos, and paintings of various Latin American countries at the Museum. The ticket price is ₡1500. A rock concert with the groups Gandhi, Evolution and Stigma will be held at 9 p.m. April 30 at the museum. The ticket price is ₡2000.

On May 2, the final day of celebrations, the museum will hold a carnival starting at 10 a.m. and lasting to 3 p.m.

6) What celebration starts on April 25? The _____ birthday of the Children's Museum

7) What time will the rock concert be? At _____

8) What will the last activity be? A(n) _____

9) What will the Latin American Culture Night include? It will include _____

10) How long will the celebrations for the anniversary last? They will last _____