**TÍTULO**

Fostering Self-Regulated Learning for English Reading Comprehension in Tenth Grade Students at Liceo Femenino Mercedes Nariño School.

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**FECHA**

April 2018.

**PROGRAMA ACADÉMICO**

Maestría en Educación con énfasis en Didáctica de las Lenguas Extranjeras (Inglés).

**PALABRAS CLAVES**

Self-Regulated Learning; Goal Setting; Reading Comprehension; Learner’s Autonomy.

**DESCRIPCIÓN**

The present mixed research approach of a pre-experimental study was carried out in a public girl school of Bogotá called Liceo Femenino Mercedes Nariño. The population was an experimental and a control group of tenth graders. The Pre-Test consisted of a reading comprehension test and the MARSI; the Intervention was the implementation of a self-regulatory strategy called the Goal Setting, supported by the training on reading strategies, during nine sessions. The Post-Test was made up of a very similar reading comprehension test in similar conditions and the same MARSI. There was an enhancement in awareness and frequency of reading strategies usage, and an improvement in reading comprehension scores.
INTRODUCCIÓN

Humans have been interested in autonomy and independence by means of generating self-regulated learners. The Self-regulated Learning (i.e. the systematic control of mental and behavioral processes for learning), comprises a number of steps or strategies aimed to solve problems or to achieve the learning goals. Experts recommend initiating the process with a self-regulatory strategy called the Goal Setting; this strategy consists of setting standards or objectives mediated by choice, effort, persistence, and tactic, by which the Learners’ Autonomy (i.e. the students’ responsibility in taking decisions for their education) is exercised in turn.

One important concern found at a public girl school in Bogotá called Liceo Femenino Mercedes Nariño was the insufficient self-regulation for English Reading Comprehension (i.e. a strategic cognition to construct coherent meaning from written signs). The insufficiency of this ability generates academic and social difficulties.

For that reason, the teacher-researcher of this study intervened in the problematic situation through a Mixed Research Approach of a pre-experimental research design (Pre-Test—Intervention—Post-Test) and the use of Empirical methods (e.g. interview, field notes, questionnaires) applied on an experimental and a control groups of tenth graders. The objective was to foster students’ self-regulated learning through the Goal Setting strategy for English reading comprehension. The conclusion was that when the population implemented the Goal Setting strategy they became more aware of using self-regulatory strategies for facing English texts, and so their English reading performance improved.

JUSTIFICACIÓN

The school’s emphasis is on English as a foreign language; however, the students have ranked in the lowest levels of English performance in SABER examinations. Furthermore, the students present difficulties when facing English reading-focused activities. Besides, the students display insufficiency in self-regulatory behaviors for learning.

PROBLEMA

Insufficiency of self-regulation for English reading comprehension in tenth grade students.
**OBJETIVO GENERAL**

To foster students’ self-regulated learning through the Goal Setting strategy for English reading comprehension.

**OBJETIVOS ESPECÍFICOS**

(A) To diagnose students’ reading comprehension proficiency and self-regulated behaviors. (B) To organize the theoretical support concerning self-regulated learning and reading comprehension. (C) To implement the Goal Setting strategy for English reading comprehension. (D) To analyze and report the results.

**MARCO TEORICO**

- **Self-Regulated Learning:** Systematic control of mental and behavioral processes for learning.
- **Goal Setting:** Setting standards or objectives mediated by choice, effort, persistence, and tactic.
- **Reading Comprehension:** Strategic cognition to construct coherent meaning from written signs.
- **Learner’s Autonomy:** Student’s responsibility in taking decisions for her education.

**MARCO LEGAL**

- Liceo Femenino Mercedes Nariño’s Proyecto Educativo Institucional (PEI).
- Resolution of the Media Fortalecida Program N° 2953, 2011.
- Ministry of National Education’s program for bilingualism.

**METODOLOGIA**

Mixed Research Approach of a Pre-Experimental research design.
RESULTADOS

- Enhance in the averages of awareness and frequency of reading strategies usage: Global strategies increased 0.58, Problem-Solving strategies increased 0.76, and Support strategies increased 0.63, the average of the overall categories increased 0.66 points.
- Improvement in reading scores: the “Very Satisfactory” level of reading performance went from 8.33% to 63.63% (+55.3%).

CONCLUSIONES

The Goal Setting strategy facilitated the population to be more aware of using regulatory strategies for exercising and improving their English reading abilities, and so they succeeded.

I was able to enhance my research perspective for teaching under the umbrella of values such as autonomy, optimism, and fraternity.

RECOMENDACIONES

The self-regulated learning process should be initiated since early ages.

The Goal Setting strategy nurtures other self-regulatory strategies (including the ones for reading), which would be interesting to be studied in other researches.

The self-regulated learning theory should be implemented in all the academic areas, and in a subject included into the school’s curriculum to facilitate students to become self-regulated and autonomous learners.
BIBLIOGRAFÍA


CAMPO DE INVESTIGACION EDUCATIVO: Pedagogía, Didáctica, Metodología
FOSTERING SELF-REGULATED LEARNING FOR ENGLISH READING COMPREHENSION IN TENTH GRADE STUDENTS AT LICEO FEMENINO MERCEDES NARIÑO SCHOOL

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FACULTY OF EDUCATION

MASTER IN EDUCATION WITH EMPHASIS ON ENGLISH LANGUAGE TEACHING

Bogotá, 2018
ACKNOWLEDGMENTS

I thank you our almighty God for the gift of life and the opportunities you give us to learn and to experience all the wonderful things of the world. Everything is yours.

I thank my dear advisor Clara Eunice Rodríguez for her wisdom, charisma, and her unmeasurable support and guidance for the realization of this study.

I thank my kind teacher Elba Consuelo León for her tenderness and her precious hand in the process.

I thank my fellow students for their teachings, joy, and patience.

I thank my beloved honey for her sweet love.

I thank my little best friend for her unconditional company.
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One important concern found in tenth graders at a public girl school in Bogotá called Liceo Femenino Mercedes Nariño was the insufficient self-regulation for English Reading Comprehension (i.e. a strategic cognition to construct coherent meaning from written signs). The insufficiency of this ability generates academic and social difficulties.

For that reason, the teacher-researcher of this study intervened in the problematic situation through a Mixed Research Approach of a pre-experimental research design (Pre-Test—Intervention—Post-Test) and the use of Empirical methods (e.g. interview, field notes, questionnaires) applied on an experimental and a control groups of tenth graders. The objective was to foster students’ self-regulated learning through the Goal Setting strategy for English reading comprehension. The conclusion was that when the population implemented the Goal Setting strategy they became more aware of using self-regulatory strategies for facing English texts, and so their English reading performance improved.

Key concepts: Self-Regulated Learning, Goal Setting, Reading Comprehension, Learner’s Autonomy.
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INTRODUCTION

Since ancient times humans have searched for autonomy and independence by means of generating self-regulated machines, systems, and learners. (e.g. Ávila, 1991). Self-regulation in learning or self-regulated learning (SRL) refers to the management and control that the individual exercises on her psychological processes or mental activities (e.g. thoughts, feelings, monitoring, evaluation) through the implementation of correlated strategies (e.g. planning, questioning, focusing, assessing, correcting) in order to achieve the learning goals (Rojas-Drummond et al., 1992; Norman & Lincoln, 1994; Oxford, 2011).

SRL is seen, thus, as a prominent characteristic of a critical thinker who constantly monitors and revises what is being done (Chamot, et al., 1999), which enables the learner to participate actively in her own learning process by, for instance, constructing and assessing the methodology to achieve the goals (Reid, Trout, & Schartz, 2005), comprising a large exercise of personal autonomy.

For an organized and effective SRL process, the individuals should start by the implementation of the Goal Setting strategy (GS). This strategy consists of setting the goals (standards or objectives) aimed to be achieved. A goal directs and motivates the learners to persist on the meeting of task demands and task achievement (Locke and Latham, 2006; and Schunk, 2012). In this manner, the GS can be functional in a wide spectrum of learning abilities such as the reading comprehension.
According to the National Center for Education Statistics\(^1\), “\textit{individuals who experience difficulties reading and understanding information presented to them tend to suffer from problems in school, in the workplace, and in their communities}”. For that reason, Sánchez, García and González (as cited in Sánchez (coord.), 2010), propose that readers and educators need to construct and execute self-regulatory strategies to meet the reading concerns.

For this purpose, various researchers around the world have carried out studies to undertake reading concerns by the implementation of self-regulatory strategies. Acle and Salvador (2005), for example, made use of a plan with fifth grade Mexican students. The plan consisted of expressing aloud thoughts and reflections before, during, and after the reading of texts in Spanish. Through the implementation of the plan, the researchers observed that the participants of their study executed a number of self-regulatory behaviors when reading that were organized in the following categories: Volition, Planning, Expectations, Previous Knowledge, Strategy Applied, Action Proposal, and Verification.

Vega et al. (2014) carried out a research with 54 sixth grade Mexican students who presented insufficiency in basic reading competencies. The researchers demonstrated that when learners were trained with three specific regulatory strategies for text comprehension: Organizational Patterns, Graphic Organizers, and Summaries, the students’ reading comprehension enhanced. In the same manner, it was determined that the mentioned strategies can be transferred to different kind of texts and areas in school. The findings were achieved by following five steps: (a)

\(^1\) As quoted by Broek, P., White, M., Kendeou, P. & Carlson, S., 2009.
explaining the strategies, (b) reflecting on the importance of the strategies, (c) modeling how to use the strategies, (d) noticing when and where to use the strategies, and (e) evaluating strategies' effectiveness.

Suárez and Fernández (2011) implemented a study in Spain with 5,255 students of 3rd and 4th grades of elementary school, and of 1st and 2nd grades of secondary school. Through the study the researchers confirmed that the factor of motivation is fundamental and can be used habitually to exercise students' self-regulatory behaviors, because when students are aware of the importance of self-regulation and the use of strategies, they become more active and engaged in their learning activity, and obtain an improvement in their academic practices.

Spörer and Schünemann (2014) applied a study in Germany with 534 fifth grade students by which the researchers found that when students were exposed to reciprocal teaching plus self-regulatory procedures the students enhanced their reading skills and so they had a better text comprehension in first language. By the exercise of self-regulated behaviors while performing a task, the students were motivated and engaged in their learning processes, because they sensed that their practices and academic results were changing positively. And so, the researchers recommended that the teachers should promote students' self-regulatory strategies, e.g. planning, monitoring, or self-evaluation, aimed to generate learners' awareness and involvement in the way they reach their own goals, hopefully different from obtaining high scores.

Castillo and Jiménez (2014) conducted a research with six ninth grade students in a small rural agricultural public school in Colombia with the purpose of helping the
students to be updated and in contact with worldwide knowledge written in English related to culture, agriculture, economics, politics, or tourism. The authors reported that after having trained students with three self-regulatory reading strategies together (scanning, skimming, and making predictions) the learners enhanced their autonomy, responsibility, awareness of reading progression, motivation, and reading skills.

In this view, various experiences have demonstrated that the implementation of SRL strategies for the reading activities might bring about positive changes in learners’ reading performance and personal autonomy, which is the object of the present study carried out at Liceo Femenino Mercedes Nariño School (LIFEMENA).

LIFEMENA’s *Proyecto Educativo Institucional* (PEI)\(^2\) called “*Liceísta, reflexiva y autónoma, transformadora de contextos*”\(^3\), refers copiously to autonomy as one of its four fundamental values (p. 8). It proclaims that the school seeks for the development of students’ attitudes and capabilities so that they become *autonomous*, responsible, and libertarian, among other qualities (pp. 12-13). Similarly, the PEI’s *Formative Competency* states that the school propends for the learners’ awakening and growth of their autonomy and proactivity (p. 19). Besides, the school’s educative actions are aimed to strengthen students’ processes for the thinking development so that they can think in creative, critical, autonomous, and reflexive manners (p. 22).

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\(^2\) In English: Institutional Educational Project. The PEI can be seen at: https://view.joomag.com/mi-primera-revista/M0113197001490049549

\(^3\) In English: Reflective and autonomous student who transforms her contexts.
Along with this, LIFEMENA’s PEI indicates that the school’s teaching practices are based on the exercise of identity, respect, solidarity, honesty, and autonomy (p. 8). In accordance with this, the mission of the school points to propitiate the holistic formation of women by promoting the aforementioned values, directed to generate the construction of students’ project of life for the transformation of their contexts and the enjoyment of a plentiful happy life (p. 7).

The school’s PEI also proclaims that its way of education points toward the students’ excellent domain of the necessary knowledge for the management of the foreign languages, English and French (p. 7). In that prospect, in the year 2011 an institutional program called Media Fortalecida (MF) was established as the school’s academic emphasis for the fortification of English and French as foreign languages4 in tenth and eleventh grade students. The MF is aligned with the Ministry of National Education’s program for bilingualism5.

However, despite the intense school’s longing for generating learners’ competency in English, from kinder-garden to the students’ “immersion” into the MF, LIFEMENENA students display insufficiency in activities and evaluations that entails English reading comprehension.

To exemplify the previously mentioned concern, in the English section included in SABER examinations (Appendix A) of the year 2014, 34% of eleventh grade

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4 Resolution N° 2953, 2011.
5 The program can be seen at: http://www.mineducacion.gov.co/1621/articles-132560_recurso_pdf_programa_nacional_bilinguismo.pdf or http://www.colombiaaprende.edu.co/html/productos/1685/article-158720.html
students scored less than 45 out of 100 points that corresponds to a low level of English proficiency. In SABER 2015, 72% of the students ranked in the lowest levels of English proficiency, A- and A1; and 11% of the students were classified in B1 and B+, which is considerable lower than the 15.6% of the average of the schools in Bogotá. In SABER 2016, 43% of the students were placed in A- and A1 levels, and less students (-0.2%) ranked in B+ compared to SABER 2015 (the systematization in Appendix B).

Similarly, in English reading tests applied in class to tenth grade students during the year 2016 and early 2017, the students' reading scores unveiled insufficiency in reading comprehension. As a manner of example, a short reading comprehension test “International Women’s Day”⁶ (Appendix C) was applied in class to 40 tenth grade students, where only 10 students reached satisfactory levels of performance⁷ (i.e. four or five items answered correctly out of five questions).

Above and beyond the reading concern, three observations recorded in field notes formats (Appendix D) from a group of 40 students of tenth grade where considered in which it was possible to identify particular students' behaviors. Although some students displayed self-regulation (e.g. asking for help, exchanging ideas, or self-judgment) some others denoted insufficiency in self-regulatory behaviors for learning such as self-efficacy, self-monitoring, and self-reaction⁸. Some of the interpretations from the observations suggested that six students have low self-esteem regarding

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⁶ Adapted from Wallwork, 1999.
⁷ The levels of performance for the reading comprehension tests determined for the present study are shown in Table 3 in this document (page 59).
⁸ Categories for SRL based on Bandura’s (1994), Oxford’s (2011), and Schunk’s (2012) dissertations.
English learning, which leads them into apathy or frustration with their activities (e.g. Bandura, 1994). Twelve students rarely revised what they were doing when working on English assignments. And, five students showed difficulty to assume an appropriate reaction to failures or problems during reading-focused activities.

In addition to the students’ scores and the observed behaviors, a semi-structured interview (Appendix E) was applied to ten tenth grade students selected randomly, to collect more information about their self-regulatory behaviors when facing English texts. The outcomes of their answers let me interpret that: only one of the participants arranges moments to read texts in English apart from the articles, books, or passages proposed at school; none of the participants admitted planning explicitly how to approach the readings; three participants said that they dedicate time to inspect their reading comprehension during the procedure; nine participants do not think explicitly about utilizing any strategy when attempting to comprehend texts in English; six participants are not willing to self-assess their reading activity; and, seven students manifested that they do not take specific actions on unsatisfactory results from reading assignments.9 In short, the interpretation of the participants’ answers denoted a lack or insufficiency of self-regulatory reading behaviors.

With all the mentioned concerns in mind, the teacher-researcher of the present study, who works as a teacher of English in the MF program, wanted to intervene in the situation following a mixed research approach that consisted of a quantitative systematic process to obtain information from numerical data through instruments

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9 A supplementary description of the interview is presented in Analysis of the Preliminary Phase in the subsection 2.5 Data Analysis in this document (page 60-63).
such as an inventory and the scores of the reading tests (e.g. Burns & Grove, 2005), and a qualitative approach to make flexible analyses from the interaction with the population in the school context by using empirical qualitative methods for data collection (e.g. an interview, field notes, and questionnaires) (Larsen-Freeman & Long, 2014).

The study was executed by carrying out a pre-experimental design to establish a relationship among a Pre-Test of students’ reading comprehension proficiency and their awareness and frequency of use of reading strategies; an Intervention with the implementation of a self-regulatory strategy; and a Post-Test after the intervention (based on Cohen, Manion & Morrison, 2007; Larsen-Freeman & Long, 2014). The structure of the research procedures can be seen in the tables 1 and 2 in this document (pages 47-48).

The diagnosis made possible to establish the **Scientific Problem** as the insufficiency of self-regulation for English reading comprehension in tenth grade students. Therefore, a **Research Question** arose: What is the average of students’ success in English reading comprehension with the systematic use of a SRL strategy? The **Object of Study** was self-regulated learning and reading comprehension, and the **General Objective** was to foster students’ self-regulated learning through the Goal Setting strategy for English reading comprehension. The **Field of Action** was self-regulated learning related to English reading comprehension in tenth graders.
The specific objectives for the research were: (A) To diagnose students’ reading comprehension proficiency and self-regulated behaviors. (B) To organize the theoretical support concerning self-regulated learning and reading comprehension. (C) To implement the Goal Setting strategy for English reading comprehension. (D) To analyze and report the results.

For the completion of the study a selection of theoretical methods were used: the *Logical Historical Method* to explore and select background information for the research; *Thematic Analysis/Synthesis* to identify important or recurrent themes; the *Modeling Method* to design and implement activities; the *Inductive-Deductive Method* to evidence the reliability and precision of the techniques used for reaching the goals of this study.

To collect the data, a number of instruments were also necessary: *questionnaires*, to scrutinize student’s self-regulatory behaviors when reading, and to obtain student’s opinions on the reading activities; *reading tests*, to examine students’ English reading proficiency; an *interview*, to elicit qualitative information about students’ English reading strategies, and self-regulatory behaviors; *field notes*, to record spontaneous data about students’ behaviors and activities into the English classes; and, *students’ educational artifacts* to evidence student’s creations.

For the Pre-Test an English reading test was applied, the TEST-1 (Appendix F), to 36 students of the population of the study\(^\text{10}\). The results of the TEST-1 showed that three students (8.33%) ranked in the “Very Satisfactory” level of performance of

\(^{10}\) i.e. 40 tenth grade students of the group 10-C.
reading comprehension. Six students (16.6%) ranked in the “Satisfactory” level. And, 27 students (74%) ranked in the “Basic” and “Insufficient” levels.

Additionally, 36 students of the population replied to thirty items of my adaptation of the Metacognitive Awareness of Reading Strategies Inventory (MARSI) (Mokhtari & Reichard, 2002) (Appendix G) to inform the awareness and frequency of reading strategies usage. The results of the MARSI in the Pre-Test (MARSI-1), displayed the following averages out of 5 points of strategies grouped in three categories: 3.34 Global strategies, 3.04 Problem-solving strategies, and 3.09 Support strategies. The average of all categories together was 3.15, which, according to the parameters of the MARSI, corresponds to a Medium (or moderate) awareness and frequency of reading strategies usage.

The TEST-1 was also applied to 38 students of the control group, and the results showed that 30 students (75.28%) were ranked in “Basic” and “Insufficient” levels of reading performance. Besides, the MARSI-1 was also applied to 39 students of the control group, which exhibited an average of 3.09, which means Medium awareness and frequency of reading strategies usage.

The intervention to approach the scientific problem was the implementation of a self-regulatory strategy called the Goal Setting. This strategy was applied by the population on various reading-focused activities during seven sessions in the classroom. The students were asked in various occasions to set their own goals because, according to Schunk (2012), setting our own goals enhances motivation, expectancy, self-efficacy, learning, and goal commitment.
The control group did the same reading-focused activities but without the implementation of the GS.

For the Post-Test, 37 students of the population were tested with a reading test, TEST-2 (Appendix H). This test was designed very similarly to the TEST-1, applied in alike environmental and time conditions. As a result, 21 students of the population (63.63%) ranked in the “Very Satisfactory” level of reading performance; and, one student (3.03%) ranked in the “Insufficient” level. The contrast between the TEST-1 and the TEST-2 exhibited an increase of 55.3% of students ranking in the “Very Satisfactory” level; an increase of 1.51% of students located in the “Satisfactory” level, a decrease of 29.02% of students placed in the “Basic” level, and a decrease of 24.4% of learners situated in the “Insufficient” level.

Besides, the same MARSI was applied to 38 students of the population in the Post-Test (MARSI-2). The results of the MARSI-2 presented a slightly but important increase in the averages of awareness and frequency of reading strategies usage with respect to the MARSI-1: Global strategies increased 0.58, Problem-Solving strategies increased 0.76, and Support strategies increased 0.63. The general average of the MARSI-2 increased 0.66%, reaching the High level.

In the same manner, 38 students of the control group were tested with the TEST-2. The contrast between the TEST-1 and the TEST-2 for the control group showed an increase in the “Very Satisfactory” level of 20.5%, an increase in the “Satisfactory” level of 10.3%, a decrease in the “Basic” level of 18%, and a decrease in the “Insufficient” level of 15.38%.
The contrast between the MARSI-1 and the MARSI-2 of the control group did not show significant differences.

As a conclusion, the implementation of the Goal Setting strategy fostered the population to adopt regulatory behaviors and strategies when facing texts written in English, by which they enhanced their reading performance and their awareness and frequency of reading strategies usage.

The GS strategy is a starting point for developing self-regulated learning because it nurtures other self-regulatory strategies such as self-efficacy, self-monitoring, and self-reaction. Thus, the GS should be initiated since early ages to adopt the strategies so that they turn into skills.

Teachers should consider fostering self-regulatory strategies in their students, in all the academic areas. Still, there should be a specific academic area included in the school’s curriculum regarding self-regulated learning to facilitate students their processes for learning, so that they become self-regulated and autonomous learners.

To be acquainted with the whole process of the present study, in the first chapter it is presented the theory to carry out the research. In the second chapter, it is presented the methodology that was followed for the completion of the study. Finally, the conclusions and the limitations of the study.
1. THEORETICAL FRAMEWORK

“(…) [T]he goal of teaching should be to develop fully self-regulated readers who are skilled and strategic.” (Pressley, as cited in Westwood, 2001). In this chapter the fundamental information of the three main topics for the study is presented: Self-Regulated Learning, Learner’s Autonomy, and Reading Comprehension.

1.1. Self-Regulated Learning


The notion of self-regulation comes from ancient thinkers, such as Aristotle and Hippocrates, who considered a way to liberate humanity from the hard work, creating automatic machines that function in a self-regulated manner. Centuries later, the idea of self-regulation started to be applied to systems so that they could function autonomously and independently. From late 1960’s, the self-regulation concept was introduced into the clinical and the psychology contexts, and then into the field of education (Ávila, 1991; Pedreros, 1999; Schunk, 2012). Like this, the self-regulation idea started as a human’s hope for making “things” act on their own, and now it is also a hope for making humans direct themselves.

Self-regulation in learning or self-regulated learning (SRL) refers to the learner’s systematic efforts for the management and control of her psychological and behavioral processes and activities (e.g. thoughts, feelings, actions) oriented to the solution of problems, or the achievement of goals (Rojas-Drummond et al., 1992; Zimmerman as cited by Schunk, 2002). This type of self-control is overtaken largely through the exercise of [meta]strategies such as questioning, confirming, validating,
or correcting our skills during the learning course to assure the achievement of goals. The self-regulatory strategies are often combined into strategy chains\(^{11}\) that can be transferred to other situations (Norman & Lincoln, 1994; Oxford, 2011).

For instance, in the teaching-learning process of EFL, the teacher may well teach a number of self-regulatory strategies so that students can “focus, plan, obtain resources, organize, coordinate, monitor, and evaluate the construction of L2 [or EFL] knowledge” (Oxford, 2011 p. 44), which involves four elements of consciousness: awareness, attention, intention, and effort. (Smith as cited in Oxford, 2011).

To be acquainted with the processes for self-regulation, I want to depict Schunk and Ertmer’s (as cited in Oxford, 2011) model of SRL that might be implemented in the order presented here as follows:

Setting goals; focusing on instruction; using effective strategies to organize, code, and rehearse information to be remembered; establishing a productive environment; using resources effectively; monitoring performance; managing time effectively; seeking assistance when needed; holding self-efficacy feelings, among others.

\(^{11}\) Or strategy-tactic chains, defined as “(...) a set of organized, sequential or interlocking strategies” (Oxford as cited in Oxford, 2011 p. 34), [...] “manifested in a given situation by specific tactics.” (Oxford, 2011 p. 34)
Also, I want to take into consideration Oxford’s (2011) model of SRL task-phases, which she called the Strategic Self-Regulation\(^{12}\), adapted here in the following manner:

A) Strategic forethought: the learner pays attention to the demands of the task, sets goals, plans how to address them, and activates existing knowledge.

B) Strategic performance: the learner implements the plan; monitors how well the plan is working, and decides whether to continue the task as it is going, stop entirely, or make changes in the approach to the task.

C) Strategic reflection and evaluation: includes making judgements of value about outcomes, effectiveness of strategies, and self (e.g. self-efficacy).

The models I have depicted above could serve as guidelines to make a more thorough process of SRL when it is desired.

Aligned with the above two authors, I consider relevant to describe De La Fuente’s (1999) list of the determining aspects for the self-regulation development, which might be eventually used to identify if the self-regulation plan is certainly taking place. These determiners are shown here with a slightly adaptation:

- Personal determiners:
  - The perceptions of individual’s self-efficacy: self-concept of the personal capacities.

\(^{12}\) Defined as <<“(...) ways of tackling the learning task at hand and managing the self in overseeing the learning process ... under the constraints of the learning situation and learning context for the purpose of learning success”. >> (Gu, 2010 as cited in Oxford, 2012 p. 13).
- The knowledge about reality: the rules, their execution, and the reasons to justify them.
- Metacognitive processes: the capacity of reflection.
- The awareness of personal goals: guides of behavior, self-set goals.
- The affective conditions.

- Conduction determiners:
  - Self-observation: systematic observation of the personal way of acting.
  - Self-judgment or self-evaluation.
  - Self-reaction: emotional experiences about the individual.

- Contextual determiners:
  - The models the person is exposed to.
  - The rhetorical aspect of others (religion, politics, etc.).
  - The environment’s structure, or the context of behavior.

For the purpose of the present research, I decided to implement one aspect or step for self-regulated learning, the Goal Setting, because, based on the dissertations of a number of researchers, this strategy can be executed as a starting point to encourage a fitting self-regulation process for reading comprehension, and so probably being able to complement it with other self-regulatory strategies.
1.1.2. The Goal Setting Strategy.

The Goal Setting strategy (GS) is claimed to be the first and the essential step for an effective self-regulated learning (e.g. Schunk, 2012; Locke & Latham, 2006).

This strategy consists in setting the goals aimed to be achieved. A goal refers to quantity, quality or rate of performance. It reflects the individual’s purpose to reach an objective, modifying the goal itself if necessary. The goal directs the learners’ attention toward the behaviors to be performed, toward the selection of the task-appropriate strategies for effectiveness, toward the acquisition of knowledge and skills, and toward the potential outcomes. It also motivates students to exercise the necessary efforts to persist on the meeting of task demands and task achievement. (Bandura and Schunk as cited in Schunk, 2001; Locke & Latham, 2006; Bandura, Kanfer & Kanfer and Zimmerman as cited in Schunk, 2012; Schunk 2012).

The GS implicates establishing a standard or objective mediated by choice, effort, persistence, and tactic. While working on a task, the individual compares her current performances with the goals. A perceived inconsistency between current performance and the goal could generate frustration, but this fact in turn could enhance effort (Latham & Locke, 2007; Schunk, 2012).

According to Locke and Latham (2006) and Schunk (2012), for the enhancement of motivation, expectancy, self-efficacy, learning, and goal commitment (crucial for performance and goal attainment), students must set their own goals, and they should be set with the following qualities:
• Specificity: Goals should incorporate specific standards for boosting task performance and for promoting self-efficacy through an easier evaluation of progress toward an explicit goal. The more specific the goals, the higher level of task performance (Locke & Latham, 2006; Schunk, 2012).

• Proximity. Goals should be short-termed so that they can be achieved quicker. If so, it might generate greater motivation toward achievements (Schunk, 2012).

• Difficulty. The amount of effort and proficiency, assessed against a standard required to achieve the goals (Locke & Latham as cited in Schunk, 2012). According to Schunk (2012), difficult goals tend to enhance motivation and effort.

Similarly, Norquest (as cited in Oxford, 2011), suggests SMART as a formula to take into consideration when setting a goal: Specific, Measurable, Attainable, Realistic, and Timely. As said by Schunk (2012), goals elaborated under these characteristics are more likely to be reached, which encourages individuals to set new ones.

Setting a goal, for me, might serve as a channel or mechanism that forges ahead other self-regulatory strategies for the attainment of goals (even the goal of self-setting goals.)

1.1.3. Other Strategies for Self-Regulation.

A number of researchers have identified other complementary strategies for a broader self-regulatory process, for example:

Self-monitoring:
It refers to the deliberate inspection of our behavior, e.g. the recording of behavior’s frequency or intensity (Graham & Harris as cited by González, 2001; Mace as cited in Schunk, 2012). The use of this strategy “makes students aware of existing behaviors and assists them in evaluating and improving those behaviors.” (Schunk, 2012 p. 402). However, Oxford (1990) advises against this strategy because an overuse of this cold make the individuals excessively self-conscious of their performance.

We can infer that for effectiveness in the GS, the individual intrinsically requires to self-monitor the goal he/she has set in order to achieve it or to change it.

Self-evaluation:

The self-evaluation practice refers to the cognitive comparison of the individual’s real level of actuation with a pre-established goal or criterion. It comprises self-judgments of performance that may be affected by three factors: the type of the established criteria, the social comparison, or the significance given to the activity. (Bandura, Schunk & Zimmerman as cited in González, 2001; Schunk, 2012).

I would recommend that both learners and teachers (and exchanged roles) evaluate themselves during the teaching-learning process for taking wise decisions that assure success.

Self-reaction:

Self-reaction is the response to the judgments of the self-acting, where established goals and criteria regulate the direction of actuation. (Bandura, Schunk & Zimmerman as cited in González, 2001). In words of Bandura (as cited in Schunk, 2012) “self-reactions to goal progress motivate behavior”.

Zimmerman (1989) distinguishes three sorts of self-reactions:

- Subjective, in which the student tries to strengthen her personal processes of learning.
- Behavioral, which aims to optimize her specific learning responses.
- Environmental, with which the student pretends to improve her context of learning.

Along these lines, I can remark that the self-regulation process involves a great number of strategies over strategies (say, metastrategies and megastrategies) that nurtures one another like a multi-spiral.

1.2. Learner’s Autonomy

The self-regulatory behaviors influence directly the fortification of learner’s autonomy, a major interest of education. In words of Wenden (as cited in Benson & Roller, 1997) successful, expert, or intelligent learners have learned how to learn; they have acquired the learning strategies, the knowledge about learning, and the attitudes that enable them to use these skills and knowledge confidently, flexibly, appropriately, and independently, therefore they are autonomous.

Autonomy in learning refers to “the situation in which the learner is totally responsible for all the decisions concerned with her learning, and the implementation of these decisions.” (Dickinson, 1987). Like so, an autonomous learner is an individual capable to think critically, take decisions freely, and self-govern.\(^{13}\)

In regards to the objective of the ongoing study, I want to take into consideration a list of ingredients for autonomy provided by Zoltán (2001), which I consider might in turn exercise students’ self-regulated learning. I have arranged them here as follows:

- **Increase learner’s involvement in organizing the learning procedure:**
  Teacher and learner must share responsibility about the learning processes, for instance by:
  
  ✓ Allowing learner’s choices about as many aspects of the learning development as possible.
  
  ✓ Giving students position of genuine authority.
  
  ✓ Encouraging students’ contributions and peer teaching.
  
  ✓ Encouraging students in project work.
  
  ✓ Allowing learners to use self-assessment procedures.

- **A change in the teacher’s role.** The teacher must change her traditional way of teaching to turn into a *facilitator* who guides students to “discover and create their own meanings about the world”. To make clearer this idea, Heron (as cited in Zoltán, 2001) suggests three different modes of facilitation:
  
  - Hierarchical. Facilitators take complete responsibility for the group and make the most important decisions.
  
  - Cooperative. Facilitators share responsibility with the whole group and encourage students to be more independent.
  
  - Autonomous. Facilitators allow students to be responsible for themselves and encourage them to make their own decisions.
In short, I support the idea that a self-regulated learner is an autonomous individual who reflects and acts upon her own psychological processes and abilities for learning.

1.3. Reading Comprehension

1.3.1. Definition of reading comprehension.

Reading has been defined as “the process of receiving and interpreting information encoded in language form via the medium of print.” (Urquhart & Weir, 1998, p. 22). Also, as “the ability to draw meaning from the printed page and interpret this information appropriately.” (Grabe & Stoller, 2011, p. 3). Alternatively, as “the way of interpreting signs from the environment, and transforming them into useful information” (Rhó, 2008, p. 170). The definitions or reading point at stating that its main goal and its focus is comprehension (e.g. Wallace, 1992; Westwood, 2004; Cassany, 2006), which results from “an interaction between word identification, prior knowledge and the effective use of cognitive strategies.” (Lyon as cited in Westwood, 2001). From these definitions I underwrite that reading comprehension is a strategic cognition to construct coherent meaning from written signs.

The activity of reading is fundamental for several human’s activities such as surviving (e.g. ‘a stop sign’); learning; pleasure; searching for information; integrating information; analyzing texts; and, communicating texts. (Solé, 1992, pp. 80–86; Wallace, 1992, pp. 6-7; Grabe & Stoller, 2011, p. 6).

The above reading purposes depend on the reader’s development of her reading quality, which have been arranged by researchers in the following four different levels:
1. Literal: the reader understands basic facts.

2. Inferential: the reader is able to go beyond what is written and add meaning or draw conclusions.

3. Critical: the reader assesses the good sense, clarity, accuracy, and any bias of what is written. And,

4. Creative: the reader can take information or ideas from what is read, and develop new ideas from them. (Smith as cited in Westwood, 2001).

The aforementioned reading comprehension levels are subject to the individual's reading abilities, i.e. skills or strategies, which, in my opinion, are diverse and dissimilar but still interrelated. Therefore, I am taking into consideration numerous abilities that the students use or might use in their efforts for understanding texts.

1.3.2. Abilities for reading comprehension.

For Grabe and Stoller (2011), the main difference between skills and strategies are that skills are relatively automatic abilities in their use and in their combinations for the linguistic processing, whereas strategies are a set of abilities under conscious control. Likewise, for Williams and Moran (as cited in Urquhart & Weir, 1998), a skill is an ability which has been automatized and operates mainly subconsciously, while a strategy is a conscious practice to solve a problem (p. 98).

For Paris et al. (as cited in Grabe & Stoller, 2011) the same actions could be either a skill or a strategy, depending on the reader's awareness, control, intention, and the specific reading situation. For Oxford (2011), when the strategy has become an
unconscious habit, automatized through extensive practice, this action transforms into a skill.

In any case, since there is no consensus of meaning or delimitation between skills and strategies, I am going to refer to both (whether unconscious or conscious abilities) indistinctively for the reading comprehension purposes of this study. In this manner, I have gathered from various researchers the most concurrent abilities for a reading comprehension process, presented here as follows:

Specify a purpose - Plan what to do - Read the title and draw inferences - Examine the illustration - Pose questions about the text - Make predictions - Preview the text. Skim - Pay attention to text structure - Refer to the side gloss - Recognize the writer’s technique - Identify the writer's purpose, attitude, tone and mood - Adjust reading rate - Make inferences - Connect text to background knowledge - Generate visual images when reading - Self-question while reading - Find answers to posed questions - Self-monitor cognition - Use discourse markers to see relationships - Circle back to bring to mind previous context - Connect one part of the text to another - Identify the grammatical function of an unfamiliar word before guessing its meaning - Skip unfamiliar words and guess their meaning from context - Use knowledge of the world to decode unfamiliar words - Recognize cognates - Skip words that may add little to total meaning - Keep the meaning of a passage in mind while reading and use it to predict meaning - Mentally identify and summarize the main points of the text in a key paragraph - Infer and evaluate what is read - Check predictions - Self-correct to restore meaning - Test comprehension -
Identify difficulties - Take steps to repair faulty comprehension - Be aware of and revise the strategies being used - Reread - Judge how well purposes for reading were met - Reflect on what has been learned from the text - Critique the text - Critique the author (Alderson & Urquhart, 1984; Davis as cited in Alderson, 2000; Grabe as cited in Alderson, 2000; Rubin as cited in Alderson, 2000; Westwood, 2001; Jiménez, 2000; Grabe & Stoller, 2011).

The aforesaid abilities for reading comprehension might be implemented in the sequence that I presented, maybe with a partition into various sessions, depending on the need and the time destined to work on each one.

1.3.2.1. Reading operations as abilities for reading comprehension.

In addition to the above-mentioned reading strategies, Urquhart and Weir (1998) propose the following operations that can also be treated as abilities (or strategies) for reading comprehension. They were put in short as follows:

- Skimming: Reading for gist, avoiding anything that looks like detail.
- Search reading: locating information on predetermined topics.
- Scanning: reading selectively, to achieve very specific details.
- Careful reading: associated with reading to learn.
- Browsing: goals are not well defined; parts of a text may be skipped fairly randomly (pp. 102-103).
1.3.2.2. **Text attack skills.**

More to the point, Nuttall (2005) proposes her model of *text attack skills* for text understanding that could be implemented as a complement of a study on reading comprehension strategies. Her model is shown here in a brief manner:

(A) Simplifying sentences: only the essentials remain. (B) Recognizing and interpreting cohesive devices: Pro-forms (e.g. it, our, this, then, one, so/not; or comparatives: smaller, same, additional, such, other, etc.); Elliptical expressions; Interpreting lexical cohesion: e.g. synonymy, hyponymy, metaphors. (C) Interpreting discourse markers: relationships between different parts of the discourse or between the writer and her message. (D) Recognizing functional value: signaled by a discourse marker or other means, where no explicit signal exists and the value therefore has to be inferred. Independent functions, even out of a context (e.g. defining, classifying, generalizing, naming, describing, reporting, speculating, predicting). Text-dependent functions (e.g. asserting, exemplifying, explaining, reinforcing, explicating, hypothesizing, commenting, and concluding). Interaction-dependent functions (the writer expects the reader to feel, think, or act as a result of having read.) (E) Recognizing text organization (e.g. paragraphs into texts, sentences into paragraphs or text diagrams.). (F) Recognizing presuppositions underlying the text such as the knowledge and experience of the reader, or the opinions, attitudes, emotions that the writer expects the reader to share, or at least to understand. (G) Recognizing implications and
making inferences. And, H. Prediction -this needs not be ‘successful’ to be useful-. (pp. 78-121).

For the effects of the present study, I only took into consideration some of the above text attack skills because the focus of my attention mainly goes on fostering self-regulation behaviors. The abilities for reading comprehension mentioned along this section could be worked on in a further study on this topic.

1.3.2.3. Comprehension monitoring strategy.

The comprehension monitoring strategy has been identified as a major reading strategy in skilled readers (e.g. Eason & Cutting, 2009; Grabe as cited in Grabe & Stoller, 2011) because, when the monitoring strategies occur, the reader has a reason for reading and is aware of it; recognizes the relevance of the text to reading goals; recognizes and attends to reading difficulties; reads carefully; rereads as appropriate; clarifies misunderstanding; organizes what has been read (Grabe, 2011; Eason & Cutting, 2009).

The monitoring strategy, as I referred to it in the SRL section (1.1.3.), is claimed to be a central component of the SRL process, and should take part in the procedures where strategies execution is required.

1.3.3. Cognitive processes when using strategies for reading comprehension.

According to Palicsar and Brown (as cited in Solé, 1992), when the reader uses strategies she exercises cognitive processes. I want to show them with a slightly adaptation as follows:
(a) Comprehending explicit and implicit purposes of the reading. (b) Activating and proportionating previous knowledge to the lecture. (c) Addressing the attention toward the essentials instead of toward the trivial things. (d) Assessing the internal consistency of the text content and its compatibility with previous knowledge and with “common sense”. (e) Checking continuously if comprehension is taking place by means of revising, recapitulating, and self-interrogation. (f) Elaborating and checking inferences of all sorts, such like interpretations, hypothesis, predictions, and conclusions.

These said cognitive processes, from my point of view, can also be referenced as other sort of strategies, like in a cyclical procedure, similarly to the self-regulatory strategies to be considered in a more exhaustive study related to strategies for learning.

1.3.4. Schemata.

The schemata is the organization and activation between the experiences and the associated knowledge in our minds as soon as the skill of prediction is activated when an individual reads (Nuttall, 2005). The schemata can be exercised through two approaches that complement each other, presented here as follows:

1. Top-down: interpreting assumptions and drawing inferences, bringing our prior knowledge and common sense to have a large perspective of the text.

2. bottom-up: the reader focuses on the text details. (Nuttall, 2005).
The theory of schemata, as I can notice, could be implemented as another way to work out the reading comprehension ability.

1.3.5. Other reading comprehension concerns.

There are other relevant requirements for a successful reading comprehension that I want to take into consideration.

Firstly, possessing high levels of declarative knowledge, i.e. how readers make use of the amount of knowledge they have (Rayner & Slattery, 2009). To accomplish this, it is important that readers activate fast and automatic knowledge about the background, the subject/topic, the culture, and the target language, because “(...) without such processes, language comprehension would be slow and laborious.” (Alderson, 2000, pp. 45, 80).

Secondly, possessing a great amount of knowledge of the meaning of individual words (i.e. vocabulary) has been identified as a key factor for efficient reading comprehension. A lack of this matter, impedes our understanding (Nation, 2009). The reader can also construct some meaning from the text even if many of the words are unknown for her, in turn, this constructed meaning provides an emerging context that helps the individual construe possible meanings to some of the individual words (Nation, 2009). When the reader is able to comprehend a text efficiently she is motivated to read more; thus, she has the possibility to enhance even more her vocabulary (Joshi as cited in Priya & Wagner, 2009). Nonetheless, researchers have shown that only 5 to 15 out of 100 unfamiliar words would be learned straightforwardly in the attempt (Rayner & Slattery, 2009).
Thirdly, for effectiveness throughout the strategic efforts for reading comprehension, the learner needs *rhetorical competence*, and a proper *working memory* (Sánchez (coord.), 2010).

In addition to the said aspects, I agree with Nuttall (2005) who proposes that the students might adopt reciprocal roles in the teaching-learning practice by taking an active part in learning; taking risks of committing mistakes; and, learning not to cheat herself.

From my point of view, learning to read is learning to give oneself enormous advantages in life because through the reading comprehension ability the individual enhances her/his criteria, critical thinking, self-regulation, and autonomy, and so she/he is able to express her/himself appropriately.

To show in brief the efficient reading activity, I take into consideration Nuttall’s (2005) summary chart, reproduced here in the following figure.
Everything considered from the theory exposed above, I realize that the abilities for reading comprehension might also work as (or nurture) self-regulation due to the execution of strategies directed to foster thinking and learning, which reinforces the nature of the ongoing research implementation.

1.3.6. The text.

Another crucial worry when working on nurturing the reading skill is the texts that the teachers use in their practices. This is why I bear in mind some recommendations I agree with for choosing fitting material to carry out the reading procedures.

For Westwood (2001), ideal texts to exercise the reading activities “(…) are those with predictable language patterns, some degree of repetition of words within the story and a limited amount of print on each page.” (p. 53).
For Cortés (as cited in Garcés & Hearn, 2003) the texts should be selected according to the following criteria: Suitable to the age of the readers; in consonance with the learners’ experience; useful; attractive; with an appropriate extension; with a seemingly style; with reasonable lexical extension; adequate morphosyntactic difficulty; contextualized; illustrated to reinforce meaning; appropriate to connect with other skills.

In a like manner, I consider applicable Nuttall’s (2005) formula (SAVE) for choosing pertinent texts in the reading procedures:

**Short.** The length of the book must not be intimidating.

**Appealing.** The book must look attractive.

**Varied.** There must be a wide choice suiting the various needs.

**Easy.** Improvement comes from reading a lot of easy material (p. 131).

In accordance with the information provided in regards to the text, I take for granted that in the execution of a plan focused on developing the reading ability the texts should be a source of enjoyment more than a cause of apathy toward the reading activity.

**1.3.7. Teaching and Assessing Reading comprehension.**

Given that “children do not learn to read by osmosis” (Lyon as cited in Westwood, 2001), in this section I want to depict some researchers’ recommendations to teach and assess the efforts in the reading activity, which I would take into consideration
for not only for the execution of this study but any reading-focused teaching practice as well.

1.3.7.1. Recommendations for teaching to read.

For a proper procedure to cultivate the reading ability, I have collected some of the suggested roles that the teacher should assume in the class:

- Read a lot.
- Understand what reading involves and how language conveys meanings.
- Give pertinent information.
- Listen to students.
- Socialize reading experiences.
- Help students to enjoy and value reading.
- Show new books and talk a little about them.
- Choose suitable texts to be worked on.
- Devise effective tasks and activities.
- Prepare the students to undertake the tasks.
- Promote students to work productively and to their full potential by prompting, probing, modeling, clarifying.
- Find ways to check understanding.
- Read aloud, stopping the story at a tantalizing point, and helping students to speculate.
- Encourage students to make or do things arising from their reading.
- Encourage text-discussion to enable learners to interpret the text themselves.
- Promote discussion of the practical or ethical problems faced by people in the books.
- Provoke interaction with the text by constant self-interrogation and discussion between teacher and class and among students.
- Find out what the students can and cannot do, and work out a program to develop the skills they lack, so that they can adopt successful strategies for tackling texts.
- Push students to move to the next level.
- Monitor progress.
Equip students with techniques for approaching texts of various kinds, to be used for various purposes. (Trevor, 1996; Gibbons, 2002; Nuttall, 2005).

Similarly, I extracted from Nuttall (2005) the inquiries that the teacher should make her/himself when reflecting upon the context and the plans of the English reading instruction: (a) What sort of students are you teaching? (b) What is the students’ real level of competence in the target language? (c) Why do students want or need to read a text? (d) What would be an ideal program for the students? (p. 125).

Equally important, I have taken into account Nuttall´s (2005) guidance for the teacher when planning the reading program and the reading objectives (techniques). I exhibited them here as follows:

• Recognize the importance of defining the purpose for reading. • Read in different ways according to the purpose and the type of text. • Be aware, when necessary, that the reader has not understood the text and be able to locate the source of misunderstanding and tackle it. • Not worry if the reader does not understand every word, except when accuracy is important. • Use skimming when necessary to ensure the reader reads only what is relevant. • Make use of non-linear information (figures, titles, layout, etc.) to supplement the text and increase understanding. • Make use of word attack skills and the skills of interpreting syntax and cohesion, in order to establish the plain sense of the text. • Be aware that a sentence may have a different functional value in different contexts, and be able to identify the value. • Make use of rhetorical organization to help interpret a complex text. • Be aware that readers’ expectations influence their interpretation and recognize those occasions
when the writer’s assumptions differ from theirs. • Be aware that a writer does not express everything she means, and be able to make inferences as required to fill out the meaning. • Recognize that a good writer chooses her words carefully and would have meant something different if she had chosen A rather than B (pp. 125-126).

Furthermore, I come to an agreement with Urquhart and Weir (1998), who recall that, for a more adequate reading instruction, the teacher should specify as clearly as possible what she is attempting to test, teach, or research, so that her pupils understand the nature of reading, or, more precisely, the limits of their understanding.

With all the teaching-to-read recommendations provided above, I consider that any teacher should embrace some of them (if not all) so that the teacher her/himself be a model for her/his pupils in the reading processes, and so the instruction can be conveyed maybe more efficiently.

Beyond this, I bring to consideration Williams and Burden’s (as cited in Urquhart & Weir, 1998) suggestions for the teachers when implementing strategies for reading comprehension. I display them as follows:

• Assess strategy use. • Explain strategy by naming or telling how to use it, step by step. • Model strategy by: providing support while students practice, adjusting support to suit students’ needs, and phasing out support to encourage autonomous strategy use. • Develop motivation by providing
successful experiences; relating strategy use to improved performance. (pp. 181-182)

1.3.7.2. Recommendations for the reading assessment.

Consistent with all the course of action to foster the reading proficiency, a crucial point to determine if the reader is able to generate a coherent and accurate representation of the information (i.e. comprehension) is the assessment procedure, which, as said by Broek, White, Kendeou and Carlson (2009), can be useful to take actions for next academic plans and procedures.

For instance, I subscribe to Fordham et al. (1995 as cited in Alderson, 2000) who suggest some informal methods for assessment: (a) Talking with learners about the process. (b) Encouraging students to read aloud. (c) Miscue analysis. (d) Checking how far a reader gets in a passage during silent reading. (e) Cloze procedure or gap-filling exercises. (f) Paired reading. (g) “Real-life” situations. (h) Reading Diets. (i) Notes or other records leading to comparison over time (p. 259).

As well, I coincide with Scott and Windsor (as cited in Priya & Wagner, 2009) who recommend using narrative rather than expository texts for assessing reading comprehension, because, according to them, the former are easier to comprehend due to their more accessible content.

Finally, for an adequate design of English reading tests, I have come to an understanding with Grabe (as cited in Alderson, 2000) who recommends the following potential implications at the moment of designing English reading tests: (1) Reading might be tested within a content-focused aim: meaningful, interesting,
related to academic background, leisure interests, of intellectual level. (2) Students should read longer texts, and tasks should be easy, enjoyable, and doable in the time available. (3) The background knowledge should be recognized as influence for comprehension. (4) Tests should be open to the possibility of multiple interpretations. (5) Extensive reading should not be discouraged by the assessment procedures. (6) Timed readings, especially in computer based test settings, might provide useful diagnoses of developing automaticity. (7) Speed should not be measured without reference to comprehension (pp. 29-30).

Overall, to encourage students to participate with enthusiasm in the reading procedures, I am of the same mind with Mosenthal (as cited in Westwood 2001) who considers that “when readers are fully engaged in a task they are active participants and gain some degree of self-regulation and independence. Engagement of this type is known to increase learning.” (p. 54). Therefore, the tasks presented to them should be enjoyable and engaging so that students can develop their reading comprehension skill with ease and autonomy.
2. METHODOLOGICAL FRAMEWORK

This chapter includes the type of research and the methodological design, the context and the participants, the instruments for data collection, the research development, and the data analysis implied in this research.

2.1. Context and Participants

The present study was carried out in a public girl school named Liceo Femenino Mercedes Nariño, located in the 18th zone (Rafael Uribe Uribe) of Bogotá, Colombia. In Caracas Avenue with Primero De Mayo Avenue, close to Restrepo and Olaya neighborhoods. The majority of the students live in the southern part of the Capital city, and have varied life styles and plurality of likes and interests.

The school offers a program called Media Fortalecida (MF) whose objective is to reinforce English as a Foreign Language (EFL) in tenth and eleventh grade students. The MF consists of three English classes of 80 minutes each, with three different teachers. The classes are carried out in an extended shift once a week. For the MF, the students are distributed in four groups according to a placement diagnosis test applied at the beginning of the year. The groups are from A, the highest English proficiency shown, to D, the lowest. Each group comprises between forty and forty-three students.

The universe for the present study was 168 tenth grade students between 14 and 17 years of age. The population was the group 10-C with 40 students that served as well as the sample for the research analysis. Aside, a control group was taken into consideration in order to make comparisons between the two groups in the Pre-Test
and the Post-Test stages. The control group was 10-D that comprises 40 students. Both the experimental and the control groups were chosen randomly, nonetheless, the two groups had similar characteristics in terms of age and level of English performance exhibited in the placement diagnosis test.

2.2. Type of Research and Methodological Design

For developing the study, a mixed approach was followed, consisting of: a quantitative method that is defined as a “(…) formal, objective, systematic process in which numerical data is used to obtain information (…)” (Burns & Grove, 2005, p. 23). Thus, a pre-experimental design was applied with a one-group Pre-Test Post-Test design, attempting to “(…) establish a causal relationship between some treatment and some consequence” (Larsen-Freeman & Long, 2014). The intervention entailed the introduction and implementation of a self-regulatory strategy known as the Goal Setting.

The qualitative part of the study comes out through the implementation of Empirical methods; the teacher-researcher made flexible qualitative analyses and interpretations about the information and results obtained from the application of qualitative instruments for data collection (questionnaires, an interview and field notes), and from the interaction with the population into the particular school context (based on Bautista, 2011; Vasilachis, 2006).

The procedures for the pre-experimental design and the empirical methods implemented in this study are exposed briefly in Tables 1 and 2.
Table 1.

Structure of the Pre-experimental Procedures, Experimental and Control Groups

*(own source, 2018)*

<table>
<thead>
<tr>
<th>PRE-EXPERIMENTAL DESIGN</th>
<th>EXPERIMENTAL GROUP</th>
<th>INTERVENTION</th>
<th>POST-TEST</th>
</tr>
</thead>
<tbody>
<tr>
<td>PRE-TEST</td>
<td>Application of the MARSI-1.</td>
<td>Introduction to the GS and its exercise on the worksheet “Save the Forest”.</td>
<td>Application of the reading comprehension test, TEST-2, “The Struggle for Equality” after the intervention with the GS.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Exercise with reading strategies on the worksheet “Martin Luther King Jr.”.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Exercise with reading strategies on the reading-focused activity “Money”.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Implementation of the GS on the worksheet “A Whole New Universe”.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Implementation of the GS on the reading-focused activity “Buddha’s Birthday”.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Implementation of the GS on the worksheet “Maverick Sentences”.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Implementation of the GS on the worksheet “Living Responsibly”.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Implementation of the GS on a reading-focused activity “Proverbs”.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PRE-TEST</th>
<th>SESSIONS</th>
<th>POST-TEST</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Exercise with reading strategies on the worksheet “Indian Marriage”.</td>
<td>Application of the reading comprehension test, TEST-2, “The Struggle for Equality” without the intervention with the GS.</td>
</tr>
<tr>
<td></td>
<td>Exercise with reading strategies on the worksheet “Martin Luther King Jr.”.</td>
<td>Application of the MARSI-2.</td>
</tr>
<tr>
<td></td>
<td>Work on the worksheet “A Whole New Universe”.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Work on the reading-focused activity “Buddha’s Birthday”.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Work on a worksheet “Maverick Sentences”.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Work on a reading comprehension test “Living Responsibly”.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Work on a reading activity “Proverbs”.</td>
<td></td>
</tr>
</tbody>
</table>
Table 2.

*Structure of the Empirical Methods. Experimental and Control Groups (own source, 2018)*

<table>
<thead>
<tr>
<th>E M P I R I C A L M E T H O D S</th>
<th>INTERVENTION STAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>EXPERIMENTAL GROUP</strong></td>
<td>➢ Application of an open-ended questionnaire intended to elicit students’ opinions about a reading-focused lesson in order to reflect and plan next reading-focused sessions.</td>
</tr>
<tr>
<td></td>
<td>➢ Recording of field notes about students’ behaviors and activities.</td>
</tr>
<tr>
<td></td>
<td>➢ Collection of students’ artifacts about the application of strategies.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>C O N T R O L G R O U P</th>
<th>SESSIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>➢ No application of a questionnaire.</td>
</tr>
<tr>
<td></td>
<td>➢ No collection of students’ artifacts.</td>
</tr>
</tbody>
</table>
2.3. Instruments for Data Collection

The instruments employed to collect the data for the study were:

*Reading Tests*

These instruments are “short written or spoken examination[s] of a person’s proficiency or knowledge” (oxforddictionaries.com, 2017). Some of the tests employed in the research were: four tests adapted from the textbook *Reading Peak 3* (Wells & Lee, 2011). Their structure consists of a main passage and five multiple-choice reading comprehension questions (three literal and two inferential). The first question refers to figuring out the general topic of the passage. Questions 2, 3 and 4 can be found almost literally in the text, only with a slightly inference. Question 5 requires greater inference. The first test of this type (TEST-1) “A Dangerous delicacy” was used in the Pre-Test. The second test “A whole new Universe” (Appendix I) was used in the introduction of the GS. The third test “Living Responsibly” (Appendix J) was used as a follow-up of the GS. The fourth test (TEST-2) “The Struggle for Equality” was utilized as the Post-Test.

Also, other reading comprehension tests and worksheets with different structure were implemented: “International Women’s Day”, “Save the Forest”14 (Appendix K), “Martin Luther King Jr.”15 (Appendix L) “Indian Marriage”16 (Appendix M), “Money”17

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14 Adapted from Sacramento County Office of Education, 2013.
15 Adapted from 5minuteenglish.com, 2009.
16 Adapted from IELTS Buddy, n.d.
17 Adapted from Englishforeveryone.org, n.d.

Interview

An interview is an exchange of ideas, meanings, and feelings about the world and events expressed from the point of view of the respondents (Gaskel as cited in Bonilla-Castro & Rodriguez, 2005). The interview applied in this study was a semi-structured one, i.e. a guiding set of questions with additional on-the-spot queries to obtain more information or to clarify a concept.

Questionnaires

These instruments consist of a series of predetermined structured written questions aimed to obtain quantitative and qualitative data from respondents (e.g. Burns, 2010; Ong’anya & Ododa, 2009). For this study, it was implemented an inventory called MARSI designed to assess students awareness and frequency of use of reading strategies. It consists of a list of reading strategies that might be used for reading written texts. It focuses on three sort of strategies: i) Global Reading strategies: they are focused on the purpose of the Reading and its content. ii) Problem-Solving strategies: they make emphasis on the actions performed by the reader for a better text understanding. And iii) Support strategies: they are strategies to put in a visual

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18 Adapted from Maley, A., 2000.
19 Adapted from Wallwork, A., 1999.
20 Adapted from Catesol News, 2014.
way some keys that help readers to get acquainted with the text\textsuperscript{21}. The same MARSI was applied in the Pre-Test (MARSI-1) and in the Post-Test (MARSI-2).

As well, an opinionnaire\textsuperscript{22} (Appendix R) “(…) designed specifically to suit the aims of research and the nature of the respondents” (Bell, 1993 p. 67). The opinionnaire was applied to elicit students’ opinions about the lesson in order to make reflectios upon my teaching practice and to plan next reading lessons.

Field Notes

The field notes are the recording of the observations the researcher systematically does with the intention of producing meaning and an understanding of the culture, social situation, or phenomenon being studied (Hubbard & Miller, 1999). Several field notes were taken in the reading-focused sessions to describe the characteristics of the classes, the students’ behaviors and their activities when facing the reading activities, without losing an objective perspective for later analysis (Schwandt, 2015).

Students’ Educational Artifacts

A student artifact is anything materially present created by students during the course of instruction that might provide evidence of her education and experiences (Learning Portfolio Resources, n.d.; Wikipedia, 2017). By means of the students’ artifacts it is possible to“(…) assess the progress which students make as well as to diagnose areas for further action in classroom research” (Koster, 2004). For this study, students created artifacts about their application of strategies for approaching

\textsuperscript{21} Information based on Morkhtari, K. and Reichard, C., 2002b.

\textsuperscript{22} Defined as: “1. A form containing a list of statements, each of which the members of a selected group are asked to endorse or reject; the purpose being to gather information for a survey.” (Oppinionnaire, 2017).
English texts. These artifacts were collected for analysis about participants’ exercise of reading strategies.

2.4. Research Procedures

The procedures for the study, except from the preliminary ones, were carried out in thirteen sessions of 80 minutes each, with the experimental group. Some of these procedures were also executed with the control group but without the implementation of the self-regulatory strategy.

Preliminary Procedures

The preliminary procedures for the research were intended to obtain information regarding students’ reading comprehension performance and self-regulated behaviors, which served to evidence the thematic worry.

The results of the English area from SABER 2014, 2015, and 2016, which are measured mainly by reading comprehension abilities, were consulted and analyzed to obtain information of students’ performance. Besides, ten students were asked to reply to a semi-structured interview in order to get information about their activities and behaviors when reading written texts. Likewise, 36 students were asked to answer a short reading comprehension test called “International Women’s Day” intended to collect data of their reading performance.

As a complement, some field notes were taken to identify students’ activities and behaviors when facing reading activities.
Pre-Test

The Pre-Test (Marsi-1 and Test-1) was planned to determine a starting point of students’ awareness and frequency of use of particular self-regulatory behaviors when facing written texts, and to know their proficiency in tests of reading comprehension.

The reading-focused worksheets and activities used for the study were chosen in agreement with the suggestions indicated in the subsection 1.3.4. in this document; also, the teaching-learning procedures were carried out in conformity with some of the recommendations provided in the subsections 1.1.3., 1.3.1., 1.3.3., and 1.4.5.

➢ First session: The population (i.e. the experimental group) was invited to participate in the study. I explained to them the characteristics, the objectives, and the procedures of the study. The students accepted the invitation with enthusiasm.

Following this, 36 students of the population replied to the Marsi by which their awareness and frequency of regulatory reading strategies usage could be detected. For this, the participants replied to 30 questions in around 20 minutes by choosing from a 1-to-5 scale. The Marsi applied in that occasion (Marsi-1) was planned to be compared with the same Marsi (Marsi-2) after the intervention.

➢ Second session: 36 students of the experimental group answered the reading Test-1 “A Dangerous Delicacy” in around 30 minutes. The test was implemented with no strategy instruction in order to determine a starting point of students’ reading comprehension for later comparison with a similar test.
In the same manner, 39 students of the control group were asked to answer the MARSI-1 and the TEST-1. They replied to them in about 20 and 30 minutes correspondingly.

The MARSI-1 and the TEST-1, were applied to the control group with the intention of making contrasts with a post-test in order to perceive the changes (if any) in awareness and frequency of reading strategies usage, and changes in English reading performance without the implementation of the Goal Setting strategy. Their results were going to be compared with the results of the experimental group to verify the impact of the intervention.

**Intervention**

The intervention was effected with the experimental group. It consisted of the implementation of a self-regulatory strategy, the Goal Setting (GS), in various reading-focused activities. This stage was supported by the application of qualitative instruments (a questionnaire, field notes, and students’ artifacts) and quantitative instruments (reading tests) aimed to obtain the necessary information for the analysis.

The same reading-focused activities were worked on with the control group but without the implementation of the GS, nor the application of qualitative instruments for data collection (except from field notes).

- Third session: 39 students of the experimental group answered an open-ended opinionnaire in around 15 minutes. This type of questionnaire was planned to elicit
learners’ opinions about the previous reading session, and employ the information for reflection and planning of next reading-focused lessons.

➢ Fourth session: 40 students of the experimental group were introduced to the GS, using the reading worksheet “Save the Forest”.

➢ Fifth session: 39 students of the population were introduced to some reading strategies to be exercised on the reading worksheet “Indian Marriage” (which in turn served to reinforce the topic of self-regulated learning). I suggested the students setting the general goal: “Internalize at least three of the reading strategies seen today”. The students agreed. The reading strategies suggested were some of the ones provided in the sub-section 1.3.2. of this document:

(1) Specify a purpose. (2) Plan what to do. (3) Read the title and draw inferences. (4) Preview the text. (5) Pay attention to text structure. (6) Make predictions. (7) Pose questions about the text. (8) Connect text to background knowledge. (9) Generate visual images when reading. (10) Circle back to bring to mind previous context.

After having finished the activity that took around 40 minutes, the passage was read aloud among the teacher and the students to check students’ comprehension and to elicit opinions about the text.

➢ Sixth session: For that session more reading strategies were provided to the population to be worked on with the reading worksheet “Martin Luther King, Jr.”. The
students were asked to set their own goal and to write it on the worksheet. The students agreed. The complementary reading strategies suggested were:

(11) Self-question while reading. (12) Find answers to posed questions. (13) Identify difficulties. (14) Take steps to repair faulty comprehension. (15) Be aware of and revise the strategies being used. (16) Reread. (17) Judge how well purposes for reading were met. (18) Reflect on what has been learned from the text. (19) Critique the text.

➢ Seventh session: Taking in mind the concern in regards to the understanding of unfamiliar vocabulary that arose from the opinionnaire applied in the third session, a lesson plan was followed that included the reading worksheet: “Money”. I proposed to the population some strategies specifically focused on facing unfamiliar words, included in the subsection 1.3.2. of this document:

(1) Identify the grammatical function of an unfamiliar word before guessing its meaning. (2) Skip unfamiliar words and guess their meaning from context. (3) Use knowledge of the world to decode unfamiliar words. (4) Recognize cognates. (5) Skip words that may add little to total meaning.

To face the reading test, I proposed the students to set the goal: “Answer all the questions correctly without using the dictionary”. The students agreed. After having finished the reading test, we all verified the answers together. Following this, the students worked on a photocopy with the lyrics of the Pink Floyd’s song “Money” (Appendix S) to be fulfilled with words from a box. The students did not want to use the dictionary for this activity neither.
- Eighth session: 37 students of the population answered the reading comprehension test “A whole new universe”. I proposed the students to set the goal: “Increase the scores with respect to the TEST-1”. The students agreed.

- Ninth session: A lesson plan entailing a reading worksheet “Buddha’s Birthday” was performed with the population. The worksheet was accompanied with the following questions that I wrote on the board: Which point … (1) do you agree with the most? (2) do you find most difficult to accept? (3) is impossible to understand? (4) is the most interesting? (5) is most similar/dissimilar to your own religion?

I suggested setting the goal: “Learn at least 5 unfamiliar words”. The population accepted the goal. The students worked in groups of five people to reflect, discuss, and reach consensus about the answers to socialize as a group. Each group then socialized their answers, comments, and opinions, and debated with their classmates.

- Tenth session: 39 students of the population worked in pairs on a reading worksheet “Maverick Sentences”. I asked the students to set their own goals and to write it on the worksheet.

- Eleventh session: A lesson plan was carried out with 33 students of the population who answered the test “Living responsibly”. I asked the population to set their own goal, and to write it on the worksheet.
Twelfth session: A lesson plan on “Proverbs”\(^{23}\) was implemented. I asked the students to set the goal: “Find your matching classmate in less than 7 minutes.” The students agreed.

**Post-Test**

In this stage of the study the experimental and the control groups were asked to answer the Post-Test, TEST-2 and the MARSI-2, in similar conditions performed in the Pre-Test stage.

Thirteenth session: 37 students of the experimental group answered the TEST-2 “The Struggle for Equality” in about 30 minutes. The population set an individual goal, and wrote it on their worksheets. In a like manner, 39 students of the control group answered the TEST-2, in about 30 minutes.

Fourteenth session: 38 students of the population replied to the MARSI-2 in about 20 minutes. Similarly, 37 students of the control group replied to the MARSI-2 in about 20 minutes.

2.5. **Data Analysis**

For the tests employed in the present study, four levels of qualitative description of students’ performance were determined. They are depicted in the following table.

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\(^{23}\) The lesson plan included an activity where students had to pick a piece of paper from a bag in which there was whether a proverb or its definition. The students then had to look for the classmate that had the matching part.
Table 3. *Levels of Performance of Reading Comprehension Tests, and their Qualitative Descriptions* (own source, 2018)

<table>
<thead>
<tr>
<th>LEVELS OF PERFORMANCE</th>
<th>DESCRIPTION</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Each description means that the reader:</td>
</tr>
<tr>
<td>Very satisfactory</td>
<td>is able to understand with ease the main ideas, and to identify specific information in the texts.</td>
</tr>
<tr>
<td>(for five correct answers)</td>
<td></td>
</tr>
<tr>
<td>Satisfactory</td>
<td>is able to understand the main points of texts with a satisfactory level of comprehension.</td>
</tr>
<tr>
<td>(for four correct answers)</td>
<td></td>
</tr>
<tr>
<td>Basic</td>
<td>is able to get a sufficient idea of the content of texts, picking up familiar words and basic phrases.</td>
</tr>
<tr>
<td>(for three correct answers)</td>
<td></td>
</tr>
<tr>
<td>Insufficient</td>
<td>does not reach the basic level.</td>
</tr>
<tr>
<td>(for two or less correct answers)</td>
<td></td>
</tr>
</tbody>
</table>

The levels of performance presented the table 3 depend on the number of questions answered correctly. For this research, it was arranged a set of five questions for the majority of the reading tests. The aforementioned levels of performance were based on the reading self-assessment grids of the CERF\(^{24}\) (Council of Europe, 2001), and

\(^{24}\) It stands for: Common European Framework of Reference.
on the descriptions of the English performance of the ICFES\textsuperscript{25} national examinations. These descriptions were taken into consideration because they are suitable for differentiating learners' reading performance.

**Analysis of the Preliminary Phase**

In SABER examinations for eleventh grade students of LIFEMENA in 2014, 34% of the students scored less than 45 points out of 100, which indicates a low level of English proficiency. In 2015, 72% of the students were ranked in A- and A1, the lowest levels of English proficiency. And, in 2016, 43% of the students were ranked in A- and A1. The scores in these years are considerable low in spite of the intensity of the English teaching-learning spaces at LIFEMENA.

The outcomes of the reading test “International Women’s Day” applied to the population of the study showed that 32 students (76.1\%) ranked in “Basic” and “Insufficient” levels of performance. It means that around two thirds of students did not reach “Satisfactory” nor “Very Satisfactory” levels.

From another perspective, a semi-structured interview was applied to 10 students selected randomly. The interview was aimed to collect information about students’ self-regulated behaviors in regards to the reading activities of English written texts. The questions, transcriptions, and/or interpretations of the students’ answers (the most relevant for this study) are:

\begin{itemize}
\item \textcolor{red}{\textsuperscript{25} It stands for: Instituto Colombiano para la Evaluación de la Educación. The descriptions of the English levels of performance presented by the ICFES can be found at: https://www.cecar.edu.co/documentos/saber-pro/Guia-descripcion-niveles-de-desempeno-saber-pro-2015.pdf}\
\end{itemize}
1. Do you dedicate specific moments during the day to read English texts, different from the ones assigned at school? Why?

One student said that she likes reading so many things including texts in English such as poetry or comics. Others (7) said that they occasionally read English texts mainly on internet, but merely for need or sometimes to pay attention to songs’ lyrics.

2. Do you organize the time and the activities to read texts in English? How?

One (1) student affirmed that she has specific moments during the day to read, including English texts (about 1 hour a day), but she does not plan explicitly the activities to be followed. The rest of the students (9) affirmed that they do not organize their reading environments.

3. When you are reading texts in English, do you dedicate time explicitly to revise what you are doing? How do you do it? How often?

Three (3) students manifested that they almost always dedicate specific time during the process to revise explicitly what they are doing while reading, but that depended on the time available. Other students (5) said that they revise what they have just done only at the end of the task for noticing evident mistakes but without a deep analysis. The rest of them (2) affirmed that they do not revise explicitly what they do when reading.

4. Is the English reading skill considerably challenging for you? Why?

A great number of the students (8) agreed that it depends on the type and difficulty of the text.
5. When you are faced with challenging texts, do you think of approaching them in a particular manner? Why? How?

Most of the students (9) recognized that they do not bring to mind a particular way for facing difficult texts. Though, two (2) students commented that by “using the dictionary.”

6. Do you assess your processes of learning English? Why? How?

The majority of the students (8) said that they do not assess themselves, in not a way. According to one (1) of the students, “there are lots of better things to do”. Two (2) students said that they sometimes "assess" themselves, one (1) of them by explaining to her mother the topic she had studied, the other one (1) by answering the questions asked by her classmates about the topic they had just studied in class.

7. What do you do when you notice that you have not learnt/understood a topic?

One student said that she asks other classmates who apparently have understood the topic. Two said that they try to review the topic to attempt understanding. Another said that she gets angry for not having understood but anyway do not do anything. Six students (6) said they do nothing. (Participants, personal communication, February 13, 2017).

The information obtained from the interview made possible to identify that a minimal percentage of students (10%) have specific moments to read texts in English different from the ones suggested at school, neither do they plan explicitly how to
approach the readings. Besides, a few of these students (30%) dedicate time to inspect their reading comprehension during the process. Almost all of them (90%) do not think explicitly about utilizing any strategy when attempting to comprehend texts in English. Additionally, a great amount of students (60%) are not willing for self-assessing their reading progression. Finally, a greater part of them (70%) do not manifest taking specific actions on unsatisfactory results from reading assignments.

**Analysis of the Pre-Test**

The MARSI-1 was applied to 36 students of the experimental group. They were asked to choose from a 1-to-5 scale about the awareness and frequency of use of particular reading strategies. The averages extracted from the MARSI-1 are shown in the following chart.

*Figure 2. MARSI-1 of the Experimental group (own source, 2018).*
Global Strategies obtained 110.5 in total, with an average of 3.34 of usage. Problem-solving 100.6 in total, with an average of 3.04 of usage. Support strategies 102.1 in total, with an average of 3.09 of usage.

According to the parameters established by the MARSI, averages higher than 3.5 correspond to a high strategy usage, 2.5 to 3.4 to a medium level, and 2.4 or lower correspond to a low level.

Taking into account the three strategies, the participants of the study averaged 3.15 out of 5, which corresponds to a medium awareness and frequency of reading strategies usage. In view of this, it was evident that the students required an enhancement of their awareness and use of strategies for the reading ability to obtain a better proficiency in text understanding.

The reading comprehension TEST-1 was also applied to 36 students of the population. The results are shown in the following figure.

![Figure 3. TEST-1 of the Experimental group (own source, 2018)](image-url)
According to the results, 27 students (74.9%) were ranked in the Basic and Insufficient levels of English reading performance. To approach this concern it is required a plan aimed to enhance students’ reading proficiency to reach satisfactory levels of English reading comprehension performance.

In the same manner, the MARSI-1 was applied to 39 students of the control group. The averages are shown in the chart below.

![MARSI-1: Control group (39)](chart.png)

**Figure 4. MARSI-1 of the Control group (own source, 2018)**

The MARSI-1 for the control group shows that in all the categories together the students averaged 3.09 out of 5, which corresponds to a medium awareness and frequency reading strategies usage.

Also, the TEST-1 was applied to 38 students of the control group. The results are exposed in the following chart.
According to the results displayed in the figure 5, 30 students (75.28%) of the control group were ranked in the Basic and Insufficient levels of English reading performance.

A contrast was done between the averages of the overall results of the MARSI-1 applied to the experimental and the control groups. It is shown in the following chart.

*Figure 5. TEST-1 of the Control group (own source, 2018)*
Figure 6. Contrast of the MARSI-1 between the Experimental and the Control groups (own source, 2018)

The figure 6 exhibits a slightly general difference of 0.6 in the averages.

In a like manner, a contrast of the percentages of students’ levels of reading performance between the experimental and the control groups is presented in the chart below.

Figure 7. Contrast of the TEST-1 between the Experimental and the Control groups (own source, 2018)
The figure 7 displays minimal differences of the percentages of students per levels of English reading performance.

**Analysis of the Intervention**

From the observations recorded in the field notes, with the implementation of the GS the students exhibited more commitment to obtain a satisfactory performance in the reading activities. For example, student 13 said “ahora sí me voy a poner las pilas con esta prueba” (this time I am going to be more thorough with this test.). Student 3 said “Me voy a sacar cinco” (I am going to get a five.) And, students 8 and 9 look at each other and display competitive gestures.

In the implementation of the GS I asked the students to set their own goals. The students’ goals that I were able to access to can be grouped in four categories as shown in the chart below (many students set more than one goal at a time).

Table 4.

*Categories, Descriptions and Teacher’s Interpretations about Students’ Exercise of the GS. (own source, 2018)*

<table>
<thead>
<tr>
<th>CATEGORIES</th>
<th>DESCRIPTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Text understanding</td>
<td>75.75% of the population wrote that their goal was to improve their text understanding. Some students added that they would do it “without asking for help”. As well, some of them wrote that they</td>
</tr>
<tr>
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</tr>
</tbody>
</table>
|   | would like to understand the unfamiliar words “without using the dictionary”, or “from the context”.  
|   | Ex: |
|   | ![Image](image1.png) |
| 2. Vocabulary | 30.30% of the population wrote that they wanted to learn vocabulary.  
|   | Ex: |
|   | ![Image](image2.png) |
| 3. Scores | 51.51% of the population focused their goals on obtaining higher scores than the scores obtained in previous tests, or on maintaining their previous scores.  
|   | Ex: |
|   | ![Image](image3.png) |
| 4. Answering speed | 10.81% of the population wrote that their goal was “answering faster”.  
|   | Ex: |
|   | ![Image](image4.png) |

What follows is the analysis of the information presented in the chart above:

The first category (Text understanding) ratifies the thematic worry. Some of the specifications written by the students display a wish for independence in learning, and a wish for greater effort in text analysis. The majority of the students exhibited unusual commitment for their learning when implementing the GS.
The second category (Vocabulary) exposes students’ lack of knowledge of words. As a result of this concern, I took into consideration the planning of a lesson with instruction on strategies for vocabulary building.

The third category (Scores) denotes a desire of enhancement or stability in quantitative performance, which implicates a qualitative functioning.

The fourth category (Answering Speed), according to the field notes, could be understood as a response to the students’ tendency to associate any text-and-question test format with the SABER examinations, in which the time is a component to be overcome as well. As a consequence of the students’ worry, some of them answered faster than they did in the TEST-1, however, not all of them enhanced their scores.

In general terms, the goals set by the students denoted their longing for commitment to the improvement of their English performance, which was one of the expectations by the exercise of the GS.

The artifacts presented below are samples of the students’ writings when exercising the reading strategies proposed in the seventh session to confront vocabulary concerns.
Mi propósito será aprender más vocabulario, tratar de captar la idea sin hacer uso de otros medios, enter sobre el texto, coger más fluidez.

1. Mirar las palabras que tienen para ponerle lógico
2. ¿Qué aprenderé de este texto?
3. Cuánto tiempo me demoré?
4. Close para los aprender?
5. Osteer va atiendar de odmeio
6. Va atiendar de como negociaban antes.

Mi propósito es comprender la lectura por mis propios medios.

- ¿Pasa tan rápido soy de leer un texto en inglés?
- ¿Analizo la historia del dinero?

Mi propósito es aprender sobre el tema y conocer más vocabulario.

2. Primero escribo mi nombre, luego leo el título y observo las imágenes, después leo la lectura. Luego leo las preguntas y con respecto con lo que digan vuelvo a leer la lectura.

¿De qué me va servir esto?
¿Será importante leer sobre esto?

Este texto va hablar de a cuánto equivale el dinero. Será fácil de entender.
It is remarkable that when the students combine the GS with the reading strategies proposed, their scores improve, which is demonstrated in the tests results;
furthermore, their commitment to the reading activities enhances, expressed in their behaviors and activities recorded in field notes.

**Analysis of the Post-Test**

The percentages of 37 students of the experimental group placed in each level of performance from the TEST-2 are shown in the figure below.

![TEST-2: Experimental group (37)](image)

*Figure 8. TEST-2 of the Experimental group (own source, 2018)*

The figure 8 exhibits 63.63% of students ranked in the Very Satisfactory level; 15.15% in the Satisfactory level; and 21.21% in the Basic and Insufficient levels of English reading performance.

The contrast between the TEST-1 and the TEST-2 of the experimental group is presented in the graphic below.
The figure 9 displays significant changes in students’ reading performance from before the intervention and after it: the “Very Satisfactory” level of performance increased 55.3%; the “Satisfactory” level obtained a slightly difference of 1.51%; the “Basic" level decreased 29.02%; and the “Insufficient” level decreased 24.4%. This means that there was a very substantial improvement in the students’ scores after the intervention.

Besides, 38 students of the experimental group replied to the MARSI-2 in about 20 minutes after the intervention. The results are shown in the chart below.
From the figure 10, the overall average of the three categories of reading strategies is 3.81, corresponding to a high average of awareness and frequency reading strategies usage.

The difference between the MARSI-1 and the MARSI-2 of the experimental group after the intervention is exposed in the following figure.
The contrast presented above shows that the average of Global strategies increased 0.58; Problem-Solving strategies increased 0.76; and Support strategies increased 0.63. Accordingly, the population self-reported an increase in the average of their frequency of reading strategy usage from 3.15 in the MARSI-1 to 3.81 in the MARSI-2, it means an increase of 0.66 points.

On the side, I wanted to consider the percentages of students per levels of reading performance from the TEST-2 of the control group, which are exposed in the following graphic.
The contrast between the TEST-1 and the TEST-2 of the control group is exhibited in the chart below.

Figure 12. TEST-2 of the Control group (own source, 2018)

Figure 13. Contrast between the TEST-1 and the TEST-2 of the Control group (own source, 2018)
The figure 13 shows a faintly general improvement in students’ scores. The “Very Satisfactory” level increased 20.5%, the “Satisfactory” level increased 10.3%, the “Basic” level decreased 18%, and the “Insufficient” level decreased 15.38%, which indicates that the reading performance of the control group enhanced to some extent without intervention.

The difference of the percentages of students per levels of performance in the post-test between the experimental and the control groups is exhibited in the chart below.

Figure 14. Contrast of the TEST-2 between the Experimental and the Control groups (own source, 2018)

The figure 14 exposes a significant difference between the experimental group and the control group in regards to the percentages of students’ levels of reading performance. The experimental group displays 38.03% more of students ranked in the “Very Satisfactory” level than the control group, and 9.79% less students located in the “Insufficient” level. This difference reveals a higher improvement of reading
performance in the experimental group after the intervention than the control group without intervention.

Likewise, the averages of the MARSI-2 from 37 students of the control group are presented in the chart below.

Figure 15. MARSI-2 of the Control group (own source, 2018)

The figure 15 shows a general average in the three categories of 3.07, which corresponds to a medium awareness and frequency of reading strategies usage. Accordingly, the contrast of the MARSI-1 and the MARSI-2 of the control group is as displayed in the chart below.
As shown in the figure 16, the students of the control group did not have significant changes in their averages of awareness and frequency of reading strategies usage after the teaching practices.

Besides, the contrast of the MARS-I-2 between the experimental group and the control group is presented in the chart below.
The figure 17 displays that the experimental group gained more points than the control group in the average of awareness and frequency of reading strategies usage as follows: 0.72 in Global, 0.78 in Problem-Solving, and 0.72 in Support strategies. A gain in the overall average of 0.74. This gain supports the positive changes by means of the intervention.
CONCLUSIONS

With the implementation of the Goal Setting strategy, the population noticeably centered their efforts on exercising and improving their English reading abilities, and so they succeeded.

The population displayed a significant improvement in their reading scores: the “Very Satisfactory” level of reading performance increased 55.3%, and the “Insufficient” level decreased 24.4%.

As well, the population had an enhancement in the averages of awareness and frequency of reading strategies usage from the Pre-Test to the Post-Test: the averages of Global strategies increased 0.58, Problem-Solving strategies increased 0.76, and Support strategies increased 0.63, the average of their overall categories increased 0.66 points.

The self-regulated learning process functions like a self-nurturing spiral that should be initiated in primary school so that learners adopt the learning behaviors and strategies that turn into skills since their infancy.

The Goal Setting strategy is an adequate starting point in the path for developing self-regulated learning, because it nurtures other self-regulatory strategies (including the ones for reading) such as self-efficacy, self-monitoring, and self-reaction. These later strategies should be studied in other researches to analyze if they enrich students’ reading comprehension, learning, and autonomy.
The Goal Setting strategy (and the complete self-regulatory system) should be implemented in all the academic areas. Still, there should be a specific academic subject included into the school’s curriculum regarding this topic aimed to facilitate students self-regulate their strategies for learning, so that they become self-regulated and autonomous learners.

Alongside, through the execution of this study, I was able to enhance my research perspective for teaching under the umbrella of values such as autonomy, optimism, and fraternity, following a pattern to initiate myself and the students to implement self-regulatory behaviors for learning, and the exercise of personal autonomy.

**LIMITATIONS OF THE STUDY**

The study started with a great students’ enthusiasm and motivation to achieve the goals related to their reading performance. However, the enthusiasm gradually decreased. This fact might be related to the teacher’s and school’s characteristics, a topic that could be the object for other dissertations.
REFERENCES


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Appendix A. SABER Exams

Definition:

SABER examinations are periodic evaluations applied to students aimed to contribute to the improvement of the quality of Colombian education by monitoring the development of basic students’ competencies, as a monitor of quality of the education system.

The results of these evaluations and the analysis of the associated factors affecting student’s performance enable educational institutions, education secretariats, the Ministry of National Education, and society in general to identify the skills, abilities and values that Colombian students develop during their academic life, regardless their origin, social, economic, and cultural conditions. In this manner, the plans for improvement can be defined in the respective areas of activity.

Its periodical nature also makes possible to assess what the education progress has made in a given period, and to establish the impact of specific programs and actions for improvement.

SABER 11 provides information to the educational community in the development of the basic competencies that a student must develop during his/her school life. In addition to being a tool that feeds back the Educational System, the SABER 11 has, according to the provisions of Decree 869 of 2010, the following objectives:
➢ Check the degree of development of students' skills who are finishing the eleventh grade of secondary education.

➢ Provide elements to the students so that they carry out their self-assessment and the development of their life’s project.

➢ Provide the educational institutions with pertinent information on the competencies of aspirants to enter higher education programs, as well as those who are admitted, as a basis for the design of programs for academic leveling and dropout prevention at this level.

➢ Monitor the quality of education in the country's educational establishments, based on the basic standards of competencies and quality referrals issued by the Ministry of National Education.

➢ Provide information for the establishment of value added indicators, both for secondary education and for higher education.

➢ Serve as a source of information for the construction of quality indicators of education, as well as for the exercise of inspection and monitoring of the public educational service.

➢ Provide information to educational institutions that offer secondary education for the exercise of self-assessment and to carry out the consolidation or reorientation of their pedagogical practices.

➢ Provide information that serves as a strategic reference for the establishment of national, territorial and institutional educational policies.
Interpretation of the results:

Percentage of Students by levels of English performance: Levels consist of a qualitative description of student’s performance, which complements the average score obtained by the institution. They detail the actions that a student makes to answer correctly the questions formulated according to the competencies evaluated in the exam. Four levels of performance have been defined for each of the sections, except for English, where the levels are: A-, A1, A2, B1, and B+.

The first levels (1, 2, 3, and 4) indicate that students: At Level 4, they are prepared to deduce and combine procedures for performing the requested tasks; In level 3, students analyze procedures to best develop the requested task; In level 2, students are able to differentiate possible procedures to perform required tasks; while at level 1, students are confined to identifying tasks required. The levels of performance are inclusive, that is to say that the description of a level picks up the actions described in all the previous ones.

The levels defined by the ICFES26 for the English performance (A-, A1, A2, B1, and B+) means that the learner:

A-: Does not reach level A1.

A1: • Is able to understand and use everyday expressions of very frequent use as well as simple phrases intended to satisfy needs of immediate type.

• Can introduce herself and others, ask for and give basic personal information about her home, her belongings and the people she knows.

• Can interact in an elementary way whenever her interlocutor speaks slowly and clearly, and is willing to cooperate.

A2:

• Can understand frequently used phrases and expressions related to areas of expertise that are especially relevant to her (basic information about him/herself and her family, shopping, places of interest, occupations, etc.)

• Knows how to communicate when carrying out simple, everyday tasks that require only simple and direct exchanges of information on issues that are familiar or habitual to her.

• Can describe in simple terms aspects of her past and her environment as well as issues related to her immediate needs.

• Can describe in simple terms aspects of her past and her environment as well as issues related to her immediate needs.

B1:

• Is able to understand the main points of clear texts and in standard language if they deal with issues that are familiar to her, whether in work, study or leisure situations.

• Knows how to handle most of the situations that may arise during a trip in areas where the language is used.
• Is able to produce simple and coherent texts on topics that are familiar or in which she has a personal interest.

• Can describe experiences, events, desires and aspirations, as well as briefly justify her opinions or explain her plans.

B+: • Is able to understand the main ideas of complex texts dealing with both complex and abstract topics, even if they are of a technical nature, as long as they are within her field of expertise.

• Can relate to native speakers with a sufficient degree of fluency and naturalness so that communication is effortlessly performed by any of the interlocutors.

• Can produce clear and detailed texts on diverse topics as well as defend a point of view on general topics indicating the pros and cons of the different options.
Appendix B. Analysis of the English area in SABER 2014, 2015, and 2016

The results of the English area from SABER exams that I had access to were from 2014, 2015, and 2016\(^\text{27}\).

**Results of the English area from SABER 2014.**

For this year, I only had access to printed photocopies of the results of the morning shift students (249).

Sample of the results:

![Sample of the results](http://www.icfesinteractivo.gov.co/resultadosSaber/resultadosSaber11/index.htm)

\(^{27}\) The last two were found at: http://www.icfesinteractivo.gov.co/resultadosSaber/resultadosSaber11/index.htm
Description of the chart:

Each chart contains the information of 10 out of 249 students. The first column is for students’ registry number. The second column is for their names. Then it appears a set of columns that corresponds to the areas and their scores. The letters stand for:

L: Lenguaje (Language)
M: Matemática (Mathematics)
C: Ciencias Sociales (Social studies)
F: Filosofía (Philosophy)
B: Biología (Biology)
Q: Química (Chemistry)
Fí: Física (Physics)
IN: Inglés (English)
CF: Componente Flexible (Flexible Component) (This component depends on the student’s choice.)

Following this, there are two more columns: “Ptje” for the score on CF, and “Pto” for the student’s rating out of 1,000 other students.

Interpretation of the results from SABER 2014:

The score of each area must be interpreted according to the following rank: Low between 0 and 30 points, Medium between 30 and 70 points, and High between 70
and more. Also, it is possible to set a subdivision in the Medium rank into two parts like this: Low Medium from 31 to 45 points, and Medium High from 46 to 79 points.

Analysis of the results of the English area:

From the results, it was interpreted that: 0.8% of students were ranked in Low level. 92.7% of students were ranked in Medium level, from this rank a 32.5% of students were classified in Low Medium level. And, 6.4% of students were ranked in High level.

It means that 34% of students scored under 45 out of 100 points, which corresponds to a basic (low) level of English proficiency.

Results of the English area from SABER 2015:

The results for this year appear on the internet organized in levels of English performance (A-, A1, A2, B1, and B+) according to the percentage of students of the school ranked in each level. Performance levels are a description of what a student can do in terms of the competencies assessed on the exam. The screenshot of the table28 shows the percentage of students of the both shifts, classified in each level. This year, 365 LIFEMENA’s eleventh graders took the examination.

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28 Taken from: http://www.icfesinteractivo.gov.co/resultados-saber2016-web/pages/publicacionResultados/agregados/saber11/detalleEstablecimientoEducativo.jsf#No-back-button
Analysis:

The table above shows that 72% of students ranked in A- and A1, the lowest levels of English proficiency. Besides, 11% of students were classified in B1 and B+, which is considerable lower in comparison to the 15.6% of the average of all the schools in Bogotá.

Results of the English area from SABER 2016:

For this year, the results are shown in terms of percentages of students by performance levels in English, compared to the rest educational establishments in Colombia.

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29 Taken from: http://www.icfesinteractivo.gov.co/resultados-saber2016-web/pages/publicacionResultados/agregados/saber11/agregadosEstablecimiento.jsf#No-back-button
Interpretation:

The symbols shown next to the percentages summarize the information contained in the Reading of results and indicate if the percentage of students of the educational establishment, at a certain level of performance, is greater, less than or equal to the percentage registered by any branch / shift, and the different levels of aggregation.

The meaning of each symbol is as follows:

• Indicates that the results obtained by the educational establishment are the same as those obtained by the branch / shift, or the level of aggregation in which the symbol appears.

▲ Indicates that the results obtained by the educational establishment are greater than those obtained by the branch / shift, or the level of aggregation in which the symbol appears.
▼ Indicates that the results obtained by the educational institution are lower than those obtained by the branch / shift, or the level of aggregation in which the symbol appears.

Analysis of the results of SABER in 2016:

It can be seen that 43% of students were ranked in A- and A1. Also, 2% of the students were placed in B+, which indicates a decrease of the percentage in the best level compared to the 2.2% of the last year. Besides, the remaining percentage in the lowest level represents big concerns for educators at LIFEMENA because the school’s emphasis is on English as a foreign language.
Appendix C. Sample of a Reading Test Applied in Class

LICEO FEMENINO MERCEDES NARIÑO I.E.D.

Name: ___________________________ Group: ________ Date: ____________

Good afternoon, student. Please read the text and answer the questions.

INTERNATIONAL WOMEN’S DAY

On 8 March 1857 women garment and textile workers demonstrated in New York City. They demanded equality for women at work: they were angry about low wages and a twelve-hour working day. The march was dispersed by the police. Some women were arrested, others were trampled in the confusion. On 8 March 1908 Women’s day was commemorated for the first time by thousands of women in the same district. There was a street demonstration demanding the right to vote, shorter working hours, legislation against child labor, and better working conditions.

On 8 March 1911 the first international celebrations of Women’s Day were held: more than one million women and men attended rallies in Australia, Denmark, Germany and Switzerland, following a declaration by the socialist party of America, demanding also the right to vocational training, and an end to discrimination on the job.

New Zeland was the first country to give women the vote, in 1893, followed by Australia in 1902 and Finland in 1906.

Although women are becoming more powerful in business, entertainment, politics and many more areas, there are still a lot of inequalities around the world which call for the mobilization of everybody to grant women the proper status they merit.

__________________________

Questions:

1. The origins of Women’s Day goes back to
   a. the French Revolution.
   b. around 160 years ago in the U.S.A.
   c. the women’s liberation movement in the 1960’s.

2. Social unrest and industrialization were some of the causes that led to IWD.
   a. True
   b. False

3. When was the first IWD celebrated?
   a. In the end of the 20th century.
   b. In the middle of the 20th century.
   c. Early in the 20th century.

4. Women in your country got the vote
   a. before 1914.
   b. between 1915 and 1939.
   c. between 1940 and 1960.
   d. after 1960.

5. Women still need to fight
   a. for more equality
   b. for higher wages
Appendix D. Field Notes’ Template

The format utilized for taken field notes was the one presented below.

Date: xxx

Population: xxx

<table>
<thead>
<tr>
<th>Category</th>
<th>Phenomena observed</th>
<th>My reflection</th>
</tr>
</thead>
<tbody>
<tr>
<td>Xxx</td>
<td>- Xxxxxxx</td>
<td>- Xxxxxxx</td>
</tr>
<tr>
<td>Xxx</td>
<td>- Xxxxxxx</td>
<td>- Xxxxxxx</td>
</tr>
<tr>
<td></td>
<td>- Xxxxxxx</td>
<td>- Xxxxxxx</td>
</tr>
<tr>
<td></td>
<td>- Xxxxxxx</td>
<td></td>
</tr>
</tbody>
</table>

| Xxx      | - Xxxxxxx         | - Xxxxxxx    |
| Xxx      | - Xxxxxxx         | - Xxxxxxx    |
|          | - Xxxxxxx         | - Xxxxxxx    |

| Xxx      | - Xxxxxxx         | - Xxxxxxx    |
| Xxx      | - Xxxxxxx         | - Xxxxxxx    |
|          | - Xxxxxxx         | - Xxxxxxx    |
|          | - Xxxxxxx         |              |
Appendix E. Guiding Questions for a Semi-Structured Interview

The guiding questions used in the interview were:

a. Do you dedicate specific moments during the day to read English texts different from the ones assigned at school? Why?

b. Do you organize the time and the activities for reading texts in English? How?

c. When you are reading texts in English, do you dedicate time explicitly to revise what you are doing? How do you do it? How often?

d. Is the English reading skill considerably challenging for you? Why?

e. When you are faced with challenging texts, do you think of approaching them in a particular manner? Why? How

f. Do you assess your processes of learning English? Why? How?

g. What do you do when you notice that you have not learnt/understood a topic?
Appendix F. Sample of the Worksheet “A Dangerous Delicacy”

LICEO FEMENINO MERCEDES NARIÑO I.E.D.

Text for working on English Reading Comprehension and Conditional type 2  March / 2017

Good afternoon, student. Please read the text and answer the questions.

A DANGEROUS DELICACY

Many people think of sharks as terrifying animals, so it may surprise you to know that some people eat them. Shark fin soup is a specialty in China, and more and more people are eating it these days.

Shark fin soup uses only the shark’s fins, not any other part. So fishermen usually catch the sharks, cut off their fins, and throw the sharks back into the water. What a cruel and wasteful practice it is! It means that the sharks can no longer swim. Once the rulers of the ocean, they become prey for other fish.

As demand for shark soup fin raises, sharks are increasingly in danger of overfishing and even extinction. This isn’t just a problem for the sharks. Since sharks are at the top of the food chain in the ocean, they are very important to the ecosystem’s balance. They eat smaller fish, and these eat oxygen-producing plants. This oxygen is necessary for the human life. Without sharks, there would be too many smaller fish and they would eat all the plants. This would mean less oxygen for humans. The smaller fish would certainly be happy with fewer predators, but it wouldn’t be good for the ecosystem of the ocean.

Officials should at least enforce the fishing laws that are already in place. New international laws should also be created so that countries can work together to monitor shark fishing. Finally, a ban on shark fin soup would decrease demand for shark’s fins. Sharks should be a key ingredient not in soup but in the ecosystem.☺

QUESTIONS:

♦ Choose the suitable answer.

1. What is the passage mainly about?
   a. the features of ocean animals.
   b. the ways to cook shark fin soup.
   c. the reasons why Chinese food is popular.
   d. the cause and effects of shark overfishing.

2. What do fishermen usually do after catching sharks?
   a. feed many smaller fish.
   b. cut them into many parts.
   c. sell them at the market.
   d. cut off their fins and release them.

3. What do sharks eat?
   a. plants.
   b. humans.
   c. smaller fish.
   d. other sharks.

4. What are the best words for (A) and (B)?

As demand for shark fin soup __A___, sharks are __B___ in danger.
   a. falls - certainly
   b. falls - increasingly
   c. rises - decreasingly
   d. rises - increasingly

5. Which is NOT an opinion of the writer?
   a. All fishing should be made illegal.
   b. Laws should enforce existing fishing laws.
   c. Officials should enforce existing fishing laws.
   d. Countries need to work together to monitor shark fishing

Appendix G. Sample of my adaptation of the MARSI

LICEO FEMENINO MERCEDES NARIÑO

Inventory to obtain information about students' reading metacognitive strategies  March 2017

Apellido y nombre: ___________________________________ Grupo: _______ Edad: ___________

INVENTARIO DE ESTRATEGIAS METACOGNITIVAS EN LECTURA (MARSI)

Instrucciones:
Luego de leer atentamente cada descripción referida a lo que haces cuando lees materiales académicos, marca con un círculo uno de los números que están a la derecha el cual indica la frecuencia con la que realizas esta estrategia. Por favor responde con sinceridad.

Los números significan lo siguiente:

- 1: "Nunca o casi nunca lo hago".
- 2: "Lo hago sólo ocasionalmente".
- 3: "A veces lo hago (aproximadamente el 50% de las veces)".
- 4: "Usualmente lo hago".
- 5: "Siempre o casi siempre lo hago".

<table>
<thead>
<tr>
<th>Estrategias</th>
<th>Escala</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Cuando leo tengo un propósito en mente.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>2. Cuando leo tomo notas para ayudarme a comprender lo que leo.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>3. Piense en lo que conozco sobre el tema para comprender mejor lo que leo.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>4. Fijo con anticipación el conjunto del texto para ver de que se trata antes de comenzar a leer.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>5. Cuando un texto se vuelve difícil lo leo en voz alta para ayudarme a entenderlo.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>6. Hago un resumen sobre lo que leo para reflexionar sobre la información más importante del texto.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>7. Piense si el contenido de un texto es apto para los propósitos de mi lectura.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>8. Leo lentamente y cuidadosamente para asegurarme de entender lo que estoy leyendo.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>9. Discuto con otros sobre lo que leo para corroborar mi comprensión del texto.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>10. Primero leo &quot;por encima&quot; (a vuelo de pájaro) el texto para conocer su amplitud y organización.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>11. Trato de volver atrás cuando pierdo la concentración.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>12. Subrayo o círculo información del texto para ayudarme a recordarla.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>13. Ajusto la velocidad de mi lectura de acuerdo a lo que estoy leyendo.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>14. Decido lo que debo leer atentamente y lo que debo ignorar.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>15. Use materiales de referencia como diccionarios para ayudarme a comprender lo que leo.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>16. Cuando el texto resulta difícil pongo más atención en lo que estoy leyendo.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>17. Uso tablas, diagramas y dibujos para incrementar mi comprensión del texto.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>18. Me detengo de vez en cuando para pensar sobre lo que estoy leyendo.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>19. Use claves contextuales para entender mejor lo que estoy leyendo.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>20. Paráfraseo (reformulo ideas con mis propias palabras) para entender mejor lo que leo.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>21. Trato de hacer diagramas o visualizar la información para recordar lo que leí.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>22. Uso ayudas biográficas, como negrita o cursivas para identificar la información importante.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>23. Analizo críticamente y evalúo la información presentada en el texto.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>24. Voy atrás y adelante en el texto para encontrar relaciones entre las ideas que aparecen.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>25. Chequeo mi comprensión cuando atravieso información complicada.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>26. Trato de adquirir de qué se trata el material cuando leo.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>27. Cuando el texto se torna difícil, releo para mejorar mi comprensión.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>28. Me hago preguntas que me gustaría haber respondido en el texto.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>29. Chequeo si mis conjeturas sobre el texto son acertadas o erróneas.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>30. Trato de adquirir el significado de palabras o frases que desconozco.</td>
<td>1 2 3 4 5</td>
</tr>
</tbody>
</table>

**Definition of the MARSI**\(^{31}\):

The Metacognitive Awareness of Reading Strategies Inventory (MARS) is an inventory designed to assess students’ awareness and frequency of use of reading strategies categorized in global, problem solving and Support strategies. The results obtained can be used to enhance assessment, planning instruction, or conducting classroom research.

Global Reading strategies

These strategies are focused on the purpose of the reading and its content. It includes strategies such as: reading purpose, activating previous knowledge, achievement of reading objectives, predicting, confirming predictions, skimming, structures of the text, making decisions on aloud reading, key concepts and other textual characteristics for enhancing reading comprehension (Items: 1, 3, 4, 7, 10, 14, 17, 19, 22, 23, 25, 26, 29).

Problem-solving strategies

These kind of strategies make an emphasis on actions that students do in order to have a better understanding. It includes strategies such as reading speed adaptation, paying attention to what is being read, making pauses for reflection on the reading, re-reading, visualizing information, reading the text critically, and understanding unknown words based on its context (Items: 8, 11, 13, 16, 18, 21, 27, 30).

Support strategies

They are strategies that students use in order to put in a visual way some keys that help them to be acquainted with the text. These strategies include taking notes while reading, paraphrasing, revising previous information, asking questions, using reference material, underlining, discussing with a partner about the reading, and summarizing. (Items: 2, 5, 6, 9, 12, 15, 20, 24, 28).

The results of the MARSI show the average of awareness and frequency of strategies usage. That is, if the participants’ average goes from 0.0 to 2.4 it corresponds to a low frequency; from 2.5 to 3.4 corresponds to a medium level; and higher than 3.5 corresponds to a high frequency of strategies usage.
Appendix H. Sample of the Worksheet “The Struggle for Equality”

LICEO FEMENINO MERCEDES NARIÑO I.E.D.

Name:___________________________________ Date: _______________

Good afternoon, girl. Please read the passage and answer the questions.

THE STRUGGLE FOR EQUALITY

An iconic figure of the Civil Rights Movement, Rosa Parks was called “the first lady of civil rights.” She was born on February 4, 1913. When she was young, she watched her white classmates ride on a different section of the bus. Under the “Jim Crow” laws, blacks and whites were divided into different sections on buses and in other public areas.

During this time, only 7% of the black population had a high school diploma. In spite of this, Rosa finished her high school education. After her studies, she became actively involved in the fight against inequality in society. She became a volunteer secretary for the National Association for the Advancement of Coloured People (NAACP).

Rosa’s role in the Civil Rights Movement became even more significant when she boarded a bus in 1955. She sat in the black section but as the bus moved along, the seats became full. The driver told Rosa to abandon her seat for the white people standing up. She refused. The driver called the police and she was arrested. Her arrest caused many personal problems for her and her family. There was a lot of racism against black people at that time, so many people were angry with her.

This single bold act by Rosa Parks sparked the beginning of the Civil Rights Movement in the United States. Her courage showed society the unfair treatment of blacks. She is regarded as a symbol of the Civil Rights Movement and as a fighter against racial inequality. For her strength, we can learn to always stand up—or sit down—for our beliefs.

Choose the suitable answers.

1) What is the passage mainly about?
   a. Bus-related laws
   b. The formation of the Jim Crow laws
   c. Rosa Park's family
   d. Rosa Parks and the Civil Rights Movement.

2) What said that blacks and whites must be separated in public areas?
   a. The Jim Crow laws
   b. The NAACP laws
   c. The Rosa Parks laws
   d. The Civil Rights act

3) What happened when Rosa refused to abandon her seat for the white people?
   a. She was arrested by the police
   b. The Civil Rights Movement failed
   c. She was abandoned by the NAACP
   d. The driver allowed her to stay on the bus

4) Rosa Parks is regarded as
   
   a. A fighter against black people
   b. A leader for volunteer secretaries
   c. The first lady among black people
   d. A symbol of the Civil Rights Movement

5) Which is NOT true about Rosa Park?
   a. She did not finish high school
   b. She fought against inequality in society
   c. She was called “the first lady of civil rights”
   d. She was a volunteer secretary for the NAACP

"Each person must live their life as a model for others."
Rosa Parks
A WHOLE NEW UNIVERSE

In the movie THE MATRIX, the main character, Neo, is kidnapped by a mysterious woman. He has two choices. One of them is to take a blue pill and return to the world he knows. The other choice is to take a red pill and learn the truth. Neo takes the red pill, and discovers that the world he knows is just images created by computers. The frightening reality is that humans are controlled by machines.

Part of the reason why THE MATRIX appeals to people is that, like most science fiction movies, it allows us to imagine a different world. Most of the elements of science fiction movies are things that could happen in the far distant future. Of course, people also enjoy science fiction because it features amazing machines or inventions. It’s exciting to imagine what our lives would be like if we had those machines.

Perhaps the main reason that science fiction interests people is that it stimulates us to think about our world. The stories are about changes that our world is going through today. In many of the stories, however, the changes are negative: Humans have destroyed the Earth, as in the movie WALL-E, or have been taken over by computers, like in THE MATRIX. These movies force us to think about the dangerous effects of technology rather than the positive ones.

It’s easy to see why science fiction is such a major genre. Watching these movies, you can imagine machines that don’t exist yet. Even if you are not interested in fancy inventions, you are given a chance to think about our world. They raise basic questions about humanity’s relationship to the universe.

Questions. Choose the suitable answer.

1. What is the passage mainly about?
   a. robots        b. technology
   c. science fiction  d. outer space

2. Which is NOT mentioned as a reason why people like science fiction?
   a. because it lets us imagine a different world
   b. because it only focuses on unknown outer space
   c. because it challenges us to think about our world
   d. because the inventions and machines in it are amazing

3. Science fiction is about _________ that our world is going through.
   a. changes        b. dreams
   c. reality        d. characters

4. What are the best words for (A) and (B)?

   Science fiction movies make us think about the _____(A)_____ effects of technology rather than the _____(B)_____ ones.
   a. bad - negative        b. dangerous - positive
   c. good - positive       c. realistic - imaginary

5. What does science fiction raise basic questions about?
   a. aliens on other planets
   b. human’s need for technology
   c. robots that will take over the world
   d. humanity’s relationship to the universe

---

Appendix J. Sample of the Worksheet “Living Responsibly”

LIVING RESPONSIBLY¹

Do you try to buy organic food, or products without a lot of plastic packaging? Do you care about not only your health but also the environment? If so, then you are part of the LOHAS movement.

LOHAS is a term that describes a certain type of consumer or company. It stands for “Lifestyles of Health and Sustainability.” LOHAS members believe there is a direct link between the well-being of the environment and the well-being of people. So, the mission of the movement is to encourage consumers and companies to care about their personal well-being of the environment.

One of the main ideas of the LOHAS movement is sustainability. It is not sustainable for human beings to continue to use so much oil and other natural resources. If we do, there will be nothing left in the future for our children. So, LOHAS members support companies that offer goods and services that use fewer of these essential resources.

For example, LOHAS members focus on buying both local food and organic food. Local food does not have to be shipped long distances, which means that less fuel is used when transporting it. And organic food is grown without pesticides. This is important because it helps our water supply free from harmful chemicals.

The LOHAS group is growing rapidly, as more people learn about the benefits of this kind of lifestyle. LOHAS members want more and more consumers and companies to join their movement. They hope that someday everyone will care about health and the environment.

Choose the suitable answer:

1. What is the passage mainly about?
   a. Global warming
   b. Environmental organizations
   c. The mission of LOHAS movement
   d. The benefits of organic food

2. According to the passage, why do LOHAS members buy local food?
   a. Because it is not grown with pesticides
   b. Because it does not use plastic packaging
   c. Because it uses less fuel when being transported
   d. Because it keeps our water supply safe from harmful chemicals

3. What are the best words for (A) and (B)?

   LOHAS members believe there is a link between ___(A)____ well-being and ___(B)____ well-being.

   a. Animals’ -- plants’
   b. Animals’ – people’s
   c. The environment’s – people’s
   d. The environment’s – animal’s

4. You are NOT part of LOHAS movement if you

   a. Buy local food
   b. Buy organic food
   c. Care about the environment
   d. Buy products with a lot of packaging

5. What is not used when growing organic food?

   a. Oil
   b. Plastic
   c. Animals
   d. Pesticides

---

Appendix K. Sample of the Worksheet “Save the Forest”

LICEO FEMENINO MERCEDES NARIÑO

Good afternoon, student. Please read the passage and answer the questions.

SAVE THE FOREST

A change is coming in the forest. Scientists are trying to make the logging companies stop clear cutting. We have to protect the fish, wildlife, and water quality. They have value, too. The forest is a beautiful place that people should be able to enjoy.

It changes everything when all the trees are cut. The trees, animals, and water depend on each other. Many plants and animals disappear. The water level in the ground changes. It can even affect our climate.

This does not mean some of the trees cannot be cut. It just means all the trees in one place cannot be cut at one time. It means that you plant new trees when the old ones are cut. When trees are cut in this way, the land does not erode. The streams do not fill with dirt and the animals are not destroyed.

The industry is beginning to cut trees this way. They are leaving many dead trees so small animals will have homes. They are leaving many trees alone to give shade and shelter for animals. This also means that the forest’s trees are not all the same kind. This seems very important to the survival of the forests.

Both the loggers and the forest scientists are trying to agree on things. They have to balance the lumber we need with the forest’s protection. A good rule seems to be not to cut more than you grow each year.

Choose the fitting answer.

1. We have to protect the fish, wildlife and water _____.
   a. life           b. level           c. quality

2. Clear cutting destroys the ___________ ecosystem.
   a. world’s       b. entire         c. forest

3. The trees, animals and water ________ on each other.
   a. live          b. depend         c. climb

4. They are leaving many trees ___________ animals.
   a. to be eaten by
   b. so the birds are not caught by
   c. alone to give shade and shelter for

5. The streams should not fill with ___________ and the animals should not be destroyed.
   a. water         b. fish           c. silt

http://libguides.unitec.ac.nz/apareferencing/web pages

1 Adapted from: Sacramento County Office of Education. (2013). Save the forest. Retrieved from
Dr. Martin Luther King, Jr. was born in Atlanta, Georgia in the United States in 1929. At that time in America, black people didn’t have equal rights with white people. Black people had to sit in the back of busses. The schools were segregated and there were even separate public restrooms for black people and white people. Black people’s lives were not very good.

Martin Luther King, Jr. was a minister in the Baptist Church. He fought against racial segregation. He wanted equal rights for all people. But he didn’t use violence in his fight. He asked people to fight peacefully. For example, he asked black people to ride in the front of the bus. More than 200,000 people went to Washington D.C. to listen to him speak and ask the government to change unfair laws.

Because of Martin Luther King, Jr., many laws began to change in the United States. But many white people disagreed with him and his ways. In 1968, Martin Luther King, Jr. was assassinated by a white man.

Every year on the third Monday of January, Americans remember Martin Luther King, Jr. They try to remember how much America has changed. And they think about how much more America should change in the future.

Vocabulary

to segregate/ segregation: dividing into groups, usually talking about race, for example- black people and white people didn’t go to the same schools and lived in different neighborhoods.

minister: leader of a church

Questions

1. In your words, what is racial segregation?
   ________________________________________________________________

2. What was Martin Luther King Jr.’s job? _________________________________

3. How did he ask people to fight for their rights? _____________________________

4. Did Martin Luther King, Jr. kill someone? ________________________________

5. When do Americans celebrate Martin Luther King, Jr. Day? __________________

Marriage is one of the oldest human institutions and this is as true in Indian culture as anywhere else. In India marriage, called “Kanyadana or “donating a virgin”, is thought of as the greatest sacrifice that a father can make and for the groom as an obligation to perpetuate his bloodline. Many people believe that a marriage is still binding after death.

In early times girls were thought to be ready for marriage after puberty and later even children could be married. Divorce and remarriage were not always possible. By Medieval times Marriage was compulsory for girls, who very often married between the ages of eight and nine. Among those able to afford it, polygamy was common and rulers would often have one wife from their own region and other minor wives from other areas. Now, divorce and remarriage is possible and non-Muslim Indian men can only have one wife.

Although there are many regional variations, some features of the Indian wedding ceremony are similar throughout the country. In general weddings are very complicated events and involve long negotiations about dowry payments prior to the event. After this has been decided a day is chosen by asking an astrologer to find a lucky day. Preparations begin early because a marriage is not only one of the highlights a person’s life, but a large and complex social gathering to organize.

The night before, the bride, her friends and female relatives gather together for a party called a “mehendi”, where they paint each other’s hands and feet with Henna and dance and listen to music. Her guests often give the bride advice about married life and tease her about her future husband. Weddings are traditionally held at the bride’s home or in a temple, but parks, hotels and marriage halls are becoming increasingly popular. On the day a wedding altar or “mandapa” is built and covered in flowers. All of the wedding ceremony will be held in the altar.

The clothing a couple wear on their wedding day varies between regions and ethnic groups. Women most commonly wear a sari. The bride wears a lot of jewelry as this symbolizes the prosperity she

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1 Adapted from: IELTS Buddy (n.d.). IELTS Reading Passage - Sample 5. Retrieved from https://www.ieltsbuddy.com/ielts-reading-passage.html
will bring to her new family. In the South wearing flowers is common. The groom wears traditional costume or a suit. Turbans are also popular headgear.

The ceremony begins with a mixture of tumeric, sandlewood paste and oils being applied to the couples face and arms. In the past this was done to the whole body, but now it is only symbolic, with only a little being rubbed on. Then they are showered in flowers. After this they perform the rituals that will make them man and wife. First they garland each other and then take seven symbolic steps together representing seven gifts and seven promises.

Finally they say the vows and then they are legally married. The bride’s father or guardian takes her hands and puts them in her husband’s giving her to him. Now she is no longer a member of her father’s family, but a member of her husband’s. They then touch the feet of their elders for luck.

After the wedding ceremony, the couple go to the groom’s house. The bride should be careful to enter the house right foot first for luck. In the evening and late into the night the families and their guests celebrate with dancing, music and food.

Choose the suitable answer

1. In India weddings are ...
   A   a duty for the man to continue his family.
   B   thought to end at death.
   C   a duty for the father.
   D   seen as a benefit for the father.

2. Divorce and remarriage ...
   A   are only possible for non-Muslims.
   B   were sometimes not possible in the past.
   C   have always been possible.
   D   have only become possible in modern times.

3. Indian weddings ...
   A   are straightforward and brief.
   B   are thought to be lucky
   C   are intricate and time consuming.
   D   involve only the immediate family.

Before the wife-to-be is given recommendations about ____________________________.

The wedding ceremony is conducted in a special ____________________________.

The gold and jewels the bride wears represent ____________________________.

These days the materials applied prior to the ceremony are only ____________________________.

After the wedding, the bride has left ____________________________

and belongs to her husband’s.

The new bride should go into her new house ____________________________.

Questions:

1. In India weddings are ...
   A   a duty for the man to continue his family.
   B   thought to end at death.
   C   a duty for the father.
   D   seen as a benefit for the father.

2. Divorce and remarriage ...
   A   are only possible for non-Muslims.
   B   were sometimes not possible in the past.
   C   have always been possible.
   D   have only become possible in modern times.

3. Indian weddings ...
   A   are straightforward and brief.
   B   are thought to be lucky
   C   are intricate and time consuming.
   D   involve only the immediate family.
Good afternoon girls. Read the following text and answer the questions.

**MONEY**

Nine thousand years ago, people did not have money. They traded animals for things they wanted. They traded crops for what they wanted.

In China, in about 1200 B.C., people traded shells for the things they wanted. Chinese people also traded metal **tools** for the things they wanted. For example, they traded metal knives and shovels for the things they wanted. Later in China, people made metal money. In about 100 B.C., the Chinese made money of animal skin. The first paper money was made from white colored **deer** skin. It came from China about 900 years later.

In about 700 B.C., people made the first round metal **coins**. The coins were made of gold and silver. They looked very similar to the coins we use today. These coins came from Lydia. Lydia was located where the country called Turkey is located today. After people made coins in Lydia, people in Rome, Iran, and Greece also began making coins. Coins were very durable – they were strong and could last a long time without becoming damaged.

Money changes with time. No matter what it looks like, money is an idea. It is the thought that people can trade something they have for something they want. Money makes trading easier.

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Questions:

1) Before people had money, they traded…
   A. crops for what they wanted.
   B. animals for what they wanted.
   C. metal tools for what they wanted.
   D. All of the above

2) The first paper money was made in…
   A. the year 1200 B.C. in China.
   B. the year 700 B.C. in Lydia.
   C. the year 800 A.D. in China.
   D. the 1500’s in North America.

3) What was the first paper money made of?
   A. Metal
   B. Tree leaves
   C. Animal skin
   D. White shells

4) The first metal coins came from…
   A. Iran
   B. Lydia
   C. Rome
   D. Greece

5) All money is based on the idea that…
   A. gold and silver are good money.
   B. people can trade what they have for what they want.
   C. people can trade things for animals.
   D. coins are the best kind of money.

6) Tools are things you…
   A. use for money.
   B. use to do work.
   C. put in the bank.
   D. trade for something.

7) A deer is…
   A. a kind of money.
   B. a kind of animal.
   C. made of shells.
   D. gold or silver.

8) What are coins?
   A. Round, flat, metal pieces of money
   B. Beads made of white shells
   C. Paper bank notes
   D. Metal knives
Appendix O. Sample of the Worksheet “Maverick Sentences”

MAVERICK SENTENCES

In each of these extracts, there is a sentence that should not be there. Read the extracts carefully, and decide which is the ‘maverick’ sentence.

1. The sun is going down. Jonas cannot find the road. The bus stop is not on the corner. He listens to the river and stays near it. What is that? Jonas hears something. He listens. A man is near. A man is calling. A man wants help.
   (Dead Man’s River: p.8. Easystarts.)

2. After three days Sam and Jenny are very hungry and thirsty. There is plenty of food in the sea. Then, after five days Jenny sees a big white bird. It is carrying some grass. ‘Look Dad,’ she says, ‘Do you think there’s an island near here?’
   (Tinker’s Island. p.7. Easystarts.)

3. The leopard runs through the streets of the village. Behind him the people are following and throwing stones. They are very angry. They laugh quietly. They do not want a leopard in their village. The leopard is very tired now. But where can he run?
   (The Leopard and the Lighthouse. p.4. Easystarts.)

4. There is a boat beside the lake. Late in the afternoon, April and Nikolai go out in it. Nikolai looks at April and smiles. He has very bad teeth. April smiles too. ‘It’s very beautiful here,’ she says. Nikolai looks into her eyes.
   (April in Moscow. p.11. Easystarts.)

5. The next day Bak stays in bed. ‘I’m sorry Hapu,’ he says. ‘I want to work but I can’t. I’m ill.’ Hapu is very sad. ‘Father works too hard,’ he thinks. ‘That’s why he’s ill. We need more money – but what can I do?’ Then he has an idea. It is a bad idea. ‘Of course!’ he thinks. ‘I must make something for somebody very rich. Somebody like the Queen!’
   (Fireboy. p.4. Easystarts.)

Decide where these words could fit in these passages.

1. morning real to get now short younger

Billy Parker is fourteen. He has got brown hair, green eyes and a small nose. He has got a sister, too. Her name is Roxanne (but everybody calls her Rox). It is August. Billy and Rox are staying at their grandmother’s house in Brighton. One Sunday, Billy looks at his bicycle. It is very, very old. ‘I need a new one,’ he says. ‘But the question is how? New bikes are so expensive.’
   (Billy and the Queen. p.1. Easystarts.)

---

Odd Word Out

In each of these extracts, there are six or seven words which do not fit. Try to find the odd words out, and replace them with words you think fit better.

Text 1

This is Dan's big day. He has a new car. It is fast, and red, and beautiful. 'Anita likes men with slow cars,' Dan thinks. 'Now I can take her out.'

He has a television in his car. He calls Anita's number. 'Hi, Anita,' Dan says. 'Come out with me in my new car'

'OK,' Anita says. 'You can take me to the movie studio.'

Dan walks to Anita's home.

'Anita!' Dan says. 'I hate your dress! And your hair! You look beautiful!'

'Thanks, Dan,' Anita says. 'Let's go. Mr Stein wants to see him at 10 o'clock.'

Dan drives very slowly down the highway. 'Wow! You're a good driver,' Anita says. Dan is happy. He is not looking at the sky. He is looking at Anita.

(Anita's Big Day. pp.2-3. Easystarts.)

Odd Word Out

Text 2

Fifteen minutes later the Tinkers are in a small boat ... They can hear nothing but the sea and the wind. It is a beautiful night and there is a big sun. It shines on Sam Tinker's thin, tired face. Jenny looks at her father.

'Oh, Mum,' she says. 'You're free!' Then she tells him her story.

After three days Sam and Jenny are very hungry and thirsty. Then, after five days Jenny sees a big white dog. It is carrying some grass. 'Look Dad,' she sings. 'Do you think there's an island near here?'

Sam Tinker stands up in the small boat. He puts one leg across his eyes. 'Yes, Jenny, you're wrong! I can see it. There is an island!'

(Adapted from Tinker's Island. pp.6-7. Easystarts.)
Appendix P. Sample of the Worksheet “Buddha’s Birthday”

Elements of Buddhism

1. There is not just one form of Buddhism. Buddhism is practiced in very different ways in different parts of the world.

2. Buddhism is not opposed to other religions. A right teaching is right regardless of who preaches it. Truth is truth regardless of who proclaims it.

3. Buddhism has never caused war and has always been peacefully introduced around the world.

4. There is no omnipotent supernatural god in Buddhism – Buddhists look inside themselves, not to any higher being. Heaven and hell are inside us, not outside us.

5. The final goal is to free oneself from the cycle of birth and re-birth and to reach Nirvana (a state of impersonal reality).

6. Actions in the current life have consequences in future reincarnations – the doctrine of Karma. You reap what you sow, you get back what you give.

7. Enlightenment is something that all human beings can aspire to in their lifetime.

8. Suffering, although essential, can be overcome by learning our own potential to resolve difficulties, by believing in the power of positive thinking (through prayer and chanting).

9. One of the early aims of Buddhism was to create a happy land where people live all their long life free from evil and worry. This is still true today as Buddhists hope to find a world harmony by following natural law.

10. Some Buddhists claim that many of the remarkable advances in science and technology are actually restricting our freedom, as we depend too much on them. We often leave the cures to doctors rather than preventing or fighting diseases ourselves.

11. Buddhism preaches non-violence, love of all nature (one must not kill any living creature), equality of all men and women, respect for the individual, and tolerance.

12. Some Buddhists in the West believe that through chanting particular Sanskrit verses, you can get whatever it is you want – a new job, a new house, a partner. The same chanting can help you face violence and death.

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Appendix Q. Sample of the Lesson Plan’s Template

LICEO FEMENINO MERCEDES NARIÑO I.E.D.

Lesson plan on xxxxxxxxxxxxxxxxxx  xxx / 2017

Objective: xxx.

Materials: xxx.

<table>
<thead>
<tr>
<th>Time</th>
<th>Building Block</th>
<th>Procedure</th>
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<tr>
<td>Xx minutes</td>
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<tr>
<td>Xx minutes</td>
<td>Activate</td>
<td>xxx</td>
</tr>
<tr>
<td>Xx minutes</td>
<td>Study Focus</td>
<td>xxx</td>
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<tr>
<td>Xx Minutes</td>
<td>Study Practice</td>
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<tr>
<td>Xx Minutes</td>
<td>Activate</td>
<td>xxx</td>
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**Appendix R. Sample of the Questionnaire to Elicit Student’s Opinions**

<table>
<thead>
<tr>
<th>LICEO FEMENINO MERCEDES NARIÑO I.E.D.</th>
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<tbody>
<tr>
<td><em>Form for eliciting feedback on a Reading lesson</em></td>
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</table>

Good afternoon, student. Please complete the following questionnaire honestly.

I will use your responses to plan next reading classes.

**Title of the text**

What did you learn during the lesson?

What did you enjoy most about the lesson?

Why?

What did you find most difficult?

Why?

What you didn’t like about the lesson?

Why?

Other comments:

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Appendix S: Sample of the Worksheet on Pink Floyd’s Song “Money”

LICEO FEMENINO MERCEDES NARIÑO I.E.D.

Hello, students. Please read the lyrics of the Pink Floyd’s song “Money” and fill in the gaps with the words in the box. You will listen to the song and check your work. Enjoy 😊

Money, ____ away
Get a good job with more pay and you ___ okay
Money, it’s a gas
______ that cash with both hands and ______ a stash
New car, caviar, four star daydream
_______ I’ll buy me a football team

Money, get back
I’m all right Jack _______ your hands off of my stack
Money, it’s a hit
Don’t _______ me that do goody good bullshit
I’m in the high-fidelity first class traveling set
And I think I _______ a Lear jet

Money, it’s a crime
______ it fairly but don’t _____ a slice of my pie
Money, so they ______
Is the root of all evil today
But if you ____ for pay rise it’s no surprise
That they’re giving none away
Away, away, away
Away, away, away