USING READING STRATEGIES TO HELP STUDENTS IMPROVE THEIR READING LEARNING PROCESS

MICHAEL DARWIN ROMERO GONZALEZ. 26131216

UNIVERSIDAD DE LA SALLE
FACULTAD DE CIENCIAS DE LA EDUCACIÓN
LICENCIATURA EN LENGUA CASTELLANA, INGLÉS Y FRANCÉS
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Director

PEDRO ADOLFO CAREJO

UNIVERSIDAD DE LA SALLE
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Using reading strategies to help students improve their reading learning process

Uso de estrategias de aprendizaje para ayudar los estudiantes a mejorar su proceso de aprendizaje de lectura

Michael romero
michaeldromero16@unisalle.edu.co
BA in Spanish, English, and French
La Salle University

Abstract

This research searches to recognize how teenagers from Centro Colombo Americano apply reading strategies in English class and how much such application helps in their English learning. The participants are teenagers from 14 to 17 years old, they are not used to reading and comprehending texts by using reading strategies.

Interviews, questionnaire, and observations were applied and analyzed during six months. As a result of the data analysis, some reading strategies stood out into the research, those were: Predicting, Scanning, Previewing, Skimming, Outlining and Summarizing. Only two strategies out of eleven are being applied by students.

When data was collected and analyzed, the research evidenced that students from T courses at the CCA apply reading strategies most of all inside the English class they take at in there. For doing so, qualitative research was used. Additionally, the application of the reading strategies helps students in their English learning as they can understand a reading test easier.
Students are starting to use the reading strategies even in other subjects in their schools and universities. Nonetheless, students confuse some reading strategies and do not know how to apply them when reading a text.

Key words: reading, strategy, learner, teenager, Centro Colombo Americano

Resumen

Esta investigación tuvo como objetivo reconocer qué tanto los estudiantes de cursos T (jóvenes), aplican las estrategias de lectura en clase de inglés en el Centro Colombo Americano, y que tanto aquella aplicación les ayuda en su aprendizaje de la lengua inglesa. Esta investigación fue dirigida a jóvenes de 14 a 17 años ya que la mayoría de ellos no está acostumbrado a leer y comprender textos utilizando estrategias de lectura.

Entrevistas, cuestionarios y observaciones fueron aplicados y analizados durante seis meses. Como resultado del análisis de datos, algunas estrategias de lectura se destacaron; estas fueron: predicción, exploración, pre visualización, Skimming, esbozar y resumir. Sin embargo, solo dos de las once estrategias de lectura están siendo utilizadas por los estudiantes.

Cuando la recolección de datos fue analizada, la investigación evidenció que los estudiantes de cursos T en el Centro Colombo Americano usan las estrategias de lectura más que todo dentro de la clase de inglés del mismo lugar. Para lograrlo, se implementó investigación cuantitativa. Además, la aplicación de estrategias de lectura ayuda a los estudiantes en su aprendizaje del inglés ya que pueden entender textos más fácilmente e incluso comprenderlos en un menor tiempo.

Los estudiantes están empezando a utilizar las estrategias de lectura aún en sus clases de colegio y universitarias. Sin embargo, los estudiantes confunden la aplicación de algunas estrategias de lectura y por lo tanto, no saben aplicarlas al leer un texto.

Palabras claves: lectura, estrategia, aprendizaje, joven, Centro Colombo Americano,
Résumé

Cette recherche a eu pour objectif reconnaitre combien est-ce que les étudiants jeunes utilisent les stratégies de lecture dans la classe d’anglais au Centro Colombo Américain, et combien ce type d’application leur permet d’apprendre la langue anglaise. Cette recherche a été dirigé à des jeunes entre 14 et 17 ans puisque la plupart n’est pas habitué à lire et comprendre des textes en utilisant des stratégies de lecture.

Des Interviews, des questionnaires et des observations ont été appliqués et analysés pendant six mois. Comme résultat, certaines stratégies ont été souligné, elles ont été : prédiction, exploration, prévisualisation, écrémage, esquisser et résumer. Cependant, seulement deux des once stratégies sont couramment utilisés par les étudiants.

Une fois que la recollection des dates a été faite, la recherche a montré que les étudiants du Centro Colombo Américain utilisent les stratégies de lecture la plupar du temps dans la classe d’anglais du même lieu. Pour l’avoir fait, on a utilisé la recherche quantitative. En plus, l’application des stratégies aide les étudiants à apprendre l’anglais car ils peuvent comprendre des textes plus facilement et même les comprendre plus rapidement.

Les étudiants ont commencé à utiliser les stratégies de lecture y compris dans d’autres matières à l’école et a l’université. Nonobstant, ils confondent certaines stratégies, et ils ne savent pas donc les utiliser quand ils lisent un texte.

Mots clés : lecture, stratégie, apprentissage, jeune, Centro Colombo Américain.

Introduction

For learning a second language, learning styles and strategies help to determine how and how well students learn a second or foreign language. Learning strategies are defined as “steps such as seeking out conversation partners, or giving oneself encouragement to tackle a difficult language task used by students to enhance their own learning”. (Scarcella & Oxford, 1992, p. 63). “When L2 learners consciously choose strategies that fit their learning style and the L2 task at hand, these strategies become a
useful tool for active, conscious, and purposeful self-regulation of learning” (Rebecca L. 1992) Learning strategies can be classified into three groups: cognitive, metacognitive and social affective.

At CCA (Centro Colombo Americano), an approach must be implemented to students, this is the communicative approach. within this approach, the CCA offers different types of learning strategies, (cognitive, metacognitive and social affective). Those learning strategies are implemented and taught to students every single class. For some authors like (Oxford,1992) “Those learning strategies are applied in 4 skills: reading, writing, speaking and listening”.

This research focused on reading strategies applied and administered at CCA, those strategies have a what, how and why so that students know their implementation. i.e. skimming: (what) Read the first lines of the paragraphs to get the main idea. (how) 1. Read the first sentences of each paragraph, 2. Do not read everything, 3. Figure out the main idea by making connections and deductions. (why) To get the general idea about the topic and to confirm predictions.
Even though students are taught the steps of each learning strategy, I observed that in 3 classes in 2015, the teachers were explaining the steps of a reading strategy (skimming) but students seemed not to understand completely. In fact, the teacher asked what the reading strategy was but students said they did not know what it was, and on top of that, they did not know how to use the reading strategy skimming.

**Justification**

I researched on reading strategies at CCA (Centro Colombo Americano) as it is important for me to grow up as a professional and as a researcher. In addition, I consider it was meaningful for the CCA to do a research on reading strategies as it would be a good opportunity to let them know how things were going and to make them improve more. This research let CCA realize if their students are learning and applying the reading strategies that CCA offers them to learn English easier when reading. Once there was a result, CCA could modify or come up with an idea to make students learn and apply better the reading strategies established there, and besides, students were benefit from having the opportunities of learning and applying reading strategies by creating new ways of teaching them in case they are not learning nor applying them.

**Statement of the Problem**

Based on my experience and my preliminary observations, in a class of T8 (students from T8: teenagers level 8/12) the teacher who was teaching that class, taught a reading strategy, that reading strategy was *skimming*, once the teacher taught it, he told the students to apply it, they did not get involved with the reading strategy, the teacher asked them the steps (what, how, why) but they did not get them or even know what the steps were. The following represent what skimming is (what, how to use it and why to use it)
<table>
<thead>
<tr>
<th>What?</th>
<th>How?</th>
<th>Why?</th>
</tr>
</thead>
</table>
| **SKIMMING** | Read the first lines of the paragraphs to get the general idea. | 1. Read the first sentences of the each paragraph  
2. Do not read everything  
3. Figure out the main idea by making connections and deductions. | To get the general idea about the topic.  
To confirm predictions. |

I also observed a class in which the teacher taught the review of the reading strategy “scanning”. She asked the students the steps to follow that reading strategy, unfortunately, students did not answer and two of them said they did not remember the steps but only the name of the reading strategy.

Taking into account the previous observations, it would be quite interesting to research on the reading strategies as it could help students improve when comprehending a text and because if they are taught at CCA is because a purpose to facilitate students’ English learning, but unfortunately, it seems to be students who do not really know how to apply them or even worst, they do not know what the reading strategies are. Based on that, the case study in this research is to know the way students apply reading strategies and to know if that helps them in their reading learning process.

**Research Question**

How do teenagers at the CCA apply reading strategies in English class and how much such application helps in their reading learning process?

**Objectives**

The purpose of this research was to identify how much were students applying the reading strategies when they need to read a text in English. In addition, I wanted to detect the way students apply the reading strategies when they read a text in English. It was necessary as secondary aims to:

- Identify how much Students apply the reading strategies when they read a text.
• Detect the way students apply the reading strategies
• Identify how useful is for students to apply reading strategies to their reading learning process

Theoretical Framework

The question of this research has several concepts to be clarified, the concepts are: English language learning, reading strategies in EFL teaching, teaching reading strategies to teens and teenagers at the Centro Colombo Americano.

*English language learning.*

English language learning has great reach and influence in people as it is taught all over the world. In English-speaking countries, English language teaching has evolved in two broad directions: instruction for people who intend to live in countries where English is the first language and instruction for those who love in countries where English is the L2.

The way English learners are instructed depends on their level of English proficiency and the programs provided in their school or district. In EFL programs, instructions are taught in both, English and their home language. In ESL programs, instructions are only in English, but in a manner that is comprehensible to the students (Wright, 2010).

For second (ESL) or foreign language (EFL) learners, reading is an even more complicated process because they usually don’t have enough language background and knowledge that they can bring to the task of acquiring literacy as do first language learners. Therefore, reading comprehension strategies must be taught directly with modeling to reveal how reading tasks can be accomplished by a proficient reader. “A well-planned comprehension strategy for instruction that involves directly teaching reading strategies is especially recommended for second or foreign language readers “(Ediger, 2001).
Reading strategies in EFL/ESL context have some implications for both teachers and students. A. Derakhshan and H. Nazari. (2015) claims that:

“The reader’s metacognitive knowledge about reading may be influenced by a number of factors, including previous experiences, beliefs, culture-specific instructional practices”, and, in the case of non-native readers, “proficiency in L2, and it may be triggered, consciously or unconsciously, when the reader encounters a specific reading task”. (p.5)

In ESL, there are different types of strategies, and readers use different types of strategies in different ways to improve their performance on tests of comprehension and recall. Actually, “teachers teach students by six reading strategies: skimming, scanning, summarizing, predicting, clarifying, and asking questions”. (Richards and Renandya. 2002). However, (Pesce. C. 2007) states that “In EFL, seven reading strategies are expected to be taught, they are: previewing, contextualizing, visualizing, asking and answering questions, summarizing, skimming and scanning”.

English language learning is formed by 4 skills (listening, speaking, reading and writing). According to Jeremage, S. (1980) “When we learn a language, there are four skills that we need for complete communication. When we learn our native language, we usually learn to listen first, then to speak, then to read, and finally, to write”. (p.62). These are called the four "language skills": In addition, there is grammar and vocabulary. To prove the learning of English language, it is meaningful to recognize the different international exams that exist according to the CEFR (Common European Framework of Reference) as those exams let the learner know what their level is.

As teachers, we know the importance of the 4 language skills, (listening, speaking, writing and reading). Reading is considered as one of the most important and useful components for students. Reading skills enable learners to comprehend any type of texts, which eventually enable them to have a better understanding. (Brown. D.H. 2001) As such, mastering reading skills is considered essential for learners as they learn how to
comprehend the meaning of a text. In order to create successful language learning environment in a reading classroom, educators need to help learners to identify their reading needs. In the long term, this will help educators to plan and cater to the learners’ requirements. Thus, this study explores the reading strategies employed by EFL learners when they read

**Reading strategies in EFL teaching.**

Since the 1980s when reading strategy instruction first came under the research spotlight, there have been several studies (Yanez, 1987; CelceMurcia, 1991; Collins, 1991; Trabasso and Bouchard, 2002; McNamara, 2004; McNamara, 2007) that indicate that reading strategy instruction improves comprehension, thus giving a ray of hope to students who are failing to learn from print and to the teachers who work with such students.

Reading is deemed as an important medium that not only helps learners to expand their vocabulary, but also to improve their grammar. (Brown 2001). When learners read, they are introduced to a wider range of words and the contexts in which the words are used. Through this, learners are exposed to a variety of vocabularies and expressions. It is noted that reading skills among EFL learners have always been an issue as they are not used to read nor to comprehend different types of texts. A number of researches have been conducted on this issue to study how EFL learners perceive reading comprehension. In order for learners to be good in reading comprehension, they need to develop reading strategies. There are a number of reading strategies, which may be useful to learners during reading. Brown (2001)

When it comes to EFL, “teenagers are expected to be taught at least the following seven basic reading strategies”. (Pesce. C. 2007), they are:

- **Previewing**: Previewing is essential for students to get a sense of what the text is about.
- **Contextualizing**: It is always helpful for students to learn to place the text within a context.
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- **Visualizing**: Some students, especially those who are visual learners, need to “see” the information.

- **Asking and Answering Questions**: What questions come to mind when you preview an article?

- **Summarizing**: After the reading, students should be able to summarize what they have read.

- **Skimming**: Skimming a text involves running your eyes over it quickly to get the main idea. It also allows you to identify which parts of a long text you might want to read more closely.

- **Scanning**: Scanning, on the other hand, allows you to quickly search a text for a piece of information.

**Teaching reading strategies to teens.**

Reading is an important medium that “not only helps learners expand their vocabulary, but also to improve their grammar” (Brown 2001). When learners read, they are introduced to a wider range of words and the contexts in which the words are used. Through this, learners are exposed to a variety of vocabularies and expressions. It is noted that reading skills among EFL learners have always been an issue as they are not used to read nor to comprehend different types of texts. Several research have been conducted on this issue to study how EFL learners perceive reading comprehension. For learners to be good in reading comprehension, they need to develop reading strategies. “There are several reading strategies, which may be useful to learners during reading” (Brown 2001).

The metacognitive and cognitive strategies are most relevant to reading. Metacognition is concerned with monitoring, or watching, and evaluating the success of the learning process. Cognitive strategies, on the other hand, relate to the specific contexts and learning tasks

The teachers ‘role is very important as they guide students to learn a language, that is to say, that teachers accompany, orient and clarify students’ doubts so students learn the language easier. When teaching reading strategies, then they must know the specific
necessities and difficulties of teenagers when they want to learn a second language (L2). For instance, a difficulty can be the lack of comprehension of a text and lack of strategies to understand it. On the same way, a necessity might be to get a job or to travel to an Anglo-Saxon country. Once the teacher realizes what their necessities and difficulties are they have to start to explain step by step how to read a text by using different types of strategies, as follows.

- Predict by examining the features, or reader aids, present throughout the text
- Monitor through the use of meta-comprehension.
- Question when meaning is unclear.
- Construct images and mental pictures while reading.
- Infer quickly, connecting ideas to known information and previous experiences.
- Find main ideas, summarize, and draw conclusions.
- Evaluate by noting aspects of story grammar and structure.
- Synthesize all noticeable aspects of a text, from reader aids to conclusions.

The previous reading strategies are highly recommended to be taught for whatever type of population. Nevertheless, the reading strategies evaluating and synthetizing are especially recommended to teens. Teaching reading strategies to teens will not be easy until we know what students’ needs and difficulties are, then teachers have to take into account that before employing strategies to read, students must know basic vocabulary about a second language (L2) (English). On the contrary, it will be hard for them to use strategies and/or use steps when reading a text. As teachers can figure out, in several places, there are several concepts about what a kid, teen, or adult is. I.e. at the Centro Colombo Americano.

*Teenagers at the Centro Colombo Americano.*
At CCA, there is a program named KTP (Kids and Teens Program), in that program, kids and teens can learn English in a very good and dynamic way, but first teachers must know according to CCA’s conception of teenagers; “teenagers behave quietly when you first meet them, but they sometimes turn to act up!”.

For us, as professional language teachers and educationalists, the question is ‘Why?’ The answer is certainly not that they hate their teachers, quite the contrary: they often quite like their teachers, but of course, they cannot show that. They have to be indifferent. They have to act cool. They cannot or do not want to show their feelings. They are so busy growing up that they are often not even aware of the social implications of their behavior – and it is often lack of it, that we are talking about when we complain about the difficulty of teaching teenage students.

An aspect teachers have to take into account, is that teenager classrooms are most often noticeable in the form of behavioral symptoms and in the way they learn, to find solutions, there must be teachers who can deal with teenagers’ behavior by having a good management of the classroom, besides, it is meaningful that teachers teach and make students apply different learning strategies for their language learning process.

Knowing that at the Centro Colombo Americano, there is a program for teenagers and kids, its name is KTP (Kids and Teens Program), the objective of that program is that teachers know how teenagers’ behavior is to be able to manage the classroom and to encourage students to learn English. In addition, teachers must know what teens’ necessities are, and how to facilitate teenagers learning by teaching learning strategies, besides, another objective is that teenagers learn how to communicate in several different situations to get involved and interested. Teachers do so by recognizing the needs and concerns of their students.

A very important factor to learn English at the Centro Colombo Americano is by speaking. (Interaction and communication between Student-Student and Teacher-Student), this high level of empathy will help cultivate an atmosphere in which students feel comfortable. By doing so, students’ affective filter will be lowered allowing the acquisition
of English to happen smoothly. Some concepts teenagers and teachers must know at CCA to be part of there, moreover, teenagers must be from thirteen to sixteen years.

A big challenge that teachers may have at the CCA, is to teach students reading strategies. However, we teachers must take on board that Students need time to practice all those reading strategies we’re teaching them, but getting them to do so independently can be tricky. Perhaps that is why students do not identify sometimes the steps of different reading strategies.

**Research Design**

**Research Method**

**Case Study.** A case study is applied to check and focus on a specific part of a research, it is used to figure out a specific topic. According to Cohen (2012), “Case studies can establish cause and effect, indeed one of their strengths is that they observe effects in real contexts, recognizing that context is a powerful determinant of both causes and effects”. (p. 253). In addition, for Yin (2009) “A case study is an empirical inquiry that investigates a contemporary phenomenon in depth and within its real-life context, especially when the boundaries between phenomenon and context are not clearly evident”. (p. 3).

The case study is an appropriate method for my research as it has a cause and effect. Moreover, my research has a real context at the CCA. Therefore, the case study eases the research.

The case of study entails students from T courses (teens) at CCA, who lack of application of reading strategies when reading a test, so I would like to know what the causes are, and the consequences that it brings.

**Performance Analysis.**

Performance analysis is the developmental sequence to TL (teaching language) we distinguish three basic steps in the performance analysis process: data collection, data transformation, and data visualization. Usenix, L(2012) says that:
“A performance analysis methodology is a procedure that you can follow to analyze system or application performance. These generally provide a starting point and then guidance to root cause, or causes. Different methodologies are suited for solving different classes of issues”.

Considering the previous information, it was useful to use performance analysis for my research as I had to collect data about students’ application of reading strategies, besides, I had to analyze students’ application of those reading strategies by identifying the steps the follow to apply them

Research instruments

Interview. Namara (1999) states that “interviews are particularly meaningful and useful for getting the data behind someone’s experiences. The interviewer can pursue in-depth information around the topic. Interviews are useful as follow-up to certain respondents to questionnaires, e.g., to further investigate their responses.” (p.2)

When interviewing, it is important to know the types of questions to ask, it can be about behaviors, opinions, feelings or knowledge. Into my research I asked students questions about knowledge of reading strategies to help my research to be developed, so based on that I consider it was a really good instrument which helped me to know what students know as they gave information about what their perspectives were and the experiences they had had about reading strategies.

I needed to identify how much students applied the reading strategies to know if they really knew by heart those reading strategies and to know if they were useful and helpful to students, I did my research with students from T courses (T7, T8 and T9). For the interviews, there were 4 students. The interview had four questions about students’ knowledge and application when reading a text. the interview was applied four times.

I applied the interview on Saturdays from April to May since students had class that day. To do that, I asked for permission to students and I told students what the purpose of the research was and what the purpose of the interview was.
Observation. According to Fox (2002)“Observational research is a type of correlational (i.e., non-experimental) research in which a researcher observes ongoing behavior. There is a variety of types of observational research”. (p. 2)

Moreover, observations are used to know specific and/or general information about what we want to research on. To learn to observe, it is necessary not to be subjective but objective, it means, not to give one’s opinion but what the people we observe say.

The objective of the observation into my research was to detect the way students apply the reading strategies. That took place at the CCA inside the classroom to students of T7/T8 and T9, I observed during the whole class and it took place from April to May every single Saturday.

I got the information by creating a chart in which I can fill in the next questions:

<table>
<thead>
<tr>
<th>Ss Apply A Reading Strategy</th>
<th>Which Reading Strategy?</th>
<th>In Which Activity?</th>
<th>How Many Times?</th>
<th>How Do They Apply The Reading Strategy?</th>
</tr>
</thead>
</table>

In the first column, I wrote the strategies students apply during the class when they have to read a text. In the second column, I will write the reading strategy they use to comprehend the text. After that, I wrote in which activity they will do it, it can be an article, a short text, a journal, etc. Once I gather that information, I wrote the times they applied the reading strategies and the way they did it by analyzing the steps they follow. The observation was applied four times inside the classroom during the whole class.

Questionnaires. According to Kirkless Council (2003), A questionnaire is a tool for collecting and recording information about a particular issue of interest. It is mainly made up of a list of questions, it should include clear instructions and space for answers or administrative details. Questionnaires should always have a definite purpose that is related to the objectives of the research. (p. 1)
For creating a questionnaire, it is meaningful to know how to create questions in an appropriate use of language, so that the participants understand and so that there is not judgment.

I needed to identify how Students applied the reading strategies in terms to establish if they knew by heart those reading strategies and to explain if the reading strategies were useful and helpful to students, I did my research with students from T courses (T7, T8 and T9). Questionnaires were applied to 10 students.

I applied the questionnaires on Saturdays as students had class that day, it was carried out from September to October. To do that, I asked for permission to students and I told students what the purpose of the research and the questionnaires are.

The questionnaires had four questions. Each question was close-ended and open-ended. in addition, they had different steps about reading strategies which could be answered from 1 to 10. The questionnaires were applied in two parts, the first two questions a class and the other two questions (3 and 4) in another class. The questionnaire was applied twice.

**Data Analysis**

The questionnaires were applied at the end of the class 3 Saturdays. It took almost 7 minutes per class as it was a little long. The teacher was in charge of translating the questionnaire so that students did not get confused when answering. Besides, he gave students instructions so that students could be honest when answering and could feel comfortable. 12 students from T7,8, AND 9 courses answered the questionnaire.

The questionnaires were divided in two as they were a little long, they were analyzed by using color coding so that it was easier to understand the information and results given. According to (Moore, 1995) “Color-coding helps learners organize or categorize information into useful patterns which enable the learners to interpret and adjust to their environment”.

In questionnaire one, the reading strategies are in purple, the red color represents students’ answers, the clear blue represents reading strategies steps.

Furthermore, colors like orange, blue and green were used as well, (1-4 few, 5-7 sometimes 8-10 a lot) the orange bar means that students apply few times the reading strategies, the blue bar means that students use sometimes the reading strategies, while the green one means that students use a lot the reading strategies.

Once the information was gathered, each reading strategy has a chart which shows how much students apply reading strategies.

**Questionnaire #1 Model (applied to 10 students)**

Hello dears all!
“I’m a student from Salle University and I’m doing a study about the knowledge and the way students apply learning strategies at Centro Colombo Americano. Your answers will help in my research purpose to identify how students from T courses at CCA apply reading strategies in English class and how much such application helps in their English learning? Your answers will be private. And anonymous”.

1. **Look at the next types of steps and tick the ones you think are READING strategies**

<table>
<thead>
<tr>
<th>STEPS</th>
<th>STUDENTS ANSWERS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading the first lines of the paragraphs to get the general idea.</td>
<td><strong>SKIMMING</strong> 5/10</td>
</tr>
<tr>
<td>Looking through a text <em>quickly</em> without reading, to find specific information</td>
<td><strong>SCANNING</strong> 8/10</td>
</tr>
<tr>
<td>Writing down important words that you identify in a conversation.</td>
<td>4/10</td>
</tr>
<tr>
<td>Using clues to guess what the text is about</td>
<td><strong>PREDICTING</strong> 5/10</td>
</tr>
<tr>
<td>Obtaining rules by analyzing the examples in the book</td>
<td>6/10</td>
</tr>
<tr>
<td>Identifying the main and supporting ideas from a text</td>
<td><strong>CATEGORYING</strong> 9/10</td>
</tr>
</tbody>
</table>
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2. When you (students) read a text, how much do you: (1-4 few, 5-7 sometimes 8-10 a lot)

Recognize the context from pictures, titles and instructions before reading the text. PREVIEWING

1: 2: 3: 4: 5: 6: 7: 8: 9: 10:

<table>
<thead>
<tr>
<th>Number</th>
<th>Students Applying</th>
</tr>
</thead>
<tbody>
<tr>
<td>1:</td>
<td>Most Students use previewing</td>
</tr>
<tr>
<td>2:</td>
<td></td>
</tr>
<tr>
<td>3:</td>
<td>1 STUDENT(S)</td>
</tr>
<tr>
<td>4:</td>
<td></td>
</tr>
<tr>
<td>5:</td>
<td></td>
</tr>
<tr>
<td>6:</td>
<td></td>
</tr>
<tr>
<td>7:</td>
<td>4 STUDENT(S)</td>
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<td>8:</td>
<td>3 STUDENT(S)</td>
</tr>
<tr>
<td>9:</td>
<td>2 STUDENT(S)</td>
</tr>
<tr>
<td>10:</td>
<td></td>
</tr>
</tbody>
</table>

**Questionnaire #2**

In the following analysis, the dark blue represents the application of reading strategies outside the classroom, whereas the red color means that students apply a specific reading strategy inside the classroom.

The numbers in the chart represent the amount of students that apply a reading strategy for instance, with the first strategy which is previewing, inside the classroom four students always apply it, four students use it frequently and two students use that reading strategy sometimes.

Outside the classroom, only one student applies the reading strategy previewing, whereas five of them apply it frequently and four of them apply it sometimes.
3. How much do you apply the following steps?

<table>
<thead>
<tr>
<th>STEPS</th>
<th>INSIDE THE CLASSROOM (CCA)</th>
<th>OUTSIDE THE CLASSROOM</th>
<th>FINDINGS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Get familiar with pictures, titles and instructions before reading the text (Previewing)</td>
<td>4 4 2</td>
<td>3 5 4</td>
<td>INSIDE: it can be deduced that most of students apply that step almost always&lt;br&gt;OUTSIDE: most of students apply the step frequently.</td>
</tr>
<tr>
<td>Look through a text quickly without reading, to find specific information (Scanning)</td>
<td>3 3 3 1</td>
<td>3 5 2</td>
<td>INSIDE: it can be said that the step is in general applied. However, a student hardly ever uses it.&lt;br&gt;OUTSIDE: students apply the step more than inside the classroom</td>
</tr>
<tr>
<td>Read the first lines of the paragraphs to get the general idea (Skimming)</td>
<td>4 5 1</td>
<td>3 5 2 2</td>
<td>INSIDE: this step is applied by students sometimes.&lt;br&gt;OUTSIDE: students use more this step outside than inside the classroom</td>
</tr>
<tr>
<td>Use clues to guess what the reading is about (Predicting)</td>
<td>1 2 5 1</td>
<td>1 2 3 4</td>
<td>INSIDE: the half of the students use sometimes this step&lt;br&gt;OUTSIDE: the majority of the students do not apply this step outside the classroom</td>
</tr>
</tbody>
</table>

**Observations**

The observations were applied on Saturdays during 3 months while students were doing a reading exercise. I observed six times by using the chart he had already created to realize if students were using reading strategies and what they were doing to use the reading strategies.
The interviews were done and applied to five students from T courses (T7, 8, and 9). Those students were interviewed at the end of the class, so they stayed when the class had already finished. Those interviews were applied on Saturdays during April, May and August. Additionally, once I gathered the interviews, they were transcribed. The interviews were applied to the research to verify how much do students apply reading strategies in
terms of steps and if the steps they follow help them in their reading process. For doing so, some questions were asked students to gather the information:

**INTERVIEW QUESTIONS**

1. When you read a text, what types of steps do you follow to understand it?
2. What do you do to find specific information in a text?
3. What do you do to get the general idea of a text?
4. What do you do to understand the meaning of the words or sentences in a text?
5. Do you believe that the steps you follow help you not only in English but also in your reading learning process?

**Patterns**

Once the data were collected and analyzed, some patterns arose by creating a matrix. The matrix was done by creating the following chart:

<table>
<thead>
<tr>
<th>RESEARCH QUESTION</th>
<th>CATEGORY</th>
<th>PATTERNS/ ISSUES</th>
<th>EVIDENCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>How do students from T courses at CCA apply reading strategies in English class and how much such application helps in their English learning?</td>
<td>Half of the students ticked that <strong>SKIMMING</strong> is not a reading strategy.</td>
<td><strong>CONCEPTION OF WHAT READING IS</strong></td>
<td>Questionnaires were applied at the end of the class 3 Saturdays. It took almost 7 minutes per class as it was a little long. The teacher was in charge of translate the questionnaire so that students did not get confused when answering. Besides, he gave students instructions in a clearly way so that students could be honest when answering and could feel comfortable. 12 students from T 1, 8, and 9 courses did the questionnaire.</td>
</tr>
<tr>
<td></td>
<td>Most students know that <strong>SCANNING</strong> is a reading strategy.</td>
<td><strong>SUMMARIZING</strong> is mixed up with paraphrasing. Nonetheless, students use it a lot.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Almost half of students said that <strong>TAKING NOTES</strong> is a reading strategy. Nonetheless, it is actually a listening strategy.</td>
<td><strong>SCANNING</strong> is mixed up with <strong>SKIMMING</strong>.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Half of the students think that <strong>PREDICTING</strong> is not a reading strategy.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>a high percentage of students think that <strong>ANALYZING A GRAMMAR CHART</strong> is a reading strategy, but it is a grammar strategy.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Students know that <strong>CATEGORIZING</strong> is a reading strategy.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>PREDICTING</strong> is not used so</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Using reading strategies to help students improve their reading learning process

<table>
<thead>
<tr>
<th>Reading Strategies</th>
<th>Observed Use</th>
<th>Observed Application</th>
</tr>
</thead>
<tbody>
<tr>
<td>Previewing and Summarizing</td>
<td>is the most used by students</td>
<td>helps students in their English learning</td>
</tr>
<tr>
<td>Scanning</td>
<td>is used in every single reading activity</td>
<td>applied to three students from T courses (T7, T8, and T9)</td>
</tr>
<tr>
<td>Skimming</td>
<td>is used to get the general idea of a text</td>
<td>Those students were interviewed at the end of the class, so they stayed when the class had already finished. Those interviews were applied on Saturdays during April, May and August</td>
</tr>
<tr>
<td>Predicting</td>
<td>is the least used outside the classroom (CCA)</td>
<td></td>
</tr>
<tr>
<td>Outlining</td>
<td>is the least used inside the classroom</td>
<td></td>
</tr>
<tr>
<td>Previewing and Using Context Clues</td>
<td>are the easiest strategies for students</td>
<td></td>
</tr>
<tr>
<td>Skimming, Outlining and Summarizing</td>
<td>are the hardest strategies for students</td>
<td></td>
</tr>
</tbody>
</table>

How do students from T courses at CCA apply reading strategies in English class and how much such application helps in their English learning?

Students used Summarizing three times in 5 observations. They did it by looking for key words, reading the whole text and by abbreviating the information of 3 texts. Students used key words to apply to three students from T courses (T7, T8, and T9).

Observations were applied on Saturdays during 3 months while students were doing a reading exercise. The teacher observed six times by using the chart he had already created.

The interviews were done and the 2 people interviewed.
A triangulation between questionnaires, interviews and observations was created to get the patterns. Three patterns were gotten, those were:

**Conception of reading**

In this pattern, the finding showed that students do not have a clear conception of what reading is. They confused some reading strategies even with other types of strategies.

According to Hughes (2007) “Reading is an interactive, problem-solving process of making meaning from texts.” The reading process involves 5 stages:

- Prereading
- Reading
- Responding
- Exploring
- Applying
Using reading strategies to help students improve their reading learning process

Throughout the reading process, readers use a variety of strategies, sometimes multiple strategies at once, to help them make meaning from a text. Unfortunately, students do not have a clear concept of what reading is.

**Reading strategies scanning and skimming steps are mixed up by some students.**

This pattern was got when the findings showed that students are mixing up the steps of skimming and scanning strategies. In the first questionnaire section, students believed that some steps from scanning strategy were from skimming, and vice versa.

Some authors like Beale (2013), point out that skimming and scanning are two very different strategies for speed reading. Beale claims that “People who know how to skim and scan are flexible readers. They read according to their purpose and get the information they need quickly without wasting time”. (Par. 2)

Beale highlights that Skimming refers to” looking only for the general or main ideas, and works best with non-fiction (or factual) material”. With skimming, students’ overall understanding is reduced because they do not read everything. In few words, it is about reading only the first sentence of each paragraph.

On the other hand, Beale (2007) states that scanning is when “looking only for a fact or piece of information without reading everything”.

Based on Centro Colombo Americano’s perception of reading strategies, they highlight that skimming and scanning have a definition, some steps and a purpose.

<table>
<thead>
<tr>
<th>Reading strategy</th>
<th>What</th>
<th>How</th>
<th>Why</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Skimming</strong></td>
<td>Read the first lines of the paragraphs to get the general idea.</td>
<td>4. Read the first sentences of each paragraph 5. Do not read everything 3. Figure out the main idea by making connections and deductions.</td>
<td>To get the general idea about the topic. To confirm predictions</td>
</tr>
</tbody>
</table>
Scanning

<table>
<thead>
<tr>
<th>Look through a text quickly without reading, to find specific information</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Use key words to find specific information.</td>
</tr>
<tr>
<td>2. Do not read every word.</td>
</tr>
<tr>
<td>3. Stop scanning when you find what you want.</td>
</tr>
</tbody>
</table>

It helps find a very specific piece of information, and it saves time (you can use it when you take tests).

Reading strategies paraphrasing and summarizing steps are mixed up

Some students frequently use the reading strategy summarizing. However, it is been mixed up with paraphrasing.

According to Moore, D. (2007). “Paraphrasing is generally used when “someone refers to sentences or phrases in the source text. It is particularly useful when someone is dealing with facts and definitions”

Paraphrasing involves rewriting a short section from the source text in different words whilst keeping the same meaning.

Summarizing is instead generally used when a student wishes to refer to ideas contained in a long text. “Summarizing enables students to reduce the author's ideas to key points in an outline of the discussion or argument by omitting unnecessary details and examples”. Moore, D. (2007).

The perception of summarizing and paraphrasing at the Centro Colombo Americano is:

<table>
<thead>
<tr>
<th>Reading strategy</th>
<th>What</th>
<th>How</th>
<th>Why</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summarizing</td>
<td>Explain the most important ideas of the text</td>
<td>1. Scan key words 2. Find the main ideas of each paragraph 3. Do not include details or unimportant</td>
<td>It improves reading comprehension, helps self-monitor</td>
</tr>
</tbody>
</table>
Using reading strategies to help students improve their reading learning process

| Paraphrasing | Explain the ideas in your own words | 1. Get all the main ideas with the supporting ones  
2. Put these ideas in your own words  
3. Identify essential and non-essential one  
4. Compact the text orally or in written form | It helps understand and remember the text better.  
.  
It expands vocabulary (synonyms) |

| **Results** |

Once the data were collected and analyzed, I realized that some students apply reading strategies by following steps, sometimes, consciously, some other times, unconsciously.
During the interviews, students also mentioned that they follow some steps to understand a text:

- **Predicting**: hard to apply for students, some of them do not know it is a reading strategy. It is the least used inside and outside the CCA
- **Scanning** is known by students. Moreover, students used it the most outside the classroom and even at the CCA
- **Previewing**: is the most used by students inside the CCA, it is also the easiest strategy for students.
- **Skimming**, the hardest strategy to apply for students. Besides, most students think it is not a reading strategy. Some students use it but it is sometimes mixed up with scanning.
- **Outlining** is the least used inside the classroom and is one of the hardest strategies to apply based on students’ answers.
- **Summarizing** is a hard strategy to use, it is also mixed up with paraphrasing. Nonetheless, students use it a lot.
What is more, the results revealed that:

- students confuse the steps of some reading strategies with grammar, listening and writing strategies.

In the questionnaire number 1, i.e. 6 students out of 10 think that “obtaining rules by analyzing the examples in the book” is a reading strategy. However, it is a grammar strategy. What is more, almost half of students think that “writing down important words that you identify in a conversation” is a reading strategy. Notwithstanding, it is a listening strategy. Perhaps that occurs due to students need time to practice all those reading strategies we’re teaching them, as stated in the theoretical framework, and sometimes we teachers do not take that on board.

1. Look at the next types of steps and tick the ones you think are READING strategies

<table>
<thead>
<tr>
<th>STUDENTS ANSWERS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading the first lines of the paragraphs to get the general idea. <strong>SKIMMING</strong> 5/10</td>
</tr>
<tr>
<td>Half of the students ticked that this strategy is not a reading strategy</td>
</tr>
<tr>
<td>Looking through a text <em>quickly</em> without reading, to find specific information <strong>SCANNING</strong> 8/10</td>
</tr>
<tr>
<td>Most students know that scanning is a reading strategy</td>
</tr>
<tr>
<td>Writing down important words that you identify in a conversation. <strong>PREDICTING</strong> 4/10</td>
</tr>
<tr>
<td>Almost the half of students said that it is a reading strategy. Nonetheless, it is actually a listening strategy</td>
</tr>
<tr>
<td>Using clues to guess what the text is about <strong>PREDICTING</strong> 5/10</td>
</tr>
</tbody>
</table>
Half of the students think that predicting is not a reading strategy.

Obtaining rules by analyzing the examples in the book 6/10

A high percentage of students think that it is a reading strategy, but it is a grammar strategy.

Identifying the main and supporting ideas from a text CATEGORIZING 9/10

Students know that categorizing is a reading strategy.

Students consider reading strategies as a meaningful tool for understanding easier when reading an English text that they even got started to apply the reading strategies even in other subjects and places like (school, university, home.) The application of reading strategies helps them in their reading learning process a lot when it comes to reading different kinds of texts even if they are not in English. From my view, this result supports the statement of the theoretical framework which is: for learners to be good in reading comprehension, they need to develop reading strategies. (. Brown 2001).
Using reading strategies to help students improve their reading learning process

In which situation? (Outside the classroom) give an example.

<table>
<thead>
<tr>
<th>La mayoría de los examenes del colombio y algunos de la universidad</th>
</tr>
</thead>
<tbody>
<tr>
<td>En los quites de la universidad y en el colombio</td>
</tr>
<tr>
<td>Usualmente cuando tengo examenes del colombio</td>
</tr>
<tr>
<td>En el examen del colombio</td>
</tr>
<tr>
<td>En todos los examenes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>In which situation? (Outside the classroom) give an example.</th>
</tr>
</thead>
<tbody>
<tr>
<td>En clases de literatura</td>
</tr>
<tr>
<td>Casi en cualquier lectora</td>
</tr>
<tr>
<td>En todos los textos que no comprendo</td>
</tr>
<tr>
<td>En el colegio en lecturas</td>
</tr>
<tr>
<td>Cuando no comprendo la lectura</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>In which situation? (Outside the classroom) give an example.</th>
</tr>
</thead>
<tbody>
<tr>
<td>En el colegio, en clase de fisico</td>
</tr>
<tr>
<td>En el colegio, en clase de ingles</td>
</tr>
<tr>
<td>En la casa, cuando leo un libro</td>
</tr>
<tr>
<td>En el colegio, viendo una pelicula</td>
</tr>
<tr>
<td>En el colegio, en clase de espanol</td>
</tr>
</tbody>
</table>
students frequently use only two out of the eleven reading strategies a lot. Those are previewing and scanning.

As mentioned in the theoretical framework, “teenagers are expected to be taught at least the following seven basic reading strategies”. (Scanning, Skimming, Summarizing Asking and Answering Questions, Visualizing, Contextualizing and Previewing) (Pesce. C. 2007). 4 out of those 7 strategies are being taught at the CCA. However, based on the data analysis and the results, the reading strategies that students use the most are only scanning and previewing. This can be seen in the questionnaires 1 and 2

- **Previewing** is the most used inside the classroom
- **Scanning** is the most used outside the classroom (CCA)

**Limitations**

**Limitations.** Some difficulties shown up during the research, those happened most of all during the data collection. One of them was that questionnaires took almost 20
minutes and as I decided to apply them after finishing the class. Some students were in a rush and preferred not to fill out the questionnaire formats.

What is more, the observations took too much time as well as not all the classes students had to accomplish a reading task or activity. Additionally, it was compulsory to ask for permission at the Centro Colombo Americano to videotape students in the interviews. Unfortunately, they did not approve it and I could only record the students interviewed.

**Implications.**

Having done the whole process of coming up with this research allowed me to learn a huge number of things. First, I learnt the step by step of how to research. I also realized that my profession is not only for being a teacher but also for researching so that I can truly generate an impact toward society through pedagogy, research and education.

This research piqued my interest in continuing researching in new issues and fields. The context where the research was elaborated let me realize that teenagers and teachers are the future and hope we have to transform and improve society.

**Conclusion.**

After having done the research, it can be concluded that the objectives of the research have been fulfilled, those where:

**Identify how much Students apply the reading strategies when they read a text:**

They apply the reading strategies almost all the classes. Nonetheless, only two reading strategies out of eleven are being used frequently inside and outside the classroom, those are scanning and previewing. (this is evidenced in the results froms the data analysis of the questionnaire 1 and 2)
Detect the way students apply the reading strategies: students from T courses at the CCA apply reading strategies by following some steps, i.e. reading the first line of each paragraph, saying something from a text in their own words, highlighting key words, looking for specific information, taking the main idea of a text. Etc. (that was noticeable during the observations.)

Even though they follow steps, they confuse some reading strategies with other learning strategies as they do not have clear steps for each reading strategy. That is to say, that students bear in mind some steps when analyzing and understanding a text, but they almost never know what is the specific reading strategy they use. That can be reflected in the questionnaire number 1.
2. Look at the next types of steps and tick the ones you think are READING strategies

STUDENTS ANSWERS

Reading the first lines of the paragraphs to get the general idea. SKIMMING 5/10

Half of the students ticked that this strategy is not a reading strategy

Looking through a text quickly without reading, to find specific information SCANNING 8/10

Most students know that scanning is a reading strategy

Writing down important words that you identify in a conversation. 4/10

Almost the half of students said that it is a reading strategy. Nonetheless, it is actually a listening strategy (listening strategy: listening for specific information)

Identify how useful is for students to apply reading strategies to their reading learning process: the application of the reading strategies helps students in their English learning as they can understand a reading text easier and moreover, they are starting to use the reading strategies taught at the CCA even in other subjects in their schools and universities’ subjects. Their reading learning process improves as they start to use reading strategies in different types of texts. This reflects that for learners to be good in reading comprehension, they need to develop reading strategies, as mentioned in the theoretical framework. (Brown 2001).
What is more, thanks the information gathered in the theoretical framework, it is possible to realize that the following statement “reading strategy improves comprehension, thus giving a ray of hope to students who are failing to learn from print and to the teachers who work with such students” resemble to the previous result, thereby being assertive in the way that reading strategies definitely helps students to understand better a wide range of texts and let them improve their reading learning process so much so that students try to use the reading strategies in other places or subjects.
Using reading strategies to help students improve their reading learning process

References


