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UNIVERSITY OF SOUTHAMPTON

FACULTY OF HUMANITIES

**Enhancing reading skills and strategic reading in university students through explicit
reading instruction: an intervention teaching study**

by

Liliana Pelayo Muñoz

Thesis for the degree of Doctor of Philosophy

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UNIVERSITY OF SOUTHAMPTON

ABSTRACT

FACULTY OF HUMANITIES

Thesis for the degree of Doctor of Philosophy

ENHANCING READING SKILLS AND STRATEGIC READING IN UNIVERSITY STUDENTS THROUGH EXPLICIT READING INSTRUCTION: AN INTERVENTION TEACHING STUDY

By Liliana Pelayo Muñoz

Reading in English is a common requirement in tertiary level EFL, even in contexts where English is not the native language. In these contexts, reading in English becomes a hindrance for many students since they are not proficient readers and their interest in the foreign language is lacking. However, these students are aware of the need they have to read in English so that they can fulfill their reading requirements. As a consequence, an investigation about the effects explicit reading instruction has towards the development of strategic reading and reading skills was carried out challenging the traditional notion of teaching reading through language lessons.

This investigation consisted of delivering an explicit reading program with an interventionist approach where qualitative research methods such as pre- and post- questionnaires, focus group interviews, and observations were considered. This teaching intervention was conducted with 26 engineering undergraduate students from a public university in the south-east of Mexico over 15 weeks; during which time the effects of this reading instruction and the participants' perceptions towards this reading approach were collected.

The overall findings suggest that explicit reading instruction was beneficial for these students as it helped them develop not only their reading skills but also their language skills. This instruction also boosted the students' confidence and produced a sense of achievement. These positive outcomes may enrich the design and implementation of reading programs for students who have to read in English for academic purposes (EAP).

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Academic Thesis: Declaration of Authorship

I, LILIANA PELAYO MUÑOZ

declare that this thesis and the work presented in it are my own and has been generated by me as the result of my own original research.

Enhancing reading skills and strategic reading in university students through explicit reading instruction: an intervention teaching study

I confirm that:

1. This work was done wholly or mainly while in candidature for a research degree at this University;
2. Where any part of this thesis has previously been submitted for a degree or any other qualification at this University or any other institution, this has been clearly stated;
3. Where I have consulted the published work of others, this is always clearly attributed;
4. Where I have quoted from the work of others, the source is always given. With the exception of such quotations, this thesis is entirely my own work;
5. I have acknowledged all main sources of help;
6. Where the thesis is based on work done by myself jointly with others, I have made clear exactly what was done by others and what I have contributed myself;
7. None of this work has been published before submission

Signed:

Date: September 2018.....

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Chapter 1 Introduction

The purpose of this chapter is to present the motivation and significance of the study, the researchers' position, the research background, the objectives, and the research questions. Firstly, it presents the rationale for carrying out this study and sets its significance. Secondly, the research background presents a general description of reading in Mexico and an account of reading in the south-eastern Mexican region as well as the importance of reading texts in English for undergraduate students at public universities. It also discusses the general English program offered in the context where this study takes place, the difficulties students encounter when attempting to read in English and how reading in English is perceived by most participants. Thirdly, the objective of this study that gave way to the research questions is presented. Finally, an outline of the elements that integrate the rest of this thesis is presented.

1.1 Motivation of the study

As a language teacher I started to focus on the field of reading in English, specifically on the development of reading strategies because in my teaching practice I perceived that one of the main factors that prevented south-eastern Mexican students from succeeding in reading academic texts in English was the fact that they did not know how to approach such texts as they did not receive any formal reading instruction during their professional studies. The overall context of this study is tertiary level EFL and in this context, Mexican south-eastern students need English for academic purposes (EAP), they need to read academic texts in English to comply with certain academic requirements in their field of studies. As a result, a reading program is proposed to help students with their immediate academic reading needs considering their profile and their level of proficiency. The reading part of this instruction will be unfolded throughout this research work showing how this proposal does not center in teaching the English language per se but in teaching how to approach academic texts in English with the purpose of helping students develop their reading skills through cognitive and metacognitive reading strategies as is intended to attend the EAP/reading needs in this tertiary level EFL.

As a result of what is perceived regarding the need to read in English in this context, it is recognized that sometimes, language teachers in order to help students, offer them informal reading instruction within their regular English program. In spite of this well-meaning attempt, it is quite common that most of this informal instruction does not include a revision or a follow-up, and usually, this instruction is offered just once or twice during the semester.

Opposite to this effort of teaching reading informally, there is the position of some other language teachers that believe in not offering students a reading instruction as most of these students are not proficient readers in their L1 or have not yet acquired a proficient level in the English language. As a result, these two opposite views often lead to a stage of academic stagnation in which instructors are not able to effectively help students meet their reading needs and where students experience a sense of frustration as they are not able to comply with some of their academic requirements.

This challenging reality moved me to investigate the reading process and the several approaches to teaching reading in English for academic purposes to find a proposal that best suited the students' needs in this context. As I gained more knowledge on the subject, I started to design a reading program that addressed the students' immediate reading needs. I then delivered my undergraduate students some reading instruction in an informal way. The original reading program went through numerous reviews and amendments and an informal reading booklet was designed which included academic texts related to the students' field of studies and offered students some reading practice in the use of different reading strategies. This initial reading instruction, which was part of my hidden teaching curriculum, was delivered to the students when in their regular English classes. During the time students received this informal reading instruction I observed that it benefited them as they felt more willing to approach academic texts in English. This reading instruction I have offered to these south-eastern Mexican students throughout these years allowed me to consider that teaching reading beyond the mere teaching of the language is possible and likely to be achieved when it aims at developing reading skills and strategies. Although language teaching contributes to the development of language proficiency, it is not a determinant factor. Factors such as L1 previous reading experience and background knowledge among others come into play in the reading process.

I favor the teaching of reading which is explicitly delivered. As a researcher in this study and based on my previous years of experience in teaching reading, I decided to undertake a formal and systematic study on reading in English. I considered that conducting research on explicit reading instruction and on how reading strategies and skills can be promoted in the language class is necessary for the southeastern Mexican context. By carrying out this study, it is expected that findings contribute to the design of suitable reading programs for these students. Therefore, research on reading through an intervention teaching study is put forward as an opportunity to gain insights on how students perceive and respond to an explicit reading approach when accessing meaning (Grabe 2009; Grabe & Stoller 2011; Grabe & Stoller 2013; Stoller, Anderson, Grabe & Komiyama 2013).

1.2 Significance of the study

This study contributes to the improvement of education in the field of EAP not only in this university but also in other universities nationally. I hope that this research study encourages English program designers and English teachers to adopt a similar explicit reading approach as an effective way to teach reading for academic purposes to undergraduate students. It is expected that through this reading instruction, the following outcomes are to be attained: the development of strategic readers; the use of reading strategies, both cognitive and metacognitive; the enhancement of students' vocabulary, pronunciation, and reading fluency; the development of a sense of achievement in students' when approaching academic texts in English; and the contribution to the students' academic knowledge. This reading instruction proposal becomes meaningful as it seeks to help students meet their reading requirements through the development of reading strategies and reading skills. It considers the fact that these students have not received previous formal reading instruction in English and suggests that by offering this type of instruction, insights will be gathered related to how explicit reading instruction (hereafter ERI) is promoted in the south-eastern Mexican classrooms.

Also, offering ERI in the language classroom is an opportunity to gather data on how students respond to this type of instruction as they recognize that reading in English during their professional studies is a factor that contributes to their academic success. Besides, carrying out this study will contribute to the development of language instructors as it will offer them opportunities to grow in the teaching practice field by learning more about the reading process and the different ways teaching reading can be delivered. Furthermore, it will significantly help educational program designers when developing teacher training programs as they will be more informed on what reading needs have to be tackled when working with undergraduate students.

Lastly, the importance of proposing ERI in this context resides in the fact that this instruction moves away from the traditional teaching notion of reading in English. Traditional reading instruction recommends that students first achieve a certain level of proficiency in the language and then they move to the reading for comprehension in the FL (Anderson 1999). Opposite to this view, this teaching reading instruction suggests that because reading is not constrained to the teaching of language proficiency, students can benefit from a reading instruction that takes into account several other elements in reading such as the students' previous reading experience in their L1, their background knowledge, and cognitive and metacognitive strategies among others.

1.3 Background of the study

The urgency for having a literate society that understands what it reads is not always shared in all countries despite their political discourses, such as in the case of Mexico, a country that is constantly involved in a socioeconomic, cultural, and political turmoil that halts its citizens' educational growth. According to the Program for International Student Assessment (PISA 2015), Mexico is below the Organisation for Economic Co-operation and Development (OCDE) reading average. In Mexico, 42% of students do not reach the minimum level of reading competence. Carrasco (2013) suggests that Mexican schooling has not efficiently formed readers that understand what they read, and therefore they do not develop a reading habit to use inside and outside school. The impact of reading in the native language and an L2 is related to the culture in which the reader is immersed (Anderson 2008; Grabe 2009). Mexico is a country that tends to mock their lack of reading habits according to Anderson (2008), who suggests that "in many places of the world, reading is not an integral part of people's lives...our students should see from our enthusiasm that gaining information and knowledge from reading is an important part of our lives" (p.4). According to Gutiérrez-Valencia and Oca-García (2004), approximately 48.4% of Mexican students devote one to five hours per week to reading scholarly texts, though this figure only represents students from the center of the country.

Studies related to reading in the L1 and English in Mexico have been conducted (González-Robles, Vivaldo & Castillo 2004; Moore 2009; Vivaldo, López & González 1995; Vivaldo 1992; Vivaldo 2003). It is suggested that there is a deficit in university students' reading practice not only in their L1 but also in English (Vivaldo 1992). It has been put forward that the difficulty students have when reading in English refers, among other factors, to the detailed comprehension (Vivaldo 2003). Figures indicate that the annual reading average per capita in Mexico is 2.8 books (Gutiérrez-Valencia & Oca-García 2004) though Sheridan (2007) and Zaid (2006) claim that those figures do not reflect what Mexicans read. A parallel issue that contributes to the poor reading practice in Mexico is extensive illegal photocopying. This practice often contributes to offering students mutilated photocopies where valuable information is omitted. Most university students resort to photocopying daily. To form real readers, Argüelles (2002) proposes the necessity to provoke a pedagogical, educational and cultural change in the whole Mexican educational system. It is a reality that critical changes are needed to be made in this educational system, however, if minimal but decisive changes are implemented in the way that reading is approached in public universities, a positive impact on the students' reading process is likely to be obtained.

1.3.1 Reading in the south-east of Mexico

The Chontalpa region where this study takes place is located in the south-east of Mexico. Important sociocultural backwardness affected this region for a considerable time, limiting the educational opportunities of its population. Once political and educational policies changed, opportunities for young people started to emerge. Despite this emerging growth, educational underdevelopment is still reflected in all levels of formal education. University students do not possess strong reading habits in their L1, and their reading competence is poor. As a consequence, their reading in English is scarce or null. These students' poor performance in reading comprehension is reflected when they take their admission exam to enter university, and statistics indicate that most of them fail the reading comprehension section.

It is a common practice that universities in this region do not contemplate remedial courses for reading comprehension in L1. However, most of them offer a program focused on oral and written communication in the students' native language during the first semester of their undergraduate studies. Reading in this context is an ability taken for granted and it is expected that students possess it not only in their L1 but also in English. As a consequence, it is common that teaching reading programs in English are not contemplated in the students' curriculum, and as a consequence, additional courses are not contemplated for them to help them develop or strengthen their reading performance in L1 or English.

1.3.2 The importance of reading texts in English

Reading in English is significant because students have to deal with texts related to their field of study daily, not only in their L1 but also in English. Reading is fundamentally important and is considered the foundation supporting instruction in all aspects of FL learning (Suleiman Alfallaj 2017). The ability to read in an FL strengthens students' learning skills paving their way to academic success. Students at all educational levels are expected to read in the sense of understanding what the text conveys. Reading in English has become not only an expectation urban societies have from their citizens (Wallace 1992) but a necessary tool in different undergraduate and postgraduate study programs (Cansigno 2010; Carrell, Devine & Eskey 1988). Thus, reading is considered a critical skill for academic success. Nevertheless, the act of reading is not always equivalent to getting meaning from texts as Argudín and Luna (1994) comment that a high percentage of students who are considered literate, do not have basic reading skills and abilities; therefore they can be called functionally illiterate individuals. This lack of basic reading skills halts the learning process and minimizes the possibilities of professional, human, and cultural development. This is in line with what Ferrer and Staley

(2016) assert concerning the importance of reading today where “many students particularly second language learners struggle with not only enjoying reading but also excelling at basic literacy” (p.79). In fact, despite the importance of reading for FL readers, many of them failed to learn to read adequately in an FL. Reading in an FL is slower and more difficult than reading in the L1 (Smadi & Alshra’ah 2015).

The stronger reading skills students have, the better they will do academically, as Urquhart and Frazee (2012) state that many students have trouble understanding concepts in science, history, or mathematics texts because they have not learned to mentally organize information as they read, or because they have little or no experience with the topic and do not know how to make meaningful and personal connections to new ideas while reading. In this line of thought, Anderson (1999) suggests that if EFL/ESL students possess strengthened reading skills, they will make greater progress and accomplish greater development in all academic areas. As a consequence, the significance of reading in English for these Chontalpa students resides in the fact that they are expected and required to read academic texts and if they do so, they likely expand their possibilities for academic success.

1.3.3 The English program in a south-eastern public university

The English program this university provides consists of two semesters of general English instruction within the curriculum of every educational program offered. These English courses are offered during the first and second semesters of the undergraduate program. The university English program aims at reaching an A2 level according to the Common European Framework of Reference, (CEFR), even though students received English instruction before entering university, that is, during their middle and high school studies. Nevertheless, the justification for proposing an A2 English level is supported by the Language Faculty under the rationale it is necessary to consider that most of these students come from underserved communities where they may not have fully received English instruction during their previous school years. It is not the objective to discuss whether or not this decision is plausible, but to point out that the limited English instruction these students receive, which is centered in the teaching of the English language at a basic level, does not contemplate a reading instruction in EAP within their curriculum.

1.3.4 Difficulties when approaching reading in English

In many educational scenarios, reading and processing expository texts is a struggle for many students (Berry, Cook, Hill & Stevens 2011; Starcher & Proffitt 2011). In this context and

based on the daily teaching practice with the students, it could be asserted that the following three main factors prevent students from reading in English: 1) 'The poor level of proficiency in reading they have in their L1, and as a consequence, in English as well, 2) students' unawareness on how to approach texts in English, and 3) lack of motivation towards their academic goals. If students have poor reading habits in their L1, they will likely have poor or null reading habits in the FL. The reading habit influences academic performance according to a study by Owusu-Acheaw (2014). Nuttall (1996) sustains that poor L1 reading habits hinder the development of efficient reading in the FL. Not having the opportunity to get in touch with books at an early age is a factor that makes it hard to acquire good reading habits in later years (Deavers 2000). Moreover, the level of reading proficiency that a reader has in the L1 seems to be a factor in the development of L2/FL skills. The focus of this study is on reading comprehension and strategic reading in the English language. It does not focus on teaching the English language to the participants, although a fact worth mentioning is that most students in this context have poor knowledge of the English language. Findings in a study by González et al. (2004) showed that only 10.6 % out of 4,690 students entering university got a passing mark on linguistic competence in English, although all subjects had received six previous courses in English during middle and high school.

Many of the students in the context of this study do not know how to strategically use their background knowledge or their previous reading experience in L1 when encountering texts in English. Durán-Escribano (2001) suggests that during the students' professional studies and professional life, students will encounter reading of books, papers, technical reports, manuals and other documents written in English. At first, it may seem difficult to read them, but if students are trained in reading techniques, it will be easier. Therefore, strategic instruction in reading is considered extremely important for readers at their initial stage of proficiency and it is highly recommended that this instruction be explicit (Anderson 2008).

Besides, many students face other challenges that constantly jeopardize their values and academic goals. The Chontalpa region faces a strong wave of violence that includes drug trafficking, kidnapping, murders, robberies, and abuses; all of which provoke a feeling of hopelessness among the community in general and in these students in particular. Without deepening into this social reality, it is worth acknowledging that to a greater or lesser extent, it affects students' drive to learn and it also affects their academic performance. Combined with these social issues and due to the influence of the mass media, people do not show much interest in reading journals, books, or other types of texts (Palani 2012). Not only do these challenges make students question their educational goals and values, but today many students' preferences are centered on watching movies and television shows, listening to

audios, and watching videos (Issa 2012). According to Méndez (2015), emotions are considered central to the process of teaching and learning an FL and are closely related to the success or failure of such a task

1.3.5 Reading in English as an empowerment tool

Reading in English may represent a way to strengthen students reading skills or a way to overcome the difficulties they encounter when reading texts. In the context of this investigation, students acknowledge the need they have of reading academic texts. According to Suleiman Alfallaj (2017), a reading comprehension is a professional tool that empowers English learners not only for ensuring their professional development but also for success in their jobs. Generally speaking, this is the main drive for these students when it comes to reading texts in English. However, the reading engagement in educational settings may be quite demanding since a great deal of learning occurs and part of that learning requires the reading and interpretation of informational texts (Grabe 2009). As a result, almost all students are interested in reading in English for academic purposes rather than for learning it as a foreign language. Despite the imminent internationalization higher institutions experience nowadays, students in this study express their lack of interest in English per se. For these students, reading in English is mainly considered a useful resource where the enjoyment of this activity conveys is put aside. According to Owusu-Acheaw (2012), reading is an essential tool for knowledge transfer. Although in his findings, when conducting a study assessing students' reading habits and their academic performance, he confirmed that 75.0% of the respondents engaged in reading just to pass an examination, the majority of the respondents considered that reading habits affect academic performance.

1.4 The aim of the study and the research questions

The present study investigates to what extent ERI contributes to the formation of strategic readers. Specifically, it explores the perceptions students have towards ERI, towards reading strategies, and access to meaning when approaching texts in English and their perceptions towards their reading process. While this instruction is carried out, it also seeks to confirm whether or not students amplify the perception they have of reading beyond its utilitarian notion.

It challenges the notion that, for reading in English to be successful, students first need to reach a linguistic threshold and then attempt to read in English (Anderson 1999). This study aims at offering useful insights in a reading proposal which not only works with students who

are poor readers in L1 as well as in English and who are not interested in learning English, but who are aware of the need they have to read in English and can benefit from a program of explicit reading instruction as a way for them to build meaning from texts through strategic reading (Stoller et al. 2013).

This study finds its inspiration in the Stoller et al. (2013) notion suggesting that unexceptional instructional improvements teachers integrate into their teaching can help students become better readers. To materialize this goal, this study is supported in a theoretical framework that addresses reading from a socio-psycholinguistic approach and integrates several reading models, as well as Stanovich's (2000) Interactive Compensatory Model. It also finds its support in schemata, reading competence, self-assessment, and motivation. To fulfill the objectives of this study pursues, the research questions are listed as follows:

RQ 1: What are the students' perceptions towards reading strategy use and access to meaning?

The teaching intervention this study proposes aims at having students develop their ability to use a variety of reading strategies so they reach their reading purposes. Therefore, this question looks at how students perceive the use of reading strategies as a way of accessing the meaning of texts and whether or not they can reach comprehension through the use of those reading strategies.

RQ 2: What are the students' perceptions towards their reading process?

This question looks into the different views students have towards the way they approach texts and the results of such approaches. Understanding the way students see their own process of reading is likely to offer insights into the different attitudes students have when reading. It will also offer a guideline on what aspects to tackle when teaching reading to these students.

RQ 3: How does ERI contribute to forming more strategic readers?

The overall aim of this study is to develop strategic readers through the instruction of reading; therefore, this question is one of the backbones in understanding to what extent this aim has been reached. This question helps to find out whether or not reading instruction, when explicitly offered, contributes to strengthening students' reading skills so they understand texts better.

RQ 4: Do students expand their initial concept of reading after ERI?

Reading in the context of this study is mainly perceived as useful and practical (See section 1.4.5). This question seeks to find out whether or not participants, after having received the explicit reading instruction, keep their initial perception of reading or expand such perception.

1.5 Thesis structure

This thesis consists of seven chapters. Chapter 1 offers relevant background information of this study, its objectives, and research questions. Chapter 2 presents the core elements which are the reading process, strategic reading, and the role of metacognition. This chapter brings together the models of reading that support the proposal of this study, as well as the theories under which it is framed. Chapter 3 presents in detail the ERI teaching intervention proposal. Its design, curriculum, and curricular goals are carefully presented. An outline of the content of ERI and information related to the text materials used for this intervention are included, as well as a detailed account of how ERI was developed. Finally, this chapter introduces information related to the nature of this study based on its salient features as an introduction for the next chapter. Chapter 4 presents the methodology of the present study, its design and a thorough description of the data-gathering instruments, highlighting the importance of combining different sources of data. Chapter 5 presents the results of the data according to a thematic framework. Chapter 6 discusses the answers to the research questions suggesting that explicit reading instruction is helpful for university students, as it helps them approach texts more confidently by making use of several reading strategies according to the students' reading goals. Chapter 7 refers to the conclusions of this study and offers a summary. It discusses its implications, limitations, and recommendations for further research in the EAP field.

Chapter 2 The Literature Review

In this chapter, the notion of reading, strategic reading and the role of metacognition will be presented. This chapter also presents the theoretical framework that underpinned this study and offers a synthesis of research on reading. This chapter begins by offering a theoretical account of the reading process and what its complexity represents. Next, reading competence is explained narrowing its concept to the purpose of this study. Then, strategic reading expands on reading strategies and offers a rationale for the reading strategies this research focusses on. It also presents the theories which frame and support this study. Finally, it provides a section that synthesizes the research on reading and brings together the concepts of reading strategies, students' perceptions and students' motivations for reading.

2.1 Introduction

Reading is part of our daily life whether in formal or informal contexts. The way reading is conceived has changed as new generations understand and see reading in a different way than adults do. These new generations see reading mostly as the mere act of skimming a text, taking a quick look at a message, or browsing online. They mostly read online and do not spend a long length of time doing so. This scarce reading practice is reflected in educational contexts where students do not read for an extended period or they only read superficially halting students' academic development. Urquhart and Frazee (2012) suggest that many students have trouble understanding concepts in texts related to science, history, or mathematics because they have not learned how to mentally organize information as they read. Nevertheless, in academic contexts or workplace environments reading is expected as part of the learning or engaging in our jobs (Grabe, 2009). In university contexts, reading in the students' native language is expected as well as reading in a foreign language which in most cases refers to the English language. Hyland (2004) affirms that the dominance of English has transformed the educational experiences and professional lives of numerous students and academics across the planet. English has become the *lingua franca* in countries where it has been taken as a second language (SL) or foreign language (FL) (Dudley, Evans & St. John 2006).

Antón (2011) points out that reading among university students is of great interest as it is one of the most important tools for acquiring and accumulating knowledge. In Mexico, a growing number of universities, both private and public, require from their students reading comprehension skills in one or more foreign languages within their learning programs (Cansigno-Gutierrez 2010; Carrell, Devine & Eskey 1988). However, it is quite common that

these reading requirements are not met since most of the time students are not proficient readers in an FL. According to Grabe (2009), reading engagement in educational settings may be quite demanding due to a great deal of learning that occurs, and part of that learning requires the reading and interpretation of informal texts. As a result, it is common for these students to approach texts with less understanding and more slowly than they do in their L1, as Alderson (1984) suggests. Even in contexts where students are more proficient in an FL, reading in English becomes complex as students lack the proper reading training. Second language reading is an important skill that can facilitate or hinder academic success to many L2/FL learners (Taylor et al. 2006). However, it is suggested that struggling readers are more likely to learn reading skills and strategies if the explicit model of instruction is part of the teacher's repertoire (Rupley, Blair and Nichols 2009). Anderson (1999) argues that if EFL/ESL students possess strengthened reading skills, they will make greater progress and accomplish greater development in all academic areas.

2.2 The reading process

Reading is among the most complex human activities (Kendeou, McMaster & Christ 2016). In spite of the numerous definitions found in literature, there is a common ground in all of them: the fact that reading cannot be perceived as a merely passive or receptive activity due to the different elements that come into play (Anderson 2008; Cirocki & Caparoso 2016; Koda 2005; Silberstein 1994). These different elements refer to the recognition of a multiplicity of linguistic signals as well as the use of background knowledge, inferring, interpretation of texts, monitoring and fixing comprehension problems. Although scholars acknowledge the complexity of reading, they give different weight or equal status to the elements that converge in this activity based on the reading approach or model they favor. Bottom-up models consider critical the construction of meaning from letters, words, phrases, clauses, and sentences. Top-down approaches see reading as an action primarily directed by the reader's goals and expectations. While interactive or compensatory approaches put forward that reading is the combination of linear and non-linear models or that these approaches compensate for each other when a deficit in either process appears (see Section 2.2.2 for Models of Reading).

The definition of reading is taken from the RAND Reading Study group (2002), which is a group of experts in the field of reading, charged with proposing strategic guidelines for the improvement of reading comprehension that would be of interest to researchers who study reading instruction and practitioners who teach reading. This group defines reading as “the

process of extracting and constructing meaning through interaction and involvement with written language” (p. 11). According to Graesser (2015), the reading process refers not only to word decoding, morphology, syntax, phonology or vocabulary but to “understanding the meaning of sentences, constructing inferences, recruiting relevant background knowledge, following discourse structures and consider the motives of authors for meaning” (p. 43). Graesser confirms that for comprehension to be successful, deeper comprehension skills in reading such as understanding sentences, building of inferences, using background knowledge, understanding the way texts are organized and the authors’ intention need to be addressed apart from the different basic reading components as reading goes far beyond just recognizing words accurately (Anderson 1999; Crystal 1997; Day & Bamford 2013; Wallace 2001). Likewise, Goodman (1996) sustains that reading is not the “simple” act of recognizing letters and/or words, because texts are more than a collection of letters and words and most importantly, "making sense of texts involves complex control, by both readers and writers, of how language works and how texts are constructed" (p. 2).

In this line of thought, some scholars such as Alyousef (2005) and Valencia (2008) even consider reading as a dynamic and interactive event between a reader and a text. Alyousef (ibid) highlights the importance of the role of the reader in reading: "the reader should interact dynamically with the text to understand its message" (p. 14). Valencia (ibid) equates reading with the research process suggesting that reading is assumed as a small amount of research where the questioning and inferring are implied and where learning results from that process. Undoubtedly, there is a consensus among scholars who recognize that the process of reading is far from being a simple act of recognizing words but a dynamic, interactive event where many different processes intervene to reach comprehension.

However, the definition of reading would not be complete if only lower and higher reading processes were recognized in the building of meaning. Reading is a broader notion permeated and understood by individuals according to their sociocultural context. As a result, it is also from the social stance along with the language and thinking processes that reading is fully comprehended. In this line of thought, Frankel, Becker, and Rowe (2016) state that the RAND Reading Study group proposes that reading comprehension occurs through interactions among the reader, the text, the activity, and the larger sociocultural context. Hence, apart from recognizing the complexity reading implies between readers and texts, this research study sees reading from two main perspectives that framed its theoretical foundation. The first perspective refers to the way individuals perceive reading according to their social and cultural context, that is, the social perspective of reading (Street 1984; Wallace 1992, 2001). In the case of the participants in this study, it has been discussed (see section 1.4.5) that

their social perspective has shaped their notion of reading as a necessary skill for professional success and for reaching a better quality of life. The other perspective finds its theoretical ground in the psycholinguistic approach of reading where language and thought shape the construction of meaning (Anderson 2008; Brown 2007; Goodman 1967, 1996; Grabe & Stoller 2011; Nuttall 1996; Smith 1971).

This study, supported by the RAND definition of reading, proposes that the extraction and construction of meaning through the interaction and involvement with texts takes place when activating lower-level and higher-level processes in readers. Therefore, it investigates to what extent undergraduate students develop as strategic readers when they are given reading instruction that integrates bottom-up and top-down processing skills (Sullivan, Itzo & Grosser 1998) considering what they bring to the reading process, their own values, understandings, and experiences (Alderson, Haapakangas, Ari Hunta & Ullakonoja 2015; Goodman 1996; Grabe 2009; Koda 2005; Nuttall 1996). These bottom-up and top-down processing skills are presented in this investigation in the form of different cognitive and metacognitive strategies to help readers in the decision-making process until they reach an understanding of a text (Aukerman 2008). Thus, the reading involvement of participants during this research study refers to both perception and thought, consisting of word recognition and comprehension (Pang, Muaka, Bernhardt & Kamil 2003).

2.2.1 Reading competence

The OECD (2009) defines reading competence as understanding, using, reflecting on and engaging with written texts to achieve one's goals, to develop one's knowledge and potential, and to participate in society (p. 23). Reading competence refers not only to cognitive competencies but also to metacognitive competencies therefore, reading competence is seen as something quite complex and multidimensional related to comprehending what is read. Authors such as Mahdavi and Tensfeldt (2013) are in line with this multidimensional process that includes different competencies if the understanding of a text is sought. They suggest that the reading ability transcends the “mere skills of decoding letters and words, and into the more complex realm of comprehension, which is the goal of all reading related activities” (p. 77). Not only these competencies are acknowledged when referring to the reading competence but an element is added, autonomy, as Solé (2012) puts forward that understanding involves knowledge and the use of cognitive and metacognitive strategies autonomously according to the readers' objectives. This critical process of combining different competencies when reading to achieve comprehension that has been supported by Mahdavi and Tensfeldt (2013) as well as Solé (2012) is confirmed by Klingner, Vaughn, and Boardman (2007) who sustain

that reading comprehension goes beyond readers' responses to the text. They suggest that it is a multi-component, highly complex process that involves many interactions between readers and their previous knowledge, as well as variables related to the text itself. Readers must integrate complex mental processes of decoding, fluency, vocabulary, and background knowledge to comprehend texts.

It may seem that some authors belittle the reading competence when arguing that reading ability is often all that is needed for learners of English (Alderson 1984) or when they suggest that it is by reading that an individual learns about reading (Smith 2004). However, these asseverations recognize the quite complex and multidimensional process related to comprehending. They suggest that once the reading ability has been achieved in readers, other important competencies have been developed that would transcend to other areas of the readers' lives. They also propose that it is by facing reading that the complexity is acknowledged and understood by readers. As a consequence, these notions do not diminish the value of the reading competence but support what has been sustained at the beginning of this paragraph, the complexity of reading.

However, the reading competence is not a linear, infallible process as learning to read with comprehension brings its own complexities. Comprehension occurs as the reader builds a mental representation of the text message and many different skills are important to the development of a successful reading comprehension system, therefore, comprehension may fail (Perfetti et al. 2005). Gómez-Torres and Ávila-Constain (2009) suggest that the process of reading deals with language form, while comprehension has to do with the final result, which deals with the language content.

As a result, it is necessary to acknowledge that reading competence or meaningful reading, with all its complexities involved, is an important source of literacy competence (Lao & Krashen, 1999). It is also necessary to recognize that not only word recognition but relevant background knowledge and all the elements between that continuum are essential when reading as Nation and Angell (2006) propose that to be competent in reading “words need to be recognized and their meanings accessed, relevant background knowledge needs to be activated and inferences must be generated as information is integrated during the course of reading” (pp. 77-78).

2.2.2 Models of reading

When it comes to reading, the way reading is carried out has been represented through numerous models. These theoretical models serve to describe how individuals process texts.

The vast majority of these theories and models mainly referred to bottom-up, top-down, and interactive approaches that persist in our teaching practices within our classrooms. Hudson (2007) points out that “many of the approaches that are now ascribed to second and foreign language educators, were based on first language models” (p.33). These models of reading offer generalizations about the many processes involved in reading comprehension.

Bottom-up approaches assume that a reader constructs meaning from letters, words, phrases, clauses, and sentences by processing the text into phonemic units that represent lexical meaning, and then builds meaning in a linear manner (Hudson 2007). The term bottom-up has been used for approaches to reading which emphasize text-based features at word and sentence level according to Wallace (2001). In bottom-up processing, readers must first recognize a multiplicity of linguistic signals (letters, morphemes, syllables, words, phrases, grammatical cues, and discourse markers) and use their linguistic data-processing mechanisms to impose some sort of order on these signals. From among all the perceived data, the reader selects the signals that make some sense, that cohere, that “mean” (Brown 2007, p. 358). According to Anderson (1999), bottom-up or data-driven models focus on “lower-level” reading processes since these models depend primarily on the information presented by the text. Lower-level reading processes are considered one way for learners to approach texts and take the readers to the recognition of letters and words within sentence structure (Nuttall 1996).

In the context of this study, most students approach texts in English with a marked tendency to start working with words, then phrases, then sentences. Students mostly work with the text linearly. This study benefits from this approach as it recognizes that poor or beginner readers tend to read in a bottom-up fashion. Carrell (1998) suggests in her findings that novice readers, contrary to skilled readers, often focus on decoding single words, fail to adjust their reading for different texts or purposes, and seldom look ahead or back in the text to monitor and improve comprehension. Such cognitive limitations are characteristics of young novices as well as of older, unskilled readers. This study sees the bottom-up model as a way to optimize the way students decode words, phrases, and sentences, providing them with several ways to develop their vocabulary. Nevertheless, one of the disadvantages of using, and overusing this approach is that learners apparently do not rely on other approaches that could complement their understanding. For this reason, students likely give up reading before even trying to obtain some meaning. However, it is not this study's aim to prevent students from using this approach. The bottom-up approach could be beneficial both for the students and for the instructor. Instructors may take advantage of this rooted practice in students when reading. Perfetti, Landi, and Oakhill (2005) suggest comprehension cannot be successful without the

identification of words and the retrieval of their meanings, “both children and adults with low levels of comprehension may also have problems with lexical representations” (p. 229-230). Besides, this ERI approach would help students raise awareness of several strategies available when linearly building meaning. This study seeks to redirect the students' efforts within a practice they are used to doing, though more effectively.

To help students develop this bottom-up approach in a structured way, not just randomly but with a specific purpose, this reading instruction comprises several practices for vocabulary building. It offers practice in recognizing the basic grammatical information of a word and promotes reading fluency practice. The bottom-up model supports the approach of teaching phonics (Anderson 2008). Nevertheless, the reading instruction here proposed does not include a formal approach to phonics. The main objective of practicing reading fluency in this instruction is to have students become more confident when approaching texts and avoid their discouragement when trying to do so. Therefore, offering students a general approach to the way English sounds to develop basic reading fluency is thought to be appropriate.

Higher-level processes from the perspective of **top-down models** assume that reading is primarily directed by the reader's goals and expectations. The top-down model sees the reader as a subject with a set of expectations towards the text information who confirm or reject those expectations (Grabe & Stoller 2011). It is assumed that a reader approaches a text with previous knowledge above the textual level already in operation and then works down to the text itself. The reader applies background knowledge, both formal and content, to the text in order to create meaning that is personally and contextually sensible (Hudson 2007). Attributed to top-down models is the processing of higher-level components of reading, such as the use of background knowledge and inference, the determination of main and supporting ideas within the text, the interpretation of the text, the monitoring of comprehension by using the strategies needed, as well as the fixing of comprehension problems.

It has been discussed earlier that in this context, learners are used to approaching texts from lower-level processes. Therefore, it is indispensable to promote among students other reading approaches that help them develop other resources for constructing meaning. This study recognizes that students have basic or deeper background knowledge related to their field of study as they receive instruction related to it in their L1.

The reading instruction this study proposes includes comprehension skills practice, discussion, and modeling of strategy use (See Chapter 3). It seeks to assure students that making use of reading processes that are not 'tangible' is a valid resource and that the use of their background knowledge can be used along with their word decoding. It guides readers so they

reflect on the strategies used and in the verbalization of their reading choices. Learners may benefit in reflecting on their use of reading strategies. Findings suggest that teaching critical reading strategies to EFL struggling readers may be a key to helping them improve, among other abilities, higher-order thinking (Nasrollahi, Krishnasamy, & Noor 2015).

Bottom-up and top-down approaches do not completely characterize the reading process and more adequate models called **interactive models** are suggested. “The combination of bottom-up and top-down processing is what has come to be called interactive reading,” a primary ingredient in successful teaching methodology because both processes are important (Brown 2007, p. 358). Bottom-up and top-down approaches are widely conceived as each other’s complement and Nuttall (1996) suggests that readers change from bottom-up to top-down approaches in a continuous way to check the writer’s intention. Anderson (2008) suggests that “most readers begin reading by using top-down reading strategies until there is a problem, and then they shift to bottom-up strategies” (p. 7). The proposed convenience of the interactive approach to reading ideally represents the balance between lower and higher reading processes, though it would be naïve to assume that this interaction runs smoothly and in a balanced way. The combination of bottom-up and top-down approaches takes place when reading and enriches the approach readers have over the text. This is not an orderly process but an intangible, complex, shifting one.

This reading instruction integrates into its design lower and higher processes. It recognizes that participants bring, to a greater or lesser extent, vocabulary knowledge, background knowledge, reading conception, and reading expectations. The developing and strengthening of lower-level reading processes (Grabe & Stoller 2011) is promoted as students, hopefully, approach lower-level processes and use higher-level processes interactively during the complex process of reading. All these approaches lay the foundations for this research study, though with no equal status. From the lens of this study, the combination of lower-level and higher-level reading processes suggest a non-linear and interactive approach that is to be compensatory.

Stanovich's (2000) **Interactive Compensatory Model** suggests that text processors are not only interactive and nonlinear but compensatory. If one processor is not working well nor has sufficient data, the other processor compensates for it. Although this model considers the automaticity of word recognition as an important element, it does not see it as a definite condition for moving to higher-level processes in reading. As a matter of fact, “given some deficit in a lower-level process, poor readers might actually rely more on higher-level contextual knowledge sources” (Hudson 2007, p. 46).

Most students in this study do not possess the automaticity of word recognition when reading in English. Therefore, this Interactive Compensatory Model suits the students' general situation within their context. Considering that students can compensate for insufficient data when reading and move to higher-level processes despite their vocabulary shortage, this offers more opportunities for reading achievement. The earlier discussion on bottom-up and top-down approaches validate their use, though it states that poor readers highly rely on linear reading approaches and more expert readers make more use of non-linear processes. However, this study suggests that the lack of ability at a lower level does not prevent students from resorting to higher-level processes as a compensation strategy. This compensatory approach seems to offer more probabilities for success when reading, however, it does not happen by itself. Awareness of the necessity to help students improve their word recognition skills and the attention to the conscious and systematic reinforcement of the contextual factors such as background knowledge and use of reading strategies is considered. The Interactive Compensatory Model, along with the other models, strengthens the possibility of achieving comprehension in spite of the students' constraints as it is likely to compensate for poor recognition skills with higher-level reading processes and vice versa.

2.2.3 Reading in English as a Foreign Language

For this study, reading will be addressed as the teaching of reading in English as a Foreign Language (EFL) considering English is not taught or delivered as an SL in the context of this research. Anderson (2008), suggests that English as a Second Language (ESL) is the study of English in an environment where English is the language of communication outside of a classroom. EFL is the study of English in an environment where English is not the language of communication outside of the classroom. Reading in an FL is commonly related to a higher level of education as Graddol (2006) suggests that a common domain for L2 reading is higher education, where students are often assigned textbooks in their L2, usually English. Shaw and McMillion (2011) suggest that L2 reading occurs in a variety of sociolinguistic environments, in which various factors are likely to influence attitudes and success. In many speech communities L2 literacy in English, or another "world" language, is a normal part of everyone's repertoire at higher educational levels. The extent, to which the L2 is used, however, will depend on local norms, expectations, availability, national values, and political and economic pressures. It has been suggested, however, that given the characteristics that differentiate second from a foreign language, the availability of the internet, good pedagogical material, and the increasing exposure to English, the polarity in L2 between ESL/EFL readers decreases (Anderson 2004). It is true that with the advent of the internet and social media, it

allows students more exposure to English. However, English in Mexico is not the official language of communication outside the classrooms and when taught in public universities, it is tagged as EFL, therefore for practical reasons English will be contemplated as EFL in this context.

2.2.4 Instructors and students roles in the reading process

The role expected from both the reading instructors and the students during the reading process when reading is formally taught as in the case of this research study is worth to be considered. Offering reading instruction is to help students become independent, confident and strategic readers. Teachers, as committed professionals, are expected to motivate and to offer reading opportunities to learners. Additionally, instructors are to offer students opportunities for monitoring their reading to adjust their comprehension. The role of the teacher is considered a determinant role when teaching reading instruction. Although determinant, the teacher's role is not to become indispensable for the student, it is aimed at reaching a point where she/he is no longer necessary in the reading process. Therefore, some considerations on the side of the learners are contemplated. It is hoped that students become capable of recognizing their reading purpose, the use of reading strategies according to their reading goal and the ability to monitor their reading process. Decades ago, Stoller (1986) recognized the importance of the teacher and students in reading and suggested that both should "make a conscious effort to develop and improve reading skills" (p. 51).

The reading instructor, as a professional, has to play diverse functions. Grabe (1986) describes the role of the teacher in the reading process as

[...] to facilitate reading, raise consciousness, build confidence, ensure continuity and systematicity, show involvement and demand performance [...] it is a little too strong to say we teach the reading process directly. Rather, we try to get students to read and develop skills aimed at improving their ability to read (p. 44).

Grabe suggests continuity and systematicity as necessary elements if automaticity is expected in the reading process. According to Grabe, continuity implies that the process should continue demonstrating the integrity of the commitment on the part of the teacher. Systematicity refers to having a coherent teaching plan and teachers who believe in this process. Duke, Pearson, Strachan, and Billman (2011) highlight that teachers matter, especially in complex tasks like reading for comprehension. In fact, Cassany (2006) affirms that FL readers have to make a greater effort because they may face difficulties with grammar, vocabulary, or even culture in the readings. Shaw and McMillion (2011) suggest that teachers

have a role to play in advising lecturers on appropriate strategies. Teachers should promote the importance of reading and be able to set a mood that motivates students to reading and that could lead to them developing a positive attitude towards reading (Stoller 1986).

Demonstrating that reading is worthwhile and creating interesting reading opportunities are functions expected from teachers (Smith 2004). Teaching reading requires the teacher to know how the reading process unfolds. Duke et al. (2011) propose that effective teachers of reading comprehension teach students how, why, and when they can apply certain strategies for them to become strategic readers. In fact, the way reading instruction is presented to students is critical. Tsai (2013) suggests that despite the students' context presenting reading to struggling students through creative activities is likely to motivate them to engage with the texts and explore meaning.

The reading instructor's role is to promote reading autonomy. Nuttall (1996) suggests that "certainly the measure of the teacher's success is how far the student learns to do without her help" (p. 32). This does not mean that teachers have nothing to do with the learners' reading process; on the contrary, they have a lot to do. The skillful use of strategies necessary for effective L2 reading can potentially empower readers to become autonomous (Taylor et al. 2006). Dörnyei and Csizér (1998) suggest promoting learners' autonomy through adequate tasks, clear instructions, and guidance on how to do the task. Students should be encouraged and guided to use reading strategies (Mokhtari & Reichard 2002). These scholars consider there is a need for "teaching how to learn" (p. 249). Teachers should assure that learners acknowledge their own repertoire of learning strategies or otherwise instruct them with strategies (Khoshsima & Rezaeiantiyar 2014). Apart from teaching intensive reading at the university level, teachers are suggested to integrate extensive reading as another effective teaching/learning strategy (Rahman Ibrahim & Rawian 2018). Extensive reading can be promoted not only in the classroom but outside (Robb & Kano 2013). Both intensive and extensive reading is recommended for adults with low literacy skills (Rodrigo, Greenberg & Segal 2014). This research study considers the reading instructor as a facilitator that helps readers become aware and responsible for their reading process and use different reading strategies to attain their goals.

Learners have an important role to play in the reading process. Few authors comment on the responsibilities students should have when in the reading process. Being an active participant is believed to be an essential role that students should play during reading. Nuttall (1996) suggests that students are assigned to taking an active part in learning, monitoring comprehension, learning text talk, taking risks, and learning not to cheat themselves. Students are expected to be responsible, to reflect on their comprehension and to decide whether or

not they reached their goals. In fact, learners should be made "accustomed to the process of self-monitoring so that they can observe and retrieve information with a clear goal" (Vongkrachang & Chinwonno 2015, p. 94). Regarding reading, Porcaro (2013) suggests that "most students in their early years at the university are not very aware of this need" (p. 33). It is suggested that to the extent that students interact continuously with what they read in English, it is also the extent to which students can decide that what they read relates to their aims and content of their field subject (Ballestero & Batista 2015). Cultivating motivation is not only the teachers' jobs; students are also expected to reflect upon their own motivational process in order to take charge of it (Winke 2005). Teachers and students are expected to be active participants in the reading process. In fact, teaching and learning reading in an FL is indisputably a two-way process.

2.3 Strategic reading

Strategic reading is considered a logical part of reading and a natural outcome when reading for comprehension. Strategic reading, according to Aarnoutse and Schellings (2003) is defined as the application of reading strategies heuristics and aids that can facilitate reading comprehension and overcome comprehension breakdowns in word and sentence levels. Anderson (2008) suggests that it refers to the ability of the reader to use a wide variety of reading strategies to accomplish a purpose for reading. As a result, strategic reading and reading strategies are closely related to the reading process. A hallmark of strategic readers is the "flexibility and adaptability of their actions as they read" (Afflerbach, Pearson & Paris 2008, p. 368). According to Anderson (2004), strategic reading is defined as the ability of the reader to use a wide variety of reading strategies to accomplish a purpose for reading. Almasi and Fullerton (2012) suggest that "strategic readers are actively aware of their goals as readers; they are engaged in making conscious decisions about the reading process and which strategies they are using to attain their goals, and they are monitoring their process" (p. 3). This notion of strategic reading understood as being aware and using reading strategies to build meaning plays a key role in the delivery of this ERI intervention. Strategic reading is especially recommended when learners possess a low level of knowledge in the foreign language, "strategy instruction is extremely important for readers, especially those at the beginning level of language proficiency" (Anderson 2008, p. 29). Anderson (2008) also suggests that 'strategy instruction is most effective when it is explicitly taught and successfully integrated into the material' (p.39). Oxford (2001) suggests that strategy instruction can be valuable to many students and that language teachers can conduct strategy instruction in their own classrooms.

This study seeks to determine to what extent an ERI intervention contributes to forming strategic readers. It suggests that comprehension can be achieved through the use of several reading strategies that allow learners to read words, if not automatically and accurately at least more easily and faster than they did before (Klingner et al. 2007), so that they 'free up' their thinking and concentrate on text meaning (Perfetti 1985). It is emphasized (Nunan 1999) that learners who are most able to progress in their learning are those "who can make effective choices in terms of learning tasks and strategies" (p. 193). As a consequence, guidance into strategic reading should be considered where elements such as developing vocabulary skills, improving reading comprehension and monitoring their own improvement (Anderson 2004) are considered in such instruction. In the present study, strategic reading is considered as the vehicle to reach competence in reading and suggests it as an immediate need. A considerable number of students recognize the need to understand what they read and acknowledge that if they were capable of reading in English, they would have more opportunities to reach their academic requirements easier. This research proposal suggests that the reading practice in EFL is likely to be successful, as it includes instruction of appropriate reading strategies (Alderson 1984). Singhal (2006) suggests that students can benefit from instruction in learning strategies and believes that reading strategies are indicators of how readers conceive a task and make sense of what they read.

2.3.1 Reading strategies

Grabe (2009) defines strategies as "cognitive processes that are open to conscious reflection but that may be on their way to becoming skills" (p. 221), although he mentions that in some contexts, it is not possible to determine that distinction of conscious use of strategies. In fact, in the field of teaching reading comprehension, the terms skills and strategies often raise several questions regarding their definition, their differences, or their correlations, especially as there is inconsistency in their use (Polyxeni & Papadopoulou 2012). Yang (2006) suggests that strategies are "cognitive actions taken to repair problems resulted from the insufficiency of language knowledge and to get literal meaning" (p. 335). The main question when it comes to strategies is whether they are conscious or unconscious actions. However, Birch (2002) suggests that "processing strategies can be optionally consciously or unconsciously applied: that is, they can operate automatically beneath the level of our awareness or they can kick in selectively because of our attention to something we perceive" (p. 2). In general, reading strategies will refer to deliberate, goal-directed attempts to control and modify the reader's efforts to decode text, understand words, and construct meaning of texts (Afflerbach et al. 2008). Anderson (2008) points out that "because strategies are conscious there is active

involvement of the reader in their selection and use” (p.10). While reading skills are considered automatic actions, Afflerbach suggests that whether or not a reader’s actions are automatic or deliberate would be the key that differentiates skill or strategy. In an attempt to reconcile the relationship between strategies and skills, Manoli and Papadopoulou (2012) suggest that “strategies are deliberate actions, plans consciously deployed by learners in order to cope with comprehension difficulties whereas skills are automatic behaviors” (p. 820). They claim that what differentiates strategies from skills is intentionality.

Lopera-Medina (2012) suggests teachers can use both simple reading strategies (e.g. previewing or scanning) and complex ones (e.g. inference or summarizing) with students. Some scholars mention that the type of text and task will determine the strategy to be used as Brantmeier (2002) who suggests that some strategies may be more useful than others with different types of reading texts and tasks. The success of strategies is likely to reside in the knowledge learners have of them and their use as Ghavamnia, Ketavi, and Tavakoli (2013) point out that effective or successful L2 and FL readers are aware of a multitude of reading strategies available to use. Oxford (2001) suggests that strategies are teachable and that positive effects of strategy instruction emerged for several skills including reading. According to Afflerbach et al. (2008), the ideal reading outcome is that learners go through the use of strategies as a deliberate, conscious, metacognitive act whenever they experience a vague feeling of poor comprehension and that they arrive at this effortless and automatic stance. In this study, reading strategies are a critical part of the reading instruction that is offered to undergraduate students. They are considered conscious actions that required an active involvement from the learners’ side when selecting them and using them (Anderson 2008) and that they are likely to become automatic actions (Grabe 2009). ERI focuses on the instruction of reading strategies, whether simple or complex strategies, cognitive or metacognitive as it sees this instruction as an asset worth considering if the aim is to help learners develop reading, reading competence and strategic reading.

2.3.2 Classification of reading strategies

For decades, numerous classifications of learning strategies have been put forward without having reached complete agreement. However, most of these types and classifications of the language learning strategies have been closely or indirectly influenced by Grabe (1991), O’Malley & Chamot (1990) and Oxford (1990). According to Oxford (2001), “major varieties of language learning strategies are cognitive, mnemonic, metacognitive, compensatory (for speaking and writing), affective and social” (p. 167). Oxford acknowledges that within these types of learning strategies, theoretical distinctions can be made and that the line that separates

them is sometimes not clear. Cognitive strategies help learners make and strengthen associations between new and already-known information (O'Malley & Chamot 1990; Oxford 1990, 1996 in Oxford 2001, p. 167). Cognitive strategies are often used by readers to attack or solve problems that arise throughout the reading process (Alkhaleefah 2016). Mnemonic strategies help learners link a new item with something known (Oxford 2001). Chamot (1994) suggests that metacognitive strategies are similar to executive processes that enable one to anticipate a task, determine its success, and then evaluate the success of the learning and the chosen plan. Oxford (2001) favors metacognitive strategies as they help learners manage: (1) themselves as learners, (2) the general learning process, and (3) specific learning tasks. Compensatory strategies for speaking and writing help learners make up for missing knowledge when using English in oral or written communication (Oxford 2001, p. 168). Affective and social strategies deal with the identification of one's feelings and the awareness of the learning circumstances. The latter refers to understanding the culture of the language being learned (Oxford 2001). This research study acknowledges the diversity of classifications existing in the language learning field, although for the purpose of this current study, it will focus in two main types, mainly on cognitive and also in metacognitive strategies.

2.3.3 Reading strategies in ERI

In the design of the ERI intervention teaching study, both cognitive and metacognitive strategies were contemplated in its program considering the different factors, social and psycholinguistic, that influence students' reading development (see Section 2.5). The reading strategies that are contemplated in the ERI program (see Figure 1) fit very well with the reading practice of this study. They are classroom-oriented and offer numerous opportunities for developing reading in participants as suggested by Carrell (1998) that reading has to be repeated with many texts and with opportunities to put strategies into practice.

At first glance, it may seem that the ERI program gives more importance to cognitive strategies as they outnumber metacognitive strategies. Nevertheless, the number of cognitive strategies versus metacognitive strategies in the ERI program does not diminish the importance both strategies have in this reading instruction as they were carefully chosen to offer a balanced reading instruction for students. Cognitive strategies included in ERI are aimed at helping students connect their previous knowledge with the new information presented and tackle or solve problems during their reading process. The cognitive strategies included in the ERI program are: 1) Dealing with words: recognizing, categorizing, analyzing their part of speech, prefixes and suffixes and recognizing transition words; 2) Reading practice: reading aloud, repeated reading, and pair reading; 3) Dealing with texts: skimming,

scanning, anticipating, predicting, modifying predictions, confirming, summarizing and using background knowledge; 4) Understanding texts: main ideas and secondary ideas, discourse organization of a text/paragraph/section, follow up initial-post reading question responses.

Metacognitive strategies are aimed at helping readers determine what they need from the text, what they obtained from it and whether or not they need to revise the text again. Zhang (2001) puts it this way “metacognitive strategic knowledge will not guarantee that expected achievement goals are met, but it will help learners think about their learning process” (p. 283). When reading strategy instruction emphasizes some metacognitive elements, a difference can be made in the short term according to Carrell (1998). The metacognitive strategies that are included in the ERI are the following: 1) Reacting to texts; 2) Interpreting texts; 3) Using reading strategies: how-when-why; 4) Answering questions while reading; 5) Modeling strategy use, and 6) monitoring the reading process. Figure 1 presents the typology of cognitive and metacognitive strategies that have been presented in this section.

Figure 1 Reading strategies used in ERI

Reading strategy	Type of strategy	Description of reading strategy
Dealing with words: Word recognition	Cognitive	Recognizing different words in the text and use them to make meaning.
Dealing with words: Word categories	Cognitive	Developing vocabulary by grouping words according to their technical category.
Dealing with words: Analysing word part of speech	Cognitive	Determining a word function within the text according to their part of speech.
Dealing with words: Analysing prefixes, suffixes, and roots	Cognitive	Analyzing words according to their prefixes, suffixes, and roots to develop vocabulary.
Dealing with words: Recognizing transition words	Cognitive	Recognizing the function of transition words in texts.
Reading practice: Reading aloud	Cognitive	Becoming aware of sounds and rhythm when reading aloud.
Reading practice: Repeated reading	Cognitive	Practicing reading based on a given model to practice fluency.
Reading practice: Pair-reading	Cognitive	Practicing speed, accuracy and collaborative work while reading.
Dealing with texts: Skimming	Cognitive	Determining what the text offers at a glance.
Dealing with texts: Scanning	Cognitive	Looking for specific information in a text.
Dealing with texts: Anticipating	Cognitive	Thinking ahead about what the text offers.
Dealing with texts: Predicting	Cognitive	Relating the reader's background knowledge to texts and engaging in a series of predictions.
Dealing with texts: Modifying predictions	Cognitive	Modifying predictions based on what readers encounter in texts and their features.
Dealing with texts: Confirming	Cognitive	Confirming readers' predictions about texts.
Dealing with texts: Summarizing	Cognitive	Summarizing the text content and keeping the original idea.
Dealing with texts: Using background knowledge	Cognitive	Taking advantage of what readers bring to the text in the form of background, lexical and content knowledge.
Understanding texts: Distinguishing main ideas and	Cognitive	Distinguishing main ideas from secondary ideas in a text.

secondary ideas		
Understanding texts: Determining the discourse organization of a text paragraph/section	Cognitive	Making use of graphic organizers to determine process or sequence in a text.
Understanding texts: Follow up initial post-reading question responses	Cognitive	Making connections across the text and using background knowledge to defend answers.
Reacting to texts	Metacognitive	Responding to the text according to readers' needs, interests, motivation, linguistic, and background knowledge.
Interpreting texts	Metacognitive	Drawing conclusions about the text.
Using reading strategies: how-when-why	Metacognitive	Questioning how, when, and why of using a specific reading strategy with a specific text.
Answering questions while reading	Metacognitive	Focusing on specific information that is needed from the text.
Modeling strategy use.	Metacognitive	Verbalising how a reading strategy is used during reading.
Self-assessment/Monitoring the reading process	Metacognitive	Monitoring what has been obtained in the reading process.

2.4 The role of metacognition

Metacognition is defined by Şenay Şen (2009) as awareness in the individual of his/her systematic thinking about his/her own learning process. This concept includes thinking about the thinking process, self-awareness, understanding and memory techniques, and learning characteristics. In this same line of thought, Papaleontiou-Louca (2003) suggests that metacognition refers to "all processes about cognition, such as sensing something about one's own thinking, thinking about one's thinking and responding to one's own thinking by monitoring and regulating" (p. 12). This thinking about thinking (Janzen 2001) plays an important role in the process of reading, specifically in this reading instruction as it is considered a means for readers to reflect in what they are doing with the text, what they want from it and what they have obtained. It is only when we think in our own thinking that "metacognitive processes are presumed to take place" (Smith 2004, p. 29). Without undertaking this thinking process, little improvement will likely be achieved when reading as Anderson (2004) suggests that this thinking results in critical but healthy reflection and evaluation of thinking that may result in making specific changes in how one learns. Students' reading achievement is influenced by metacognition as students proactively set aims, select and use strategies, and self-monitor their reading to see if they match their aims (Zimmerman 2008).

2.4.1 Self-assessment/monitoring

This study does not contemplate formally assessing reading comprehension. It favors self-assessment/monitoring skills development for the readers to be them the ones that determine their own reading performance. Self-assessment is rooted in the movement for more self-

directed (autonomous) learning programs and in the students' achievement and learning self-concept (van Kraayenoord & Schneider 1999). Lopera-Medina (2012) refers to assessment as any methodical procedure to gather information about a student's learning. McMillan (2004) suggests that self-assessment refers to the students' evaluation of their progress in knowledge and their improvement in learning. Self-assessment is based on the relationship between learning and its assessment (Dochy, Segers & Sluismans 1999; Moritz 1996). The metacognitive strategies that ERI promotes allow readers that type of assessment as it refers to having readers question their use of strategies, verbalize the strategies they use when reading and monitor what they obtained from the text as ways to promoting their autonomy, thinking and responsibility (Shaila and Trudell 2010) as this instruction favors formative assessment or assessment for learning. For Bell and Cowie (2001) formative assessment is the process used by teachers and students to recognize and respond to students' learning to enhance that learning. Developing self-assessment in southeastern undergraduate students is crucial since they deal with texts in English to enrich their knowledge in their field of studies, not to pass a test. ERI has not been designed to grade students' reading performance (Spafford, Pesce & Grosser 1998) but to develop metacognitive strategies that help participants evaluate their performance. Also, this reading instruction favors the discussion of text content without the mere answering of questions. McCarter and Jakes (2009) put forward that "it is useful to have students discuss a text without questions, as it will appear fresher and they will not feel it has been done to death" (p. 132).

2.4.2 Teaching self-assessment/monitoring

Developing self-assessment/monitoring abilities is a challenge in instructional contexts as most students are used to the classical methods of assessment and do not take responsibility for their learning process. This study acknowledges that self-assessment requires guidance and instruction. Participants in this instruction need to be trained in determining their reading success as they are not used to assessing themselves and have little experience in evaluating their performance. Gardner (2000) suggests that self-assessment does not mean leaving students to fend for themselves. It is about instructors creating opportunities so that students raise awareness about its benefits, make responsible choices in providing guidance and materials for conducting self-assessment and helping learners understand the meaning of results. Students are expected to take charge of their learning and the first precondition for doing so is that they know how to learn (Holec 1981, 1992). Skilled readers can monitor their comprehension (Perfetti et al. 2005). Monitoring oneself helps in the learning process, in

taking responsibility for developing autonomy, in raising the level of awareness and benefits of post-course effects (Dickinson 1987, Oscarson 1989).

The metacognitive strategies ERI focuses on aim at developing in participants' autonomy, thinking and responsibility as this study considers that 'self-assessment accuracy is a condition for learner autonomy' (Blanche & Merino 1989, p.314). Teaching new ways to evaluate participants' reading performance is necessary to develop a healthier and more productive appraisal of their reading efforts since they tend to see themselves as bad readers. Narciss and Dressell (2011) suggest that people are not very accurate in evaluating their abilities in self-evaluation, or performance. Anderson (2012) proposes that healthy self-assessment resides at the center of a continuum with superficial self-assessment on one end and hypercritical self-assessment on the other and suggests students must be metacognitively aware of their learning process to engage in critical but also down-to-earth appraisal. Training on self-evaluation is highly recommended as it is considered an important prerequisite for effective development, to improve monitoring, reading awareness, and to assess learners' abilities, (Blanche & Merino 1989; Good & Brophy 2000; Mokhtari & Reichard 2002; Moritz 1996). Training on self-assessment is necessary as Gardner (2000) suggests that it cannot be assumed that all autonomous learners understand the benefits of engaging in self-assessment, nor that they know how to do it effectively. Anderson (2008) suggests that "training learners in self-assessment of their own skills is a very important part of our teacher responsibilities" (p. 49).

2.4.3 Challenges in self-assessment/monitoring

Self-assessment/monitoring presents some downsides because learners may find it difficult as they do not have the necessary expertise and experience to make judgments of this sort (Blue 1994). Blue comments that there is a question of inexperience (in self-assessment) and suggests that 'if learners are to become more proficient in self-assessment they need plenty of practice...' (p. 39). It could be argued that because students do not know how to self-evaluate, they will not self-evaluate adequately. This study suggests that trial and error is one of the best practices students may have, since "What better learning-to-learn skill is there than learning from one's mistakes? A mistake can be the beginning of learning" (Guskey 2003). Therefore this reading instruction intervention prioritizes the reading practice from the beginning of its implementation and has included metacognitive strategies for participants to put into practice their thinking about what they think when reading and to develop their judgments skills regarding their reading.

2.5 Social, psychological and linguistic factors in reading

The main theoretical notions that support this thesis are outlined in this section. This research study is inspired by the complexity the act of reading represents (See section 2.2) and the many factors it involves. They are the social factors (Street, 1984; Wallace 1992, 2001) and the psycholinguistic factors where schemata plays a decisive role as reflected in the works of Anderson (2008), Brown (2007), Goodman (1996), Grabe and Stoller (2011), Nuttall (1996), Smith (1971) among many others (See section 2.2.2). Schema-theoretic processes lead to interactive models of reading which acknowledges a great deal of communication between the differing bottom-up and top-down processes (Hudson 2007). Furthermore, as this study values and recognizes the interactive processes in reading, it includes the notion that reading is not only an interactive process but a compensatory process as well (Stanovich 2000, Hudson 2007).

2.5.1 Reading as practice: a social perspective

Reading seen as practice preponderates the particular sociocultural environments where reading is carried out. The experiences in reading students bring to class will depend on their cultural setting. Wallace (2001) suggests that “it is important to see reading and writing as part of language behaviour beyond the learning of specific skills or strategies” (p. 21). Street (1984) cited in Wallace (2001) suggests that in what he calls an “ideological view” of literacy, the reading practice has acceptance and prestige due to social and historical factors particular to the cultural setting and not to the inherent value of reading. This research study acknowledges this social factor as one of the main beliefs to be considered when proposing this reading instruction. In this particular context of study, where reading is respected by most students although not practiced (See Chapter 1, Section 1.4.1), these students hold the belief that reading in general and particularly reading in the FL, will help them succeed not only in their professional studies but in their professional field as they see it as an empowerment tool to reach a better quality of life (See Chapter 1, Section 1.4.5).

This notion of reading may be dissonant with the general lack of interest in reading these students report. In spite of these apparently contrasting views, this study is supported in the importance sociocultural contexts play in individuals regarding reading and assumes that despite the fact students are not interested in reading in general, the recognition they have of reading in English as a means for reaching academic and professional success is valid and worth considering when offering reading instruction. Therefore, this study acknowledges the needs students have for reading, being these mainly utilitarian needs and also their role as not

proficient readers or poor readers. Based on these needs and the role of the readers, an explicit instruction that recognizes this useful and practical notion of reading is offered. This reading instruction is designed to provide students with reading practice and reading strategy use in academic texts in English, allowing readers to get to know their reading process and become strategic readers.

2.5.2 Psycholinguistic reading approach

This study has acknowledged the complexity of reading as there is not a straightforward process to make sense of print but a series of processes readers undertake to comprehend the written code (See section 2.2). These processes have to do with language and with the mental processes that readers undertake. Given the combination of these processes and their complexity, reading is considered as a language activity as well as a psychological process (Goodman 1967, Smith 1971). Goodman labeled reading a psycholinguistic game. For him, the key element was that reading was a psycholinguistic process that was an interaction between thought and language (Goodman 1976, cited in Hudson 2007). This is in line with Ngabut (2015) who also proposes this interaction between thought and language in top-down models of reading. This psycholinguistic approach to reading contemplates the process of reading not as a linear process but a dynamic one where the reader makes a hypothesis, changes or confirms those hypotheses, uses his background knowledge, and guesses based on his syntactic, semantic, or phonological grounds (Wallace 2001).

This psycholinguistic approach of reading recognizes reading as an active process in which readers consider not only their background knowledge of English, be this syntactic, semantic, or phonological but notions of how language is processed, past experiential background, and general concept background (Hudson 2007). Background knowledge (schema or schemata) is decisive in the constructing of meaning. Smith (1994) suggests that “knowledge of relevant schemes is obviously essential if we are to read any kind of text with comprehension” (p.15). Schema theory suggests that what we know about a topic influences our learning when reading a passage that addresses that topic (Anderson & Pearson 1984). Rumelhart (1980) points out that schema theory is about knowledge and how knowledge is represented and how that representation facilitates the use of knowledge in particular ways. The thinking strategies such as using schema, asking questions, inferring, visualizing, determining importance, and synthesizing information will make a difference in the readers (McGregor 2007).

In this line of thought, Fernández-Agüero and Montero-Méndez (2004) suggest that when previous knowledge is taken into consideration students play a critical role in the reading

process because they recognize the importance of their previous knowledge in the understanding of the text. The interaction of new information with old knowledge is meant to be comprehension (Anderson & Pearson 1984, Hudson 2007, Tracey & Morrow 2006). Besides, readers can approximate a writer's intended message regardless of their low level of English, since most of the time (Hudson 2007) readers have knowledge in their subject areas in L1 because without basic knowledge (of any topic) it would be impossible to even approximate a writer's intended message. Grellet (1981) highlights that what the reader brings to the text is often more important than what he can find and suggests that it is recommended to teach students how to use what they know to understand unknown elements. Smith (2004) puts forward that "We do not have to know something in advance in order to comprehend it. But we must be able to relate new things to what we already know if we are to comprehend them" (p. 13). Readers are expected to make use of their knowledge structures as another way to comprehend texts since the central role of existing knowledge (schemas) contribute to processing new knowledge (Anderson & Pearson 1984).

2.6 Interactive and interactive compensatory approaches

Apart from the social and psycholinguistic factors that provide the theoretical framework to this study, the interactive reading process and the interactive compensatory approach also support this investigation.

2.6.1 The interactive reading process

The schema-theoretic process leads to interactive models of reading. It is considered in this study that all the knowledge sources readers bring to texts such as content background knowledge, language background knowledge, and syntactic and semantic knowledge yield to an interactive and simultaneous reading activity. Ngabut (2015) suggests that interactive models of reading posit that the components of the model and the knowledge sources, all act simultaneously and in parallel on the incoming input (p. 28).

Reading from a nonlinear approach finds its support in bottom-up and top-down approaches, in their interaction. Elements from both approaches integrate this reading instruction proposal (See section 2.2.2) that recognizes the value word recognition has for readers and the importance of the previous knowledge readers bring to texts. The lower-level reading process refers to word recognition, syntactic grammatical information, and the combination of meanings. The bottom-up model depends primarily on the information presented by the text emphasizing what is typically known as "lower-level" reading processes (Anderson 1999). The activation of lower-level processes in reading seeks to validate the construction of meaning in

an informed and constructive way as to develop word recognition skills and which in turn, may take readers to the higher-reading process. The higher-level reading process refers to the text model of comprehension, situation model of reader interpretation, background knowledge use, and inferencing, as well as executive control processes (Grabe and Stoller 2002, p. 14).

This reading instruction in line with the psycholinguistic reading approach incorporates the notion of the interactive reading approach integrating the bottom-up and top-down processes in five curricular goals which are the core elements in this instruction for developing lower-level and higher-level reading processes in participants (See Chapter 3, section 3.4 for a detailed description of these five elements). In line with the notion of integrating diverse sources of knowledge through the interactive approach, the reading instruction contemplated in this study incorporates bottom-up and top-down reading-related practices within five main curricular goals regarded as a) extensive practice and exposure to print (Anderson 2008; Brown 2007; Grabe 2009); b) building students' motivation (Anderson 2008, Grabe 2009; Grabe & Stoller 2002; Stoller et al. 2013; Ng et al. 2013); c) reading fluency practice (Anderson 2008; Hudson 2007; Stoller et al. 2013; Taguchi et al. 2004); d) vocabulary building (Anderson 1999, 2008; Horiba & Fukaya 2015; Zhang & Annual 2008); and e) comprehension skills practice and discussion (Anderson 2008; Grabe & Stoller 2002 Hudson 2007; Marcell et al. 2010, Pressley 2006, Taguchi et al. 2004).

2.6.2 An interactive compensatory reading approach

This study not only finds its theoretical support in the notions of reading as practice, in the bottom-up, and top-down and interactive approaches (Anderson 1999, 2008; Brown 2007; Grabe & Stoller, 2011; Hudson 2007; Nuttall 1996), but in the Interactive Compensatory Model (Stanovich 1980, 1986, and 2000). This model suggests that text processors are not only interactive and nonlinear but compensatory. It postulates that reading involves many efficient and automatic processes, though it does not see the automaticity of word recognition as a critical element for moving to higher-level processes. Stanovich (2000) puts forward how poor recognition skills can be compensated for by extra reliance on contextual factors. Considering that most students in this study lack automaticity in the reading process, a compensatory interaction between students and texts is sought. Grabe (2009) suggests that “when one or more processes become less efficient, other processes will compensate to allow comprehension to continue” (p. 96). The compensatory approach may help readers who have a deficiency in a particular process, such as word recognition, syntactic grammatical

information, or the combination of meanings to rely on more sources of knowledge. These sources can be background knowledge use or inferencing, regardless of the individual reading level. In fact, “given some deficit in lower-level processes, poor readers might actually rely more on higher-level contextual knowledge sources” (Hudson 2007, p.46). For example, “using context clues to understand a text better or to decide what a word means is a compensatory strategy when normally expected abilities break down or have not yet been developed” (Grabe & Stoller 2002, p. 28). This Interactive Compensatory Model predicts that the increase in reading skills will lead to less dependence on context facilitation.

2.7 Research on reading

Numerous studies have been conducted in the field of EFL related to the use of reading strategies in different contexts to determine the benefits of such strategies in learners. In the same line of inquiry, this research, carried out as an intervention teaching study, investigates in what ways explicit reading instruction contributes to the development of strategic readers. It also digs into the perceptions participants have towards reading strategy use and access to meaning when approaching texts in English. Several studies show that reading strategies and access to meaning when working with texts in English yield positive and promising results (Alharbi 2015; Bölükbaş 2013; Butler & Lee 2010; du Toit & Kotze 2009; Gani, Yusuf & Susiani 2016; Hellekjær 2008; Kirmizi 2010; Mehrdad, Reza Ahghar & Ahghar 2012; Meneghetti, Carretti & Beni 2006; Mokhtari & Reichard 2002; Pichette 2005; Taraban, Rynearson & Kerr 2000; Zoghi, Mustapha, & Nor 2010).

Reading strategies and access to meaning Mokhtari et al. (2002) investigated the use of reading strategies for learners of Turkish as an FL. Findings suggest that an increase in the reading comprehension achievement in parallel with the increase in the average of strategy use of the experimental group was reported. Taraban et al. (2000) study findings suggest that successful students use more reading strategies in comparison to other students. Their results also showed the benefits of comprehension strategy use on college students' academic performance. Bölükbaş's (2013) study suggests that the increase in the students' level of reading strategy use is parallel to their comprehension achievement. Zoghi et al. (2010) investigated Iranian EFL university learners with the need for specific teaching on reading comprehension strategies and findings showed that strategic reading should be delivered to poor readers through tailored effective strategy instruction. Hellekjær's (2008) study with Norwegian students concluded that poor reading results can be accredited to the fact that

reading has been overlooked due to inadequate academic English reading instruction in the different educational scenarios. Hellekjær suggests that in modern EFL instruction reading is neglected and students do not learn important skills to avoid disrupting the reading process.

The use of strategies even in different fields of studies throws positive results as in du Toit et al. (2009). They looked into the use of metacognitive strategies by Grade 11 mathematics learners and teachers to enhance metacognition. Their findings indicate that planning strategy and evaluating the way of thinking and acting were used most by teachers and learners. Alharbi (2015) explored the relationships between reading strategies, learning styles and reading comprehension for EFL college students. Overall, the findings showed that different reading strategies did not lead to any statistically significant difference in reading comprehension. This means that a particular reading strategy is not an influential factor in reading comprehension and that allowing a diversity of reading strategies will help suit the needs and styles of a variety of students. Kirmizi (2010) conducted a study aimed to determine the relationships between students' levels of use of reading comprehension strategies and daily time they spend reading in the 4th and 5th grades of primary school in a Turkish province. Findings showed that there is a significant positive relationship at a medium level between the use of reading strategies and daily time spent reading. Gani et al. (2016) study aimed at discovering the effects of using Collaborative Strategic Reading (CSR) in teaching reading to 67 senior high school EFL learners. Their findings showed that students gave positive responses to CSR classroom implementation, their reading skills developed and their social relationships and interactions in the classroom produced positive outcomes. Meneghetti et al. (2006) study aimed at understanding if a reading process is better explained by a single or by multiple factors, suggests that there is a difference between 'basic' and 'complex' process aspects of reading comprehension and that the more complex aspects of reading, metacognitive knowledge included, are the better predictors of educational achievement. In Zhang's (2001) study conducted with Chinese EFL readers learning to read EFL in a typical acquisition-poor environment, findings showed that the metacognitive knowledge of reading strategies in EFL readers had close links to their EFL proficiency. When researching the effectiveness of self-assessment in young EFL learners, Butler and Lee (2010) found out that the ability to self-assess improved with time. However, some study findings as in Mehrdad et al. (2012) showed no significant results when teaching cognitive and metacognitive strategies in elementary or advanced students but in intermediate students and in Pichette (2005) when correlated time spent on reading English and English comprehension in low-proficiency learners because they are still working hard in the word decoding process.

Students' perceptions/motivations for reading this research investigates the way participants perceive their reading process when working with texts in English and their motivations. Students' perceptions, efforts, and motivations for reading are often related to the context they are and the instruction they receive. The effort some learners have to put into the reading process when reading in a second language may be greater as in Shaw and McMillion (2011) study which concluded that Swedish students reading in an SL will have to work longer to achieve the same results as British students, and language for specific purposes (LSP) course design and pedagogy must take this into account and guide them into reading actively. Views towards the relationship between L1 reading experiences and students' exposure to print in reading as an FL are found in Moncada and Siboney (2011) study with South American students with a marked lack of reading habits in their L1 where they transferred it to the comprehension of reading texts in an FL. Despite the students' reading habits in their L1, the exposure to academic texts in English and reading strategy instruction, motivated students to read disciplinary texts in English in their area of interest. That means that despite the lack of reading habits in students, exposure to academic texts and proper reading instruction may develop an interest in EFL reading in students. The context where students perform may impact their perception or motivation towards reading. Riley and Harsch (1999, 2003) studies show differences between EFL and ESL students. They confirm teachers' intuitions about opportunities available in EFL vs. ESL environments. Ng et al. (2013) suggest that the combination of explicitly performance-linked motivational support and strategy reading instruction promotes progress in reading when working with students from the low-socioeconomic status background. Jaeger's (2015) study suggests that it is quite important that students, especially English learners with weak comprehension, confront their reading expectations and regain their self-concept as readers so that they make progress in reading. Baleghizadeh and Masoun (2013) conducted a study with EFL learners and found out that self-efficacy grows when self-assessment is applied on a formative basis in an EFL context. Salikin, Bin-Tahir, Kusumaningputri and Yuliandari (2017) conducted a study where they investigated intrinsic and extrinsic motivation in EFL reading by 42 freshmen Indonesian students: Findings suggest that both intrinsic and extrinsic motivation have significant contribution in motivating learners to read English texts.

Furthering the initial notion of reading, this research study investigates whether or not participants ample their initial concept on reading after receiving reading instruction, as their notion of reading in English is, overall, instrumental as they conceive it as a tool for academic success and better job opportunities. It was found out that in Fletcher and Nicholas' (2016) study where they explored the views of New Zealand adolescents about the teaching of

reading students appreciated teachers using explicit teaching strategies as guidance during their learning of reading. Also, adolescents valued learning to read as they perceived it as an essential skill for their long-term wellbeing and career opportunities. This means that learning to read for those adolescents was viewed as a foundation for their success in the future.

2.8 Summary

In this chapter, the central concept of this study, reading, has been presented. The notion of reading here is acknowledged as quite complex due to all the processes involved in achieving comprehension. Reading for comprehension is closely linked to strategic reading and reading strategies. Strategic reading involves the use of reading strategies and skills in order to achieve comprehension. Metacognition plays an important role in reading within the context of this research as this study seeks to motivate the thinking about participants' thinking when reading as a strategy to monitor, reflect and take actions towards their reading performance. The theoretical foundations where this reading proposal lies are presented and detailed. Finally, a synthesis of research on reading related to reading strategies and students' perceptions and motivation on reading is offered.

Chapter 3 Explicit Reading Instruction intervention teaching study

This study suggests that students become strategic readers by employing flexible and selectively different reading strategies during the reading process. It was discussed that being strategic means to be capable of setting earlier reading objectives and making decisions about what strategies to apply so that objectives are met (see Chapter 2, section 2.2). A quality Afflerbach et al. (2008) suggest strategic readers possess is the flexibility and adaptability of their actions when reading. However, the understanding of reading strategies does not come automatically, it needs instruction. Stoller (1994) mentions that due to the importance of reading in today's world, L2 curricula should be devised in a way that students are enrolled in at least one instructional component dedicated to reading. It is suggested (Anderson 2008) that reading is more effective when it is integrated into the material and taught explicitly. Strategic reading can be offered to students according to their needs in a customized program (Zoghi, Mustapha & Nor 2010). Also, a Taylor, Stevens, and Asher (2006) study where explicit reading instruction training (ERST) where offered to SL and FL students showed that on average, it was effective in those who received it as they comprehended L2 texts better compared to those who did not receive such training. It is claimed that providing explicit instruction to learners about how and when to use comprehension strategies increases students' ability to understand what they read (Gersten, Fuchs, Williams, & Baker 2001). When Chaury (2015) updated the meta-analysis conducted by Taylor (2006) on the effects of strategy instruction on reading comprehension in EFL, he suggested that instruction on a variety of strategies yielded larger effect sizes and most importantly, that longer treatments were not necessarily more effective.

At present and with particular strength, reading strategically is perceived as a desirable ability that university students should possess, not only in their L1 but also in an FL. However, in some cases, educational institutions do not materialize their organizational and curricular aims accordingly to respond to this urgency. As a consequence, reading instruction in numerous EFL higher educational programs is often neglected. Grabe (1998) points out that emphasis on reading instruction is often ignored in the curricular design of many ESL programs and is often assumed that students do not require ERI. Grabe's notion reflects what happens in this context where reading instruction is not contemplated in the curricula of EFL programs and where it is assumed that the students' ability to read in English is, in most cases, the eventual

result of the delivery of the general English programs students received in their first and second semester. It seems to be taken for granted that because these students are offered two courses of EFL, their reading abilities will develop within the instruction offered.

Unfortunately, in most cases, it does not occur. Contrary to this view, this study proposes that reading instruction should be included in the curricula of EFL programs so that students are prepared when reading in the FL. Besides, this reading instruction should be delivered explicitly through direct guidance. Lao and Krashen (1999) suggest that explicit instruction on reading strategies serve as an encouragement for students to read for meaning. According to Grabe and Stoller (2002), the design of a framework for reading instruction should consider explicit comprehension instruction. Robertson (2013) adds that effective strategy instruction should be explicit and should provide an explanation, modeling, and guided practice with efficacious feedback. If students were to receive this reading instruction during their professional studies, educational policies in the country regarding internationalization and globalization could be met. It is under this rationale of having university students receive formal reading instruction at the university level that an ERI proposal has been designed.

3.1 Explicit Reading Instruction teaching proposal

This reading proposal fully acknowledges that the students receiving this instruction are not proficient readers in their L1 and the FL. Despite the students' low reading proficiency, instructing students in how to approach texts more strategically is considered to be beneficial. Educational programs that meet the needs of specific learners and their objectives considering the actual situation, tasks, and skills students need in their jobs and professions are necessary according to Dubin (1986). A Mahdavi and Tensfeldt (2013) study, although focused on children with disabilities or at risk of reading failure, throws light on the convenience of offering explicit reading strategy teaching. These scholars consider that progress is possible when those children are specifically taught strategies so that they can understand what they read. They suggest that even struggling readers increased the enjoyment of reading when they were taught to use specific tools that increased their access to various kinds of texts. Grabe (2009) suggests that explicit instruction in reading skills development can make a difference. A fitting program that contributes to offering an answer to the reading needs learners have is highly recommended. Alharbi (2015) suggests that explicit strategy instruction is a useful method of teaching learners at all levels as it allows learners to observe the instructor teacher as a model and helps them apply different learning strategies.

Providing learners a suitable program aimed at their reading needs within a caring environment improves students' reading (Jaeger 2015). She conducted a study with a struggling fourth-grade reader and provided him a program that was responsive to his unique needs within an environment characterized by a caring relationship. Despite the limitations of Jaeger's study, it was reported that the student's reading improved and that the strategy instruction itself played a major role. This study does not aim at designing a unique reading program for each learner since it would be impossible due to practical reasons but instead aims at offering university students at the beginning of their professional studies a reading program that suits their reading needs in EFL. Considering this premise, it is possible to assert that this ERI proposal is unique in a way that aims at individual students' needs. Furthermore, this proposal is considered to be important and convenient not because of the reading strategies taught, but because of the possible development of a more strategic reading approach in students. ERI is contemplated as a means to raise students' awareness in the transferring, learning, and practicing of reading strategies, and by doing so, in the students' decision-making situations. Reynolds, Wheldall, and Madelaine (2010) support the need to offer reading interventions to young struggling readers in an L1 environment. This suggestion can be drawn to the field of FL readers who struggle when reading. Moreover, they suggest that effective reading interventions should provide explicit instruction and should be offered by a well-trained teacher. An explicit or direct model of instruction is suggested as a way to help struggling readers learn essential reading skills and strategies (Rupley, Blair & Nichols 2009). This study posits that for students to be capable of deliberately choosing a series of strategic actions to attain their reading goals, they first need to be guided and instructed. Teaching reading aims at helping students become better and more critical readers (Anderson 2008).

This teaching intervention study takes into consideration several characteristics that the learners possess. One of those characteristics is that they are young adults, who to a greater or lesser extent, have had a reading experience that may help them recognize and reflect on the different ways they approach texts while incorporating different or new ways when doing so. Explicit instruction may not only impact the way students read in English but also in their L1. Salataci and Akyel (2002) mention that the effects of reading strategy instruction not only affect students' reading strategies in English but also in the students' native language. Learners are more likely to become aware of strategic actions as teachers reflect upon the importance of providing students explanation, modeling, and guided practice with efficacious feedback (Ghavamnia et al. 2013; Ness 2011; Robertson 2013), so eventually “the responsibility is

released for directing the instruction until students are capable of engaging in the process on their own” (Almasi & Fullerton 2012, p. 145).

As a result, this reading proposal carefully considered the way explicit instruction should be delivered to students for benefits to be met. Several elements were contemplated and included not only to present, discuss, and provide some reading instructions within the framework of academic reading, but also to create a comfortable atmosphere for learners and to offer space so they can reflect on their progress. Smadi and Alshra’ah (2015) suggest that “one of the important factors in making any instructional program a success is to create a positive classroom atmosphere” (p. 84). Ibarra-Puig (1997) suggests for the students not to feel anxious, embarrassed, or shy, a friendly and respectful atmosphere should be considered. It has been also suggested (Vivaldo 1997) that cognitive styles should be considered, especially in the field of the teaching of reading strategies at the university level. In consequence, this ERI program integrates, among other elements, the developing of motivation to help students establish purposes for reading and giving opportunities so they assume their own responsibility for learning (Rupley et al. 2009). Not only direct strategy instruction helps improve reading comprehension as suggested by Ng, Bartlett, Chester, and Kersland (2013), but progress in reading is related to the combination of explicitly performance-linked motivational support and strategy instruction.

3.2 ERI course design

This reading instruction encompasses various elements or strands thought to be key elements constituting the instructional practice. These curricular goals refer to the extensive practice and exposure to print, the commitment to building students’ motivation, the attention of reading fluency, the building of vocabulary, and the discussion and comprehension skills (Stoller et al. 2013). Apart from these key elements which are described in detail in section 3.4, this reading program helps students determine their reading purpose so they deliberately and consciously use reading strategies to their favor. According to Anderson (2008) teachers can help learners become more strategic readers by verifying that they understand their purpose for their reading, “Identifying a reading purpose prior to actually reading is central to reading success” (p. 138). Taraban et al. (2000) confirm that many students are likely to enter higher studies with weak reading comprehension metacognitive skills. Taraban et al. (2000) question the practical value of comprehension strategies to college students in their daily coursework. Their findings show that the major distinguishing characteristics of higher versus lower performing college students are that they know what reading behavior to apply according to

the task, and how to direct, monitor, and evaluate reading performance. It is also considered that this reading instruction should focus on strategies for reading comprehension so learners apply them to authentic texts (Rupley et al. 2009). Additionally, it has been demonstrated that the implementation of direct strategy instruction and the changing of the teaching approach in situations where English is an FL is an important move towards enhancing reading comprehension development (Ghavamnia et al. 2013).

ERI is integrated by a series of presentations, discussions, modeling, and reading practice of different reading strategies. It does not refer only to having the learner complete several reading exercises, answering different reading comprehension questions, or filling in different handouts, though they are considered to be helpful practice resources. It refers to offering learners guidance so they put into practice the different reading strategies offered as alternatives when approaching academic texts. Dole, Nokes, Jeffrey and Drits (2009) and Shanahan, Callison, Carriere, Duke, Pearson, Schatschneider and Torgesen (2010) cited in Almasi and Fullerton (2012), highlight the fact that instructional activities and exercises that require students to complete worksheets to practice skills such as drawing conclusions are not ways of teaching readers to be strategic. These authors note that rarely do such activities require readers to think and make decisions about what they would do in their heads to improve their comprehension. Although ERI integrates into its design some instructional activities as helpful practice resources, its aim goes beyond those activities, "developing the ability to adapt strategies for careful analytic reading and critical evaluation" (Grabe 1986, p. 45).

Real opportunities for reading exposure, as well as the most possible reading practice within the instruction time are contemplated in this reading instruction. Participants will be exposed to print the most time available because it is by reading, and by reading often, that one learns to master that process (Grabe 2009). It is suggested that reading has to be done repeatedly with many texts, with opportunities to put strategies into practice and to monitor and self-assess (Carrell 1998). Helping students identify and reflect on their reading goals and their reading needs could help awaken their reading motivation. Also, the ERI proposal pays special attention to reading fluency. The importance of reading fluency, at a basic level, lies in the notion that if students become comfortable and able to reproduce the sounds and rhythm of the words in English in the best way possible, likely, they would also feel more confident and comfortable when approaching a text. Additionally, building vocabulary is central in this intervention as a way to help students learn how to create a vocabulary bank on their own, and most importantly, how to work out the meaning of words. As for the last curricular goal, comprehension skills practice and discussion, the awareness of students' reading goals, the

conscious decision students make about their reading process and their self-assessment are all considered essential for the reader to determine success.

ERI components, apart from finding support in Stoller et al. (2013), also consider Anderson's (2008) proposal of his principles for teaching reading to beginning proficiency level learners. Anderson's principles, as ERI curricular goals, consist in the selection of appropriate reading materials, in the balance of bottom-up, top-down, and interactive reading instruction. They also contemplate the explicit teaching of reading strategies, vocabulary development skills, and the provision of intensive and extensive reading instruction. However, this ERI intervention mainly focuses on intensive reading instruction rather than extensive reading. Furthermore, Rupley et al. (2009) suggest that for struggling readers to learn essential reading skills and strategies, the explicit instruction needs to be part of learning the major content strands of the reading process which are phonemic awareness, phonics, fluency, vocabulary, and comprehension. The ERI intervention contemplates the field of phonemic awareness (see section 3.4.3) based on a general revision and practice of reading fluency, though it does not concentrate or extend in phonemic and phonics instruction because of practical reasons.

Reading strategy instruction in this study refers to offering a reasonable number of strategies with the guidance of the teacher so students make informed decisions related to their reading process. ERI does not seek to overwhelm readers with too many strategies (Anderson 2008). It is advised to focus on five or six core strategies and give readers multiple opportunities to practice them. Marcell, DeCleene, and Juettner (2010) suggest that we may be guilty of teaching an extremely large number of strategies in an isolated manner, rather than focusing on an integrated, more reality-based approach. When teaching reading, they suggest adopting a less-is-more approach to comprehension construction. ERI proposal advocates the teaching of direct reading, where teachers identify the strategy, explain its usefulness, demonstrate its use, offer practice, and show students how to evaluate its effectiveness (Singhal 2006). As a result, this reading instruction offers learners these 'guiding or awakening steps' through the reading process, although it does not attempt in any way to offer students step-to-step instruction. On the contrary, the objective of this instruction is to help participants become aware of the different ways they approach texts, to reflect in that process and to get to know or to rediscover the several reading strategies. It has been suggested (Santos, Salim, Raya & Dori 2008) that accompanying students when reading disciplinary texts and promoting the use of reading strategies is highly recommended. Additionally, findings have shown that self-confidence and motivation increment is found when using reading strategies in university students (Lopera-Medina 2012).

It could be argued that this course is relatively short and offers little instruction, though Stoller et al. (2013) suggest that offering learners diverse opportunities to improve their reading skills although modest are likely to cause an improvement in them. These authors suggest that instructional enhancements for reading can be slipped into any established or tight curriculum to provoke reading enhancement in students so that they become more confident and skilled readers. Due to the specific students' needs and the scarce time they have to be instructed, a modest but focused ERI program has been designed to help students concentrate their reading efforts into more strategic actions.

3.3 ERI curriculum

Within the numerous proposals related to the content for teaching reading courses, Janzen's (2001), suggests that teaching reading should be explicit and should include modeling of the use of strategies and discussion among learners. ERI's rationale is echoed by Janzen's proposal as it does not focus on reading strategies as such but on the development of strategic readers. Readers should understand how to apply a given strategy not only to academic texts. Grellet (1981) suggests that when teaching reading, exercises must be meaningful and should suit what a reader is expected to do with the text in real life since it is uncommon that we answer questions after reading a text.

The main elements underpinning this ERI program were previously listed, briefly discussed, and regarded as: a) extensive practice and exposure to print, b) commitment to building students' motivation, c) attention to reading fluency, d) building of vocabulary and c) comprehension skills practice and discussion. They have been included in the ERI course curriculum under the proposal of developing them from several angles (see Figure 2).

Figure 2 Curricular components and reading strategies in the ERI teaching program

Curricular goal to be developed	Reading strategy	Description of reading strategy
Building vocabulary	Word recognition	The reader recognizes words in the text and uses them to make meaning.
Building vocabulary	Word categories	The reader develops vocabulary by grouping words according to their technical category.
Building vocabulary	Analyzing word part of speech	The reader analyses a word and determines its function within the text.
Building vocabulary	Analyzing words	The reader analyses words according to their

		prefixes, suffixes, and roots.
Development of reading fluency	Reading aloud	The reader reads a paragraph aloud to become aware of how different silent reading is from reading aloud.
Development of reading fluency	Repeated reading	The reader is offered a modeled pronunciation by the instructor to practice fluency.
Development of reading fluency	Pair-reading	Readers read in pairs as quickly and accurately as possible.
Comprehension skills practice	Skimming	The reader quickly goes through the text to see what it offers.
Comprehension skills practice	Scanning	The reader looks for specific information in the text.
Comprehension skills practice	Anticipating	The reader thinks ahead about what the text may offer to him/her.
Comprehension skills practice	Predicting	The reader relates his/her background knowledge to the text and engages in a series of predictions.
Comprehension skills practice	Modifying predictions	The reader modifies his/her predictions based on what he encounters in the text and its features.
Comprehension skills practice	Confirming	The reader confirms what he/she predicted from the texts based on the content the text brings and on the knowledge the reader has about it.
Comprehension skills practice	Using background knowledge	The reader takes advantage of what he/she brings to the text in the form of background, lexical and content knowledge.
Comprehension skills practice	Summarizing	The reader expresses or writes the text content in a few words but keeping the same sense.
Comprehension skills practice	Distinguishing main ideas and secondary ideas	The reader distinguishes the main ideas from secondary ideas of the paragraphs in a text.
Comprehension skills practice	Reacting to texts	The reader responds to the text according to his/her needs, interests, motivation, linguistic, and background knowledge.
Comprehension skills practice	Interpreting texts	The reader draws conclusions about the text.
Comprehension skills practice	Recognizing transition words	The reader recognizes transition words and their function in a text.
Comprehension skills practice	Using reading strategies: how-when-why	The reader questions the purpose of how, when, and why of using a specific reading strategy with a specific text.

Comprehension skills practice	Answering questions while reading	The reader focuses on the specific information he/she needs from the text.
Comprehension skills practice	Modeling strategy use.	The reader is offered a verbalization of a reading strategy use so he becomes conscious of it.
Comprehension skills practice	Determining the discourse organization of a text paragraph/section	The reader makes use of graphic organizers to determine the process/sequence in a text.
Comprehension skills practice	Follow up initial post-reading question responses	The reader makes connections across the text and background knowledge to defend their answers.

Taken and adapted from Singhal (2006) and Stoller et al. (2013).

Offering ERI under a well-designed course has been thoroughly considered. For this reason, essential key elements have been put together to help students develop, focus, and attain their reading goals. It is suggested that once learners have experienced reading modeling, scaffolding, and extensive practice, they will be able to use reading strategies independently so that they become more strategic readers (Grabe 2009). According to Gersten, Fursch, Williams, and Baker (2001), the use of multiple strategies has been demonstrated not only to improve the immediate comprehension of the text but to also have benefits for other tasks that are beyond the teaching environment. Some scholars suggest that direct instruction not only develops the reading skill but also the academic, as Chamot and O'Malley (1994) suggest that one of the two major components for second language learners are the explicit instruction of learning strategies for both language learning and content learning and the development of academic language skill.

3.4 Elements conforming ERI teaching program

The curricular goals that constitute the ERI program discussed in the previous section are believed to be key elements that could raise learners' awareness about strategic reading and offer several reading practice proposals. These elements are described in detail.

3.4.1 Extensive practice and exposure to print

To offer learners extensive practice and print exposure, seventeen short texts related to electrical and mechanical themes were carefully chosen (see Section 4.6 for a detailed description of this reading material). Apart from these short texts, an assortment of different magazines such as People®, Readers Digest®, and Time® were available for free reading

during the intervention. This reading instruction sustains that learners will approach reading by actually reading texts related to their field of study, therefore the reading practice focuses on short texts. Additionally, offering short passages to students helps practice the different reading strategies without having students feel overwhelmed by the length of texts, and it has been recommended to provide students with shorter passages to explicitly teach specific reading skills (Anderson 2008).

Due to practical reasons, this ERI program focuses on the benefits of intensive reading rather than on extensive reading practice. Grabe (2009) suggests that general comprehension processes provide a foundation for other reading purposes, such as reading to learn and reading to evaluate. Here, intensive reading is seen as the type of reading for detail. Intensive reading has been categorized (Brown 2007) as a subcategory of silent reading and is focused on the linguistic or semantic details of a passage. Derived from this, intensive reading is thought to be helpful for learners so they become aware of the grammatical forms, structure details, and discourse as markers the text offers. However, it does not mean that participants will be constrained to the structure details and discourse markers or the grammatical forms when reading, as they would also be guided to make use of their background knowledge, their content inference, and their predictions, among other strategies.

3.4.2 Building students' motivation

The notion of motivation, as the inclination to develop certain behavior, or “what causes people to behave as they do” (Denhardt, Denhardt & Aristigueta 2008, p. 146) is an important element in ERI. The students' engagement, attitude and intention in this reading instruction are important factors when approaching EFL reading. It is suggested that learners need to be motivated to read (Stoffelsma & De Jong 2015). ERI aims at helping students recognize and acknowledge their own motivation and how it affects their reading intention. Offering texts in English whose content is related to the learners' field of study is considered a way of making them feel more confident and motivated. Motivation, according to Winke (2005) can be instrumental when the individual aims at obtaining a practical goal, which is often the motive for students in the context of this study. However, readers' attitudes may be modified if goals change. FL readers' strong motivation might turn into frustration due to a highly complex text and a negative attitude, hopefully temporarily, could be developed (Mathewson 1994). Scholars suggest that the development of more skilled and strategic readers (Anderson 2008; Grabe 2009; Grabe & Stoller 2013) is closely linked with the way students perceive reading and the motives they have to work on that development.

3.4.3 Development of reading fluency

Reading fluency, understood as reading at an adequate rate with adequate comprehension (Anderson 2008, p. 48), will be explored in this section. The focus is on the practice of reading aloud, repeated reading, and pair-reading materialized in different activities so that students become familiarized with the general rhythm of the FL. According to Stoller et al. (2013), fluent reading at different levels is essential for efficient reading, though most EFL readers read too slowly to achieve their purposes. Thus, reading-fluency development is valuable. However, some caution is to be taken in this proposal considering the context where it is delivered. ERI intervention does not intend to overwhelm students by asking them a certain reading speed standard. On the contrary, it seeks to help students become aware of the convenience of reading quicker and more accurately as a way to improve their whole reading processes. Taguchi, Takayasu-Maas, and Gorsuch (2004) suggest that fluency alone does not guarantee a successful reading. They propose that repeated assisted reading can potentially develop weak ESL/EFL readers' fluency and help them become independent readers. In this study, participants have not yet mastered their speaking skills in English, and therefore, the need to recognize the general rhythm of the language through modeled pronunciation is suggested to be beneficial for them. As observed (Hudson 2007), second language learners typically do not have mastery of the spoken language before beginning reading instruction. On the contrary, first language readers typically begin reading after their speaking is relatively advanced in that language. Therefore, this reading intervention promotes reading fluency as a helpful, albeit not a conclusive reading tool.

3.4.4 Vocabulary building

Beginning level readers need a clear focus on vocabulary development skills (Anderson 2008, p. 30). To develop the building of vocabulary in participants, the ERI program has included in its curriculum abundant practice in word recognition, in word categories, in the analysis of words, and their function within the text. The role of vocabulary in reading comprehension is complex, although it influences reading comprehension according to Zhang and Annual (2008). They recommend the development of high and low-frequency words and suggest that teachers' selection of readings containing useful words beneficial for students. Horiba and Fukaya (2015) findings in the field of vocabulary building have corroborated the importance of language proficiency and vocabulary knowledge for L2 reading and learning. Besides, topic

familiarity may have a profound effect on both learning the content of the text and incidental vocabulary learning from the text.

3.4.5 Comprehension skills practice and discussion

Teaching students how to comprehend texts and discuss how comprehension is achieved are important elements of a wide-ranging reading curriculum (Stoller et al. 2013). The importance of having students practice comprehension skills is acknowledged; therefore, the ERI program has integrated several strategies to help learners achieve understanding. Strategies for developing and enhancing comprehension are diverse and range from skimming, scanning, and anticipating, modeling strategy use, and reflecting on ones reading progress. This proposal is corroborated by scholars such as Grabe and Stoller (2002); Hedgcock and Ferris (2009); Hudson (2007); Pressley (2006) and Singhal (2006): they all agree that using title and illustrations to understand a passage, skimming, scanning, summarizing, guessing words meanings, becoming aware of the reading process (metacognition), and taking risks are considered essential reading strategies in a FL. Nunan (1996) supports the integration of explicit instruction of language learning into the classroom curriculum. “Language classrooms should have a dual focus, not only teaching language content but also developing learning process as well” (p.41). Cognitive, metacognitive reading strategies and schemata that readers utilize play important roles when constructing meaning from text (Taguchi et al. 2004). Marcell, DeCleene, and Juettner (2010) consider that teachers need to provide scaffolding for how students use reading comprehension strategies, then remove the scaffolds so that students practice using the strategies independently. Teaching strategic reading is about providing guidance and support to students and letting them try their choices over and over again.

3.5 ERI teaching program content outline

ERI content outline integrates the number of sessions, the dates for every session delivered, the sessions’ length, and the main theme for every session. Its design was comprised of 15 weeks; two ERI sessions were offered every week in two separate days, Tuesdays and Thursdays. A maximum of 60 minutes was the length of each ERI session. Findings (Jurkovic 2010) suggest that under limited course time and heterogeneous language competence level within particular groups, organizing strategy training in the form of a separate module is an alternative answer when the effectiveness of the training interferes due to time constraints. What follows is a description of how this reading instruction was integrated into the students’ General English program and the way it was delivered.

ERI program delivered 30 individual lessons (see Figure 3) to second semester electrical and mechanical engineering students during a semester, from February to June 2016. This intervention, though particular, was integrated into the current compulsory EFL program these students received in their second semester. Every English session these students had, consisted of 120 minutes and ERI sessions were delivered in the first hour of the class. One of the advantages of integrating ERI sessions to the students' regular English class was that, as an English teacher, I was assigned to teach that EFL regular program. Therefore, I had the opportunity to play both, the role of the researcher and that of the ERI instructor.

All ERI lessons were conducted in the participants' L1, Spanish. Spanish was used during ERI because students that took part in the study did not possess English proficiency and this reading instruction did not involve language teaching because it did not aim at teaching students the English language. Any learning improvement in this respect was welcomed and considered as a language gain for the students reading development. This consideration was taken to avoid anxiety and confusion among participants when working with the ERI program and above all, to avoid rejection of the instruction.

Figure 3 ERI program content outline

Session	Date	Time	Content
Intro	15/02/16	60'	Placement Test
1	23/02/16	60'	ERI presentation and motivating students to participate. Questionnaire 1: Reading habits.
2	25/02/16	60'	Reading fluency: repeated oral reading.
3	01/03/16	60'	Vocabulary building: Collecting words.
4	03/03/16	60'	Comprehension skills practice and discussion: anticipate, predict, confirm or modify their predictions.
5	08/03/16	60'	Building readers' motivation for reading: set readers up for success-writing down answers to your questions.
6	10/03/16	60'	Reading fluency: oral paired rereading.
7	15/03/16	60'	Vocabulary building: word category.

8	17/03/16	60'	Comprehension skills practice and discussion: ask how, when, and why questions about reading-strategy use.
9	18/03/16	60'	Reading fluency: Echo reading.
	21/03/16		Spring Break
10	05/04/16	60'	Vocabulary building: analyzing words.
11	07/04/16	60'	Comprehension skills practice and discussion: Model strategy use.
12	12/04/16	60'	Building readers' motivation for reading: Promote cooperation among participants.
13	14/04/16	60'	Reading fluency: Teacher read-aloud.
14	19/04/16	60'	Vocabulary building: use newly learned words.
15	21/04/16	60'	Comprehension skills practice and discussion: following up initial post-reading questions responses with further elaboration.
16	26/04/16	60'	Comprehension skills practice and discussion: Summary tasks.
17	28/04/16	60'	Reading fluency: Buddy reading.
18	03/05/16	60'	Building readers' motivation for reading: Set participants up for success-teach rather than testing.
19	05/05/16	60'	Reading fluency: Radio reading
20	10/05/16	60'	Vocabulary building: word collection.
21	12/05/16	60'	Comprehension skills practice and discussion: use graphic organizers.
22	17/05/16	60'	Building readers' motivation for reading: Give participants some degree of choice.
23	19/05/16	60'	Reading fluency: One-minute reading.
24	24/05/16	60'	Comprehension skills practice and discussion: transition words and phrases.
25	26/05/16	60'	Building readers' motivation for reading: Reading progress-charts.
26	31/05/16	60'	Vocabulary building: categorizing words.
27	02/06/16	60'	Comprehension skills practice and discussion: Summary tasks.
28	07/06/16	60'	Comprehension skills practice and discussion: use of graphic organizers.
29	09/06/16	60'	Building readers' motivation for reading: Promote cooperation among participants.
30	13/06/16	60'	Final discussion on participants' expectations and achievements. Questionnaire 2.

Every
ERI

session presented in this content outline was carefully planned and included in the complete

ERI teaching program where all thirty lessons covered followed a similar organizational pattern. Every lesson plan was numbered according to the corresponding session and its content was stated. The suggested timing for every activity the lesson covered as well as the suggested students' interaction according to every activity presented was included. Every lesson stated the specific aim it pursued and it offered a detailed procedure on how to deliver it. Two samples of the lesson plans are shown in Appendix F.

3.6 ERI course reading materials

The value of the texts chosen for this instruction resides in the fact that they offer supportive information related to the electrical and mechanical engineering field. Dubin (1986) suggests that "the teacher has the responsibility, among others, to select appropriate texts for instructional purposes" (p. 128). Students in their second-semester work with several topics related to fundamentals of thermodynamics as well as mechanical engineering principles, among other subjects. According to Pang et al. (2003), instruction should develop reading skills and strategies and build learners' knowledge through the use of authentic texts. The texts proposed for this instruction were recommended by three teachers of the Faculty of Electrical and Mechanical Engineering from the university where this study was carried out. The bibliographical sources were the following:

Moran, M.J. and Shapiro, H. N. (2006). *Fundamentals of Engineering Thermodynamics*. Great Britain: Wiley.

Cengel, Y. A. (2008) *Introduction to Thermodynamics and Heat Transfer*. United States of America: McGraw-Hill Primis.

Bird, J. and Ross, C. (2015) *Mechanical Engineering Principles*. Oxon, OX. Routledge.

The reading of short texts guarantees an experience of critical interpretation within the school context according to Valencia (2008). All the texts proposed for this study were the same type: engineering and related subjects. A sample text is shown in Appendix I. As regards the handouts used for some activities related to the texts offered, Appendix J offers a sample of them. These reading texts are considered to be "suitable for the participants' interests and challenging although not too difficult, as they offer a balance of challenge, achievement, and frustration" (Grabe 1986, p. 45). The texts chosen for this instruction are likely to promote the building of motivation in participants, which is another curricular goal to be developed during this ERI program. As discussed, students' background knowledge plays an important role in this intervention study (see Chapter 2, section 2.6.3). Students know their subject areas in L1

(Hudson, 2007). Therefore, having students relate their background knowledge to the texts presented is thought to develop not only comprehension but also motivation in them.

3.7 Development of ERI in practice

This section deals with the teaching of explicit reading at the level of practice. It aims at describing what the reading program looks like and how it was developed. The design of the reading program reflects the social and psycholinguistic notions that sustain it (see Section 2.5) by focusing on the development of five curricular, 1) extensive practice and exposure to print, 2) building students' motivation, 3) development of reading fluency, 4) vocabulary building, and 5) comprehension skills practice and discussion. These goals are described in detail in Section 3.4. When these curricular goals are presented in practice in the form of different tasks and activities, they give way to the presentation, discussion, use, and reflection of several cognitive and metacognitive reading strategies. They validate in participants the value they give to reading in English for achieving academic success and recognize the importance of what readers know or bring to the text, that is, their background knowledge apart from the syntactic, semantic, or phonological grounds. The ERI program included thirty lessons that were planned to be covered in thirty sessions accordingly. Two sessions would be covered every week, making a total of 15 weeks. The duration of an ERI session would be 60 minutes. These lessons are aimed at putting into practice lower-level and higher-level reading processes in participants. Every session focuses on the development of one curricular goal according to the ERI program (See Figure 3 for the ERI program content outline). Most sessions followed the same structure although some variations occurred depending on the reading goal presented. In general, the main steps were a presentation, introduction, modeling, group/pair/individual work, monitoring and feedback, and final note-taking.

Presentation At the beginning of the session the instructor informed participants about the objective of the session, the reading goal or goals expected to be covered and all the stages that the lesson would cover. In addition to that, all the information regarding the session's objective and its stages was written on the upper right side of the whiteboard so it could be visible for participants and the instructor. In this way, they both could go back to them during the whole lesson as a checklist. All lessons were planned and delivered according to the ERI teaching program (see Appendix F) and they were all conducted in the students' L1 (see Section 3.5).

Introduction and modeling In this stage, the instructor elicited previous knowledge related to the topic presented or some ideas students could have towards the goal proposed. Then,

integrating all the ideas, notions or even questions posed by the participants, the instructor encouraged a discussion related to the topic in question, clarifying and developing the topic to be presented, and its importance to the whole group. After the discussion, the instructor presented to the class several concrete examples of how the reading goal could be useful when reading academic texts. Following those concrete examples, the instructor modeled the strategy, the task, or the activity for that session.

Group/pair/individual work An academic text or an extract was handed to students every session. This text or extract was presented in the form of a legible photocopy with the bibliographical source included so participants knew where to look further in case they decide to (See section 3.6 for the bibliographical sources used in this reading instruction). Then participants were given directions for the task proposed in that session and they were arranged according to the most convenient setting so they could best work in the task proposed. Some sessions called for pair work or individual work, while others addressed participants as a whole group or arranged them in small groups. The participants' length of time spent in every task depending on the nature of the task or tasks and some sessions took longer than others. Those sessions mainly referred to the work related to vocabulary building or vocabulary developing strategies or when they worked on determining main ideas in a text. Similarly, more time was invested when a particular session focused on the discussion of comprehension skills, their modeling, or when participants were working in the development of reading fluency.

Monitoring and feedback When participants were working on a task, the instructor walked around the classroom addressing some students and taking advantage of that opportunity to talk to them in a more personal, although short, but meaningful exchange of ideas. For the instructor, this approach to participants was an opportunity to offer them some personal feedback that suited the participants' specific needs or questions towards the task. Once participants completed the task, a small discussion followed. The instructor made sure that most students' questions related to the topic discussed were answered and in case a lack of time prevented from doing so, the instructor took some notes and brought the discussion in the next session.

Note-taking Once the session was over, and the instructor had left the classroom, she handwrote her general observations in the teacher's journal (See Chapter 4, section 4.6.3). Those observations referred to the participants' interaction and level of involvement during the task. (See Chapter 4, section 4.6.3).

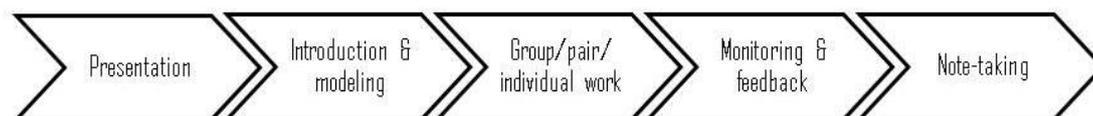
The following paragraph presents a concrete example of how these steps were applied in an ERI session related to vocabulary building when working with word categories (See Figure 3, ERI program content outline).

Firstly, the instructor presented the session's goal to the participants and asked them about the different class words that were divided according to their grammar. The instructor highlighted the importance of finding out the different classes of words when reading and she wrote the main objective of the session on the board. **Secondly**, the instructor set an example by writing three common words related to the participants' field of study: mechanical, engine, tightly, and start. Then the instructor made sure they knew their meaning and asked participants to say what part of speech those words were. Once students offered answers, a review of the words' part of speech continued highlighting nouns, adjectives, verbs, and adverbs. Then, a discussion about differentiating words in a text for facilitating the reading process took place. **Thirdly**, participants were given the text corresponding to that session (Introduction to Thermodynamics and Heat Transfer, 1-3 Heat Transfer pp. 5-6) and a list of 10 words that were included in the text so they could first find them and classify them according to their part of speech. In this stage, participants were first addressed as a whole group for the initial discussion, and then when they were given the text and the list of words, they were asked to work individually. After having students work on sorting words out, they were asked to work in pairs to share their findings. During ERI sessions, students worked in pairs, in small groups, as a whole group or even individually depending on the nature of the activity. However, it was observed that in most sessions, students preferred to work in small groups (3 to 4 students) or in pairs rather than working individually. **Next**, while participants were working individually and then in pairs, the instructor walked around the classroom exchanging comments, asking questions and offering recommendations to individuals and pairs about some words students were classifying. The instructor asked participants for reasons that made them classify words in a specific part of speech and also encouraged them to look back at the text where words were inserted in case their classification was not correct. Once participants completed the task, they were asked individually to go to the whiteboard and write each one of the words given at the beginning of the session in the corresponding noun-verb-adjective-adverb columns. Once participants completed the task, the instructor pointed to some of the words and elicited reasons for putting them in a determined column. A final discussion followed as feedback on the participants' comments and questions. **Finally**, once the instructor left the classroom, she took some time to write her observations. In this concrete example, her general notes highlighted that most students used bilingual dictionaries

and that an important number of participants were not aware of the different parts of speech, among other general comments.

A figure of the general step by step ERI session, which may vary or slightly change according to the reading task and to the students' response to the task, follows.

Figure 4 An ERI session: step by step



3.8 The nature of ERI intervention teaching study

This study was originally considered as a case study as it explores students' perceptions related to various topics concerning ERI and because the research questions posed were mainly "what questions" which investigated contemporary events (Yin 1994). A case study is suggested when a part of a problem would like to be studied in some depth as Bell and Waters (2014) suggest that this approach can be "particularly appropriate for individual researchers because it provides an opportunity for one aspect of a problem to be studied in some depth" (p.11). The 'specific focus' of the case study (Wallace 2001) becomes a positive advantage for researchers because it might meet their professional needs better than more traditional research approaches and becomes more accessible for practitioners of caring, like teaching. However, if this research was labeled as a case study, it would contravene one of the main characteristics of such an approach; namely, that the researcher does not take part in the study; instead, the researcher takes the role of the observer during the investigation. Nevertheless, considering that this research proposal has emerged from a problem detected in the teaching practice and includes inquiry as it answers questions by using various kinds of evidence in some kind of reasoned way, it can be considered problem-focused (Wallace 2001, p. 15) and therefore, an action research study. However, it has not been regarded as an action research study since it does not contemplate the reflective cycle, a cycle that is a hallmark in this research approach.

Based on the particular salient features this study possess such as having the researcher plays the role of the instructor in a simultaneous way, and aiming at exploring participants' perceptions in the topic of reading strategies and strategic reading through ERI, this study is

considered from a particular lens as it enriches and complements itself from borrowing features of case study and action research. There is no intention of making this study fit into a previously established approach to offer a familiar label, but rather to offer an interpretation of students' reading perceptions that contribute to the FL reading field. For this reason, this study has been proposed as an intervention teaching study where the role of the teacher and that of the researcher is played by the same person. It may seem a downside that as a researcher I also played the role of the instructor because the researcher's task was to observe as a non-participant and the task as an instructor was to deliver every lesson of the reading instruction explicitly designed for the study. Nevertheless, one of the reasons for having played both roles is based on one of the advantages of offering a non-threatening atmosphere to students as proposed by Guerra (1999), who states that having observation carried out by the teacher offers an unthreatening environment. Playing the role of researcher and instructor might result in an advantage because observer participation occurs when the evaluator is much closer to the class. Griffiee (2012) suggests that "an example of observer participant would be when the evaluator/researcher is also the teacher" (p. 182). Practical reasons such as making sure every lesson was delivered and fully covered were considered when playing both roles. Also, most colleagues have different work schedules so their availability was limited. Fanselow (1988) suggests that it is often hard for the teacher to find somebody to observe her class. A detailed description related to the qualitative approach of this study where these two methodologies, case study, and action research contribute to shaping this research follows in the next chapter.

3.9 Summary

A detailed discussion about the convenience of delivering suitable reading instruction for students to develop themselves as strategic readers has been presented. It also discussed the curricular goals which give shape to the ERI proposal and how these elements are integrated into the ERI curriculum. It also dealt with how this reading instruction will be delivered based on the content program and the schedule for every session programmed. A rationale for having chosen the reading materials offered in ERI has been included. Finally, this chapter offered an introduction to the nature of this study and the reasons taken for considering elements of both case study and action research to build this teaching intervention proposal. The next chapter will explore more deeply into the methodology, the qualitative approach, as well as its interpretative research paradigm expanding this introduction.

Chapter 4 Methodology

This chapter discusses the practical application of this reading instruction which aimed at investigating students' perceptions towards a) reading strategy use and access to meaning, b) reading instruction, c) the contribution of ERI in forming/developing more strategic readers, and d) reading as a tool. It presents a discussion on the design of the reading instruction and considers the qualitative approach and the interpretative research paradigm. It also deals with a detailed account of the research instruments used to collect data. Finally, it presents the ethical considerations taken in this reading instruction and discusses how the combination of different data-gathering techniques assured accuracy in the study.

4.1 Research questions

The following research questions represent the guide of this study and were created to determine to what extent ERI intervention contributed to enhancing students' reading skills and strategic reading.

1. What are the students' perceptions towards reading strategy use and access to meaning?
2. What are the students' perceptions towards their reading process?
3. How does ERI contribute to forming more strategic readers?
4. Do students expand their initial concept of reading after ERI?

4.2 Research design

The methodological procedure of this investigation refers to an intervention teaching study where a qualitative approach is employed considering whether the research instruments fit the assumptions, theories, and research questions. In order to accomplish this quest, a constructivist/interpretative research paradigm was adopted and different methods of data collection considered. Additionally, an improvement of the data gathering methods of this research was made based on the recommendations given by the examiners at the Upgrade Viva; these changes ensured that data from several sources was obtained.

4.2.1 Qualitative approach

The notion of qualitative research has expanded as Flick (2009) suggests that this type of research is no longer just simply 'not quantitative research' as it has developed an identity, or

possibly several identities, of its own. Creswell (2014) adds that now there is some consensus at what constitutes qualitative inquiry. Qualitative research refers to any type of research that produces findings not arrived at by statistical procedures or other means of quantification (Strauss & Corbin 1998, pp. 10-11). Strauss and Corbin suggest that there are many valid reasons for doing qualitative research, such as the preferences of the researcher, the experience of the researcher, or the tendency to be more oriented to such an approach, among other reasons. Researchers that opt for a qualitative perspective are more concerned to understand individuals' perceptions of the world (Bell & Waters 2014). Scholars should become attracted to the idea of getting close to practice, to getting a first-hand sense of what actually goes on in the classroom (Richards 2003, p. 8).

One of the hallmarks of qualitative research is that it approaches the world in real settings and it explains situations from the inside. The qualitative perspective was chosen to conduct the present study to collect students' perceptions towards their reading process through an intervention teaching study in the students' natural setting (their classroom), to interpret the reading processes that took place. This qualitative approach is considered person-centered as its main actors are the university students who take part in it (Richards 2003). There are several ways of conducting qualitative research considering the different approaches and the issues to be studied (Strauss & Corbin 1998). In the present study, qualitative research such as Flick (2009) proposes, starts from the idea that methods and theories should be appropriate to what is studied.

This study has opted for constructing meaning of a situation that is often ignored in south-eastern Mexican universities: namely, the lack of programs of reading instruction in an FL despite the demands universities impose on students for reading such texts, in order to contribute to an understanding and eventual analysis of such situations (Gibbs 2007). Additionally, this research is suggested to be policy-oriented as it does not intend only to throw light on the current situation that these students face concerning their reading needs, but it also seeks to offer alternatives for educational faculty committees or policymakers to consider. It does not aim to impose in any way a specific course of action, but instead to offer informed decisions on how students' reading needs could be met.

4.2.2 The interpretative research paradigm

A paradigm consists of the following components: ontology, epistemology, methodology, and methods (Scotland 2012, p. 9). The ontological position of interpretivism is relativism. Relativism is the view that reality is subjective and differs from person to person (Guba and

Lincoln 1994, p.110). Scotland (2012) suggests that reality is individually constructed and that there are as many realities as individuals (p.11). Assuming that reading in EFL is a practical tool for reaching academic success is a notion that students in this context possess. This assumption may largely differ from other assumptions in other educational contexts as students' sociocultural background, and personal and professional goals are different. Reading in an FL is a demand most universities expect from their students, although the meaning of this expectation is constructed differently in every scenario.

The interpretative epistemology refers to subjectivism which is based on real-world phenomena and the idea that "knowledge has the trait of being culturally derived and historically situated and therefore the interpretative paradigm does not question ideologies; it accepts them" (Scotland 2012, p. 12). It is suggested that the investigator and the object of investigation are interactively linked (Guba and Lincoln 1984) and that meaning is not discovered but constructed through the interaction between consciousness and the world (Scotland 2012). Therefore, the social world can only be understood from the standpoint of individuals who are participating in it (Cohen, Manion & Morrison 2007, p.19). The particular characteristics participants possess and their particular constructions related to reading in EFL, are derived from their social context and could be understood if they are considered during the interaction between the researcher and the students.

4.2.3 Research methodology

The rationale for taking elements from two methodologies, study case and action research, is discussed here. As an EFL teacher, I have observed how students constantly struggled to understand texts in English. After engaging in literature research on reading comprehension in an FL, a reading proposal in the form of an intervention teaching study was considered so that students had the opportunity to explore reading in English. At first, action research was considered to conduct this study because a real classroom problem was to be addressed. Nevertheless, more than one teaching cycle during the teaching practice was not considered due to time constraints.

It was considered to learn and explore more about the issue in the natural setting so insights into reading in an FL were obtained. On the one hand, I wanted to conduct a teaching intervention to offer students reading practice which may draw into a reflection on how suitable this reading intervention might be (action research), though as mentioned, a cycle or several cycles during that reading intervention was not contemplated. On the other hand, I wanted to understand the issue in-depth and from all facets possible (case study) and explore

how students participate in the reading instruction. I decided to adopt elements from the two methodologies, as this investigation has a twofold purpose: to explore in-depth the university students' perceptions towards reading in EFL and to investigate explicit reading instruction to develop and improve strategic reading in university students (policy-oriented).

In a case study, the address of research questions must be done to increase the chances of handling the issue proposed and to meet the objectives with a methodological rigor (Dresch, Pacheco Lacerda & Cauchick Miguel, 2015). A case study seeks an understanding of complex situations and explores, describes, and explains them. This study is framed under four research questions (see section 5.1) whose purpose is to meet the research objective of getting to understand students' reading perceptions. Among some of the main activities, Cauchick Miguel (2007) suggests when carrying out a case study is to define a conceptual framework, plan cases, collect data, analyze data, and generate reports. The definition of a conceptual framework was the starting point of this study, and the collection of data and their analysis allowed the discussion of the findings. Nevertheless, this study was not fully addressed as such since the researcher played an active role in the intervention as its instructor, contrary to the role of observer played by the researcher in case studies.

Elements from action research were integrated into this study as well. Action research involves the collection and analysis of data related to some aspects of our professional practice. Action research calls for the active participation of the individual involved in this type of work who seeks to find a resolution for the problem detected. Several characteristics of action research are offered according to Turrioni and Mello (2012). They are action planning, data collection, data analysis, and again, action planning, this time based on the data obtained and then implementing actions, evaluating results, and continuous monitoring. In this study, an intervention was planned and carried out allowing the collection and analysis of data. Wallace suggests that action research is in fact, "a loop process since the process can be repeated until a satisfactory solution is found that satisfies us" (Wallace 1998, pp. 16-17). However, the stage of going to a continuous monitoring cycle was not contemplated in this study.

4.2.4 Research participants and setting

Chapter 1 addressed the participants' general characteristics and related reading habits in their L1 and the FL. As the present study attempted to determine the impact ERI intervention teaching had on students, the study population in this research was 26 Mexican students aged 19-22 from a regional public university. At the time this study was carried out, participants

were attending their second semester of studies in Electrical and Mechanical engineering and had not received any reading instruction except a general course of English language during their first semester. The students' participation during the intervention was positive and helped to understand how ERI impacted these students.

The demographics of participants regarding their reading habits refer to the approximate length of time that they spend reading daily, their preferred reading material and the type of texts read in English. Participants' responses to their reading frequency were gathered after implementing Questionnaire 1 (see Appendix A). This questionnaire was given to participants at the beginning of this study as an exploratory instrument and results showed that more than two-thirds of these students spend an approximate reading time of thirty minutes to an hour per day. The rest of the respondents mentioned that they did not read, except for one student who reported to read more than the average reading time (see Table 5.1).

Table 4.1 Participants' daily reading frequency

Hours per day	Frequency	Percentage
0 hours	6	23%
1/2-1 hour	19	73%
2 -3 hours	1	4%
4-5 hours	0	0%
6 or more hours	0	0%

Regarding the preferred reading material, it was reported that non-academic literature was mainly read by participants. Newspapers and books, in general, were the reading material students mentioned they read regularly (31%). This reading preference was followed by the participants who read books or book chapters related to their field of study (27%). Articles and magazines related to participants' field of study as well as commercial magazines were the material students reported to read the least in this study (see Table 5.2).

Table 4.2 Participants' preferred reading material

Reading material	Frequency	Percentage
Newspaper	8	31%

Commercial magazines	4	15%
Books in general	8	31%
Articles related to the field of the study	4	15%
Magazines related to the field of the study	2	8%
Books/chapters related to the field of the study	7	27%

Approaching texts in another language, for example, in English, is not a usual activity among participants. According to participants' responses, more than two-thirds reported that they had not read texts in English (see Table 5.3). Although, a small number of students who reported to have read texts in English mentioned that they mostly read articles related to their interests rather than to their field of study. They mentioned that they had read some magazines and internet articles as well as sports, cars or music-related articles.

Table 4.3 Participants who have read texts in English

Have read in English	Frequency	Percentage
Yes	7	27%
No	19	73%

This initial exploration of students' reading frequency, preferred reading materials and types of texts read in English confirmed the assumptions previously made regarding participants' interest in reading as infrequent. A significant number of students do not read and the ones who do, read little and mostly in their L1. Additionally, the students who have experienced reading in English have reported that their experiences have been rather scarce.

4.3 Research instruments

Several research gathering methods were chosen to collect data. These methods referred to questionnaires, focus-group interviews, observation, and a placement test applied for informative purposes. Scotland (2012) suggests that interpretative methods do not dominate participants but yield insights and understandings of behavior and explain actions from the participant's perspective. A detailed discussion of every data-gathering instrument within this research follows.

4.3.1 Data collection procedures

This intervention teaching study consisted of delivering 30 sessions of reading instruction distributed in fifteen weeks from February to June 2016. Every week, two sessions were delivered on two set days, Tuesdays and Thursdays. Every session consisted of a 60-minute reading lesson where discussion, modeling, reflection and practice of reading strategies were offered. The reading instruction was delivered to the 26 participants earlier described (see Section 5.2.4). Overall, the students' general English proficiency proved to be low according to the results obtained from the placement test (see section 5.7). Placement test results showed that twenty-four students (92%), obtained a failing grade in the placement test, whereas only 2 (8%) had a passing grade. The two participants who got a passing grade answered over half (62%) of the questions correctly. Results confirmed that the vast majority of the participants possessed a rather low level of English proficiency concerning the A1/A2 level that this test examined based on the Common European Framework of Reference (CEFR). These results confirmed what is often observed by language instructors during the regular English teaching instruction, that most students possess a low level of English proficiency and that it is highly likely that they are not interested in learning the FL. In this context, English is mainly seen as an instrument for the students to read and understand academic texts in English during their professional studies.

4.4 Focus groups

A focus group is defined as “a group interview centered on a specific topic (‘focus’) and facilitated and coordinated by a moderator” (Sim, 1998 p. 346). Similarly, and according to Byers and Wilcox (1988), focus groups are discussion groups that concentrate on a particular topic and typically consist of eight to twelve participants. They are considered as a method of qualitative data collection, in which data is gathered through group interaction on a chosen topic (Morgan 1996). These groups involve a researcher bringing together a group of individuals to discuss and explore a specific topic, the focus of the research (Farrelly 2013). This discussion is guided, monitored and recorded by a researcher who is sometimes called a moderator or facilitator (Gill, Stewart, Treasure & Chadwick 2008).

4.4.1 Advantages of conducting focus groups

The purpose of focus groups is to focus discussion on a particular issue (Bell and Waters 2014, p. 182) as in the case of the present study which aims at provoking and gathering discussion towards the ERI offered. Doody, Slevin, and Taggart (2013) citing Doody et al.

(2012) assert that focus groups help researchers tap into different forms of communication people used in daily interaction, and in this sense, focus groups often reveal levels of understanding that remain untapped by other data collection techniques. One of the purposes of conducting focus groups is to obtain available but not yet used data and to compensate for data not obtained when implementing questionnaires. Having focus group interviews is considered an optimal way to gather data in a less intimidating context and to bring to attention to some topics that will not easily arise in one-on-one interviews (Duff 2008).

Various advantages are related to focus groups. According to Bell and Waters (2014), one major advantage of the interview is its adaptability. These authors suggest that a skillful interviewer can follow up ideas, probe responses, and investigate motives and feelings, which the questionnaire can never do. In this intervention, the researcher plays the role of the moderator as well. This role according to Goldman (1962), cited by Byers and Wilcox (1988) is a key in the success of any focus group. Goldman suggests that the most important factor in producing usable information from a session is the relationship between the moderator and the participants. Another advantage suggested by Byers and Wilcox (1988) is that the focus group method is a valuable source of exploratory information when little is known beforehand about the researcher's topic of interest. Also, "focus groups are suitable for limited-time studies as a recording and analysis framework is established beforehand" (p.182). Conducting focus group interviews enables the researcher to gain a large amount of material in a short time (Farrelly 2013) and they are useful for exploring, among other aspects, belief experiences and reactions. Focus group data usually contains a wide range of responses, a range which is particularly useful in exploratory research. Concerning this intervention, an in-depth data gathering on participants' perceptions towards ERI and the reading process is sought.

4.4.2 Possible disadvantages of conducting focus groups

Focus group interviews often offer limitations to their use (Farrelly 2013). One of those limitations is that participants can find focus-group interviews intimidating, a fact that can become a potential problem although group rapport may offer an answer to avoid or to lessen that problem in the case that it emerges. It is suggested to honestly assure participants that the information gathered will be exclusively confidential and used for analysis purposes so that they would be more likely to relax and trust the researcher. Concerning this issue of finding focus-group interviews intimidating, Mehta (2011), in a study carried out in Asia, underlines the fact that many people are inhibited about sharing personal problems in a group context. However, the opposite was observed with participants in this study, as they were generally more open to exposing themselves and their perceptions during focus groups. The researcher

assured participants in every session that the data would be handled anonymously, and that participants' identity would be confidential.

Another possible drawback when conducting focus groups as Byers and Wilcox (1988) suggest is that controversies may emerge and the more outspoken members of the group may try to lead the group while those less articulate and less talkative members follow. Since participants in this study share the same field of study, L1, and a similar background, some measures were taken to avoid these known issues with focus groups. The researcher as a moderator turned, from time to time, to other less spoken participants to elicit opinions. Attention was paid to the fact that reluctance sometimes appears in focus groups and occasionally participants may not share their perceptions. Despite the motivation offered to participants during focus groups, respect to their willingness to speak was assured every time before an interview started. Besides, when in focus groups, it is possible that participants may not be expressing their own individual views (Farrelly 2013). To avoid this from happening, follow-up questions were included in focus group sessions. Additionally, participants sometimes introduced topics that were irrelevant to the purpose of the interview. To minimize this possibility of distraction, a course of action was to allow some time for participants to redirect themselves to the topic of discussion. When participants kept discussing a different topic, they were reoriented by calling their attention to the question. During focus group interviews, some questions or statements were posted on a board or a wall so that participants could follow them easily. Moreover, if participants seemed to repeat what other participants said they were offered to follow up questions.

4.4.3 Bias in focus groups

Bias is an issue that has to be constantly monitored when conducting interviews and researchers have to keep an eye open to recognize it and avoid it. Byers and Wilcox (1988) suggest that extrovert and outgoing people may be more likely to participate in focus groups than those who are introvert. Bell and Waters (2014) state that bias can result in research carried out by individual researchers, particularly those researchers who have strong views on the topic they are researching and that bias can occur in many ways, deliberately or unwittingly. Brown (2001) suggests that bias may occur in an interview because of differences (or similarities) between the interviewer and the interviewee in terms of race gender, age, social background, relative education and so forth (p. 76). To ensure that useful data is obtained from focus group interviews despite the potential of creating inconsistent biases Farrelly (2013) suggests that the researcher or moderator clearly explains the purpose of the interview, helps people feel comfortable and interacts with them while avoiding giving

personal opinions during the interviews. In this study, special attention was paid to avoid the offering of personal opinions during focus groups since during practice it was found that it seems to be a natural reaction from the side of the interviewer. A vigilant self-attitude towards the conduction of interviews was considered as a way to avoid falling into too-controlling behavior during interviews. When this attitude arose, taking a step back and letting the discussion continue was the course of action. The researcher will keep examining her own practice and maintain constant scrutiny of her attitude when interpreting data to recognize signs of bias (Gray 2000, cited in Bell & Waters 2014).

4.4.4 Focus groups composition in the ERI program

The composition of focus groups in the literature (Bell & Waters 2014; Bloor 2001; Byers & Wilcox 1988; Doody et al. 2013; Duff 2008; Nicholls 2009) is recommended to consist of six to eight participants. In this study, the suggested number of participants for focus groups was followed during the first three interviews which consisted of eight to nine participants. Nevertheless, some constraints were found. The problems found were the difficulty to moderate the number of participants and the limited time students have to express their perceptions and opinions. Bloor (2001) states that "larger groups can also present problems" as it becomes difficult to moderate and may be frustrating for participants if they feel they did not have enough time to express their views. It was observed that the most outgoing students dominated the talk, just as Bloor suggests that the more outgoing and talkative participants tend to dominate and contribute to the discussion. Actions were taken towards the need to reconsider the size of the groups for the remaining focus group sessions. The course of action was to continue working with groups of five to six participants as a way of having a more intensive interaction and a more in-depth data-gathering. Despite the typical number of participants in focus groups that create a situation, focus-group interaction and intensity have to do with the way the researcher treats participants, moderates the interview and allows opinions, perceptions, and experiences to emerge. Mehta (2011) ascertains that carrying out focus group exchanges has the potential for interpersonal learning and reminiscence benefits. However, small groups offer risks and disadvantages, and Bloor (2001) points out that some researchers are in favor of smaller sized groups, though attention has to be paid to the fact that these groups can potentially result in a limited discussion. Originally, it was planned to carry out ten group interviews, though once ERI finished, thirteen focus group interviews had been conducted. Bloor (2001) suggests keeping focus groups to the minimum as they are labor-intensive.

4.4.5 Focus group interviews

Focus group interviews allowed confirming or rejecting data obtained from the other tools used in this study (questionnaires and observation). Given the nature of focus group interviews, they also served to discover new data that emerged which was not obtained in questionnaires or during observation. After some initial rearrangements, focus groups consisted of five to six students allowing the students more opportunities to express their opinions as explained in the previous section. All focus group interviews were centered on the participants' perceptions regarding ERI instruction, reading strategy use, and access to meaning. Besides, these interviews looked into the students' reading processes, their habits, and their preferences. There were thirteen focus group interviews in total. The schedule for the focus group interviews containing dates of interviews, the number of participants and topics discussed are presented in Figure 5.

Figure 5 Detailed schedules for the focus-group interviews

Item	Date	Number of participants	Topic discussed
1	15/03/2016	6	Reading texts in English.
2	17/03/2016	6	Working with reading in English.
3	24/03/2016	6	Reading strategies.
4	29/03/2016	6	Interest in reading texts in English related to students' field of study.
5	07/04/2016	5	Perceptions of reading strategies.
6	14/04/2016	5	Reading texts, fluency, and repeated reading.
7	22/04/2016	5	Comprehension skills practice and discussion: following up initial post-reading questions responses with further elaboration.
8	26/04/2016	5	Building readers' motivation: set participants for success.
9	29/04/2016	5	Appealing for reading.
10	13/05/2016	5	Working with K LW Charts.
11	19/05/2016	5	Building readers' motivation: give students some degree of choice & extended reading.
12	24/05/2016	5	Comprehension skills practice and discussion: Summary task.
13	07/06/2016	5	Building readers' motivation for reading: Reading progress charts.

These focus group interviews were held at different times and were handled as an extra activity in order not to interfere with ERI instruction sessions. Students from the ERI class participated as volunteers in these focus group interviews. Students were informed in detail about the implications of participating, the right to drop, and the information contact in case they wanted to learn more about the study included in the Participant Information Sheet before focus group interviews started (see Appendix D). Firstly, the calling for volunteers to participate in the focus group interview took place during an ERI session as all participants attended the class. The date for the interview was written on the board and 5 to 6 volunteers were asked to write their names on the board if they wanted to be part of the interview. One by one, students stood up and approached the board to write their names until the desired number of students was completed. If more students wanted to participate, I wrote their names on a waiting list so I knew I could count on them for the next focus group session. Secondly, once volunteers were recruited, we agreed on the best hour to meet and let them know where the meeting was to take place. Focus group interviews were conducted in a small classroom at the university language center to avoid interruptions or too much noise during the interview. When students arrived at the interview, I greeted and welcomed them. Before the interview started, I reminded students of the objective of the interview, the participation expected from them and I assured them that their participation was anonymous. Thirdly, and according to the focus group schedule, I took participants to a discussion about a topic previously presented during an ERI class or I first presented a reading activity for the students to work with and reflect before gathering their insights related to that specific activity. For the discussion, different types of questions such as direct questions, follow-up questions, and questions that resulted from the different reading activities were used. I usually presented the question or questions to the participants printed in a paper and I stuck it on the wall where was visible so they were able to keep track of the point discussed and avoided deviation from the question. Lastly, when an interview session finished, students were offered lunch, soft drinks and the opportunity to relax and chat among themselves while eating. Sometimes, during this informal chat, it was possible to obtain interesting insights related to the topic previously discussed.

Focus group discussions were carefully prepared and they were conducted and monitored respectfully. Discussions were recorded with the permission of the participants and care was taken to make sure all data was properly recorded in the two recording devices used for that purpose (an iPad and a cell phone). After every recording, data was kept in a safe digital device (hard disk). Once data was gathered, the transcription process started. Focus group interviews

were transcribed using the transcription conventions (see Figure 6) adapted from Markee (2015). Once all thirteen recordings were transcribed, a detailed reading of all the transcripts was done to double-check their accuracy making sure no piece of data was left behind. Then several re-reading approaches followed this detailed revision. However, during the revising process, I noticed that some words were missing in the transcripts from three of the recordings. Apart from some nouns, most of these missing words were mainly prepositions, repetitions or fillers. Although all transcriptions made sense and were intelligible in spite of the missing words, I decided to include them to respect the integrity of all the recordings. A sample of two transcripts is shown (see Appendix H). These transcripts and the coding process allowed the themes and the subthemes to emerge.

Figure 6 Focus-group transcription conventions (Adapted from Markee, 2015).

S1:	Students were numbered according to the seating arrangement.
S2:	
...	Three dots indicate an untimed but rather short pause.
(x)	Indicates a word or phrase that is unclear to the analyst.
haha,	Indicates laughter.

4.4.6 The coding process of focus group interviews

To elaborate on a thematic framework from the focus-group data, it was necessary to undertake a coding process. According to Guardián-Fernández (2007), coding aims to facilitate the recovery of data segments through coded categories, this way, data get simplified and reduced. As a result, I searched for information related to Computer-Assisted Qualitative Data Analysis Software (CADQAS) and decided to choose two programs: ATLAS.ti and NVivo. I started to work with ATLAS.ti and after some practice and some attempts, I could elaborate on some coding. However, I finally decided to work with NVivo since I was allowed to legally download it to my computer via the University website. The new basic knowledge acquired when working with the first software, facilitated me to try NVivo version 11. After several attempts of trial and error, I managed to put some codes and sub-codes together. However, these codes were not enough or complete and I needed to get clearer results. Therefore, to understand the way NVivo worked, I found myself investing a large amount of time in learning from video training tutorials and literature without advancing much.

At that point, it was when I realized that I had already invested a lot of time and energy in getting to know the software without obtaining satisfactory results and I decided to change my

strategy. As Saldaña (2009) suggests regarding the use of data analysis coding software, I did not want to focus my energy on the basics of data analysis coding program, but I wanted to invest time in the data itself. Therefore, given the size of the data collected, it was possible to handle it manually. To do so, I first printed all the thirteen transcriptions and cut them into strips according to what each speaker said. Then, strips were spread and color-coded according to the similarity of their content. This process, although repetitive, was carried out with detail and care and it allowed a lot of reflection. During this coding process, transcripts were printed several times as some data matched more than one code. This process required the organization and order to be completed successfully. Guardián-Fernández (2007) suggests that there is not a fixed structure that gives sense to qualitative data; however, the division of data into relevant and significant units far from being a mechanic activity was highly reflexive.

As mentioned, handling data manually turned out to be highly positive and productive. It gave me more control and offered a wider view of the data gathered. The printed data that suggested and eventually allowed the creation of the codes and subcodes was arranged and rearranged until it fit into the most appropriate category. Manipulating qualitative data, as I mentioned above, made me feel as though I had more control over it and gave me a sense of ownership as well (Saldaña 2009). By going through this process, I was able to approach data from different angles I had not noticed when I first worked with NVivo software. This coding process allowed me to see the big picture as well as its parts, a task which would have been limited or constrained if I had chosen to continue working on my computer screen.

4.5 Questionnaires

Two questionnaires, Questionnaire 1 and Questionnaire 2 (see appendixes A and B), were designed to be used, one, before the ERI program started, and the other once it finished. In general, questionnaires are one of the most used data-gathering techniques in research studies (Sampieri, Collado & Lucio 2010). One of the main aims of questionnaires is to find out people's opinions and/or attitudes, as questionnaire data may be more reliable when gathering feelings, impressions likes and dislikes (Griffie 2012). Using questionnaires allows the researcher to collect information from the primary source through an instrument where coherent and logical questions are proposed to the participants in an accessible and plain language (Garcia Cordova 2002). Therefore, questionnaires are largely used in the educational context because of their seeming facility to obtain data and their utility for describing and predicting a phenomenon (Bisquerra 2004). Another benefit of considering questionnaires as Brown (2001) suggests, is that apart from being relatively cheap, quick, and efficient, they

assure anonymity and are usually better for handling a sensitive issue. Furthermore, questionnaires can be filled in relatively quickly, requiring less time commitment from the respondent (Canning 2014).

4.5.1 Benefits in implementing questionnaires

In this study, the design of these questionnaires paid particular attention to the time commitment from the respondents. They were short and concise as it was observed in previous studies within the same university, that when they were given extended questionnaires there was a tendency to ignore, write vague ideas, or leave items unanswered. Another benefit of considering questionnaires is that they can be applied to a large number of participants at the same time. Questionnaires are also anonymous and private, meaning that respondents are offered a safer context to give the most accurate responses.

4.5.2 Disadvantages considered when implementing questionnaires

Several authors (Bell & Waters 2014; Duff 2008; Sampieri et al. 2002) suggest that questionnaires offer less depth than interviews. Individual experiences are very complex and it is not very possible to get into the depth and complexity of individual experiences in questionnaires (Canning 2014). The impossibility to validate the quality and honesty of the answers is a hindrance to consider. In questionnaires, respondents can lie deliberately or accidentally and will often say what they think the interviewer wants them to say. This response bias affects the validity of the questionnaires. It is suggested that “Questionnaires offer a limitation of being relatively mechanical, artificial and impersonal in comparison to interviews” (Brown 2001, p. 77). Also, if questions regarding the questionnaire arose, interviewees would base it on their best interpretation and interviewers may never find out a respondent misunderstood a question. Because of these limitations, parallel data-gathering techniques have been included to assure that the participants’ perceptions towards ERI are the most reliable.

4.5.3 The aim of implementing questionnaires in ERI

The aim of using questionnaires in the form of paper-and-pencil in this study is (1) to find out about participants’ general reading habits in their native language, participants’ exposure to reading texts in English, participants’ reading frequency, and materials participants commonly read, and (2) to collect participants’ perceptions about ERI, to have an insight on how they approach texts in English, to find out about participants’ opinions related to the skills

presented and their usefulness, and to gather opinions on participants' appeal to continue reading texts in English.

4.5.4 Questionnaire 1

Questionnaire 1 combines list-type questions, category questions, and verbal type questions. It includes a question related to the time spent on reading daily as it seeks to confirm the premise that most students in this particular environment spent little time reading or that they do not read at all. It also seeks to find out the kind of material students read and whether or not that reading material is related to academic texts. A third question aims at clarifying or confirming the possibility of participants having read chapters or articles related to their field of study. It also includes an inquiry about participants reading texts in English, and if so, what type of materials. A question asking the participants if they spoke to others about what they read was also included. Closed-ended questions were suitable for this questionnaire as they require less effort for the respondents and are easier for the interviewer to codify them. Administering this questionnaire set the general background on the participants reading habits and offered plausible support to the notion that most students in the context where this study takes place read a little.

4.5.5 Questionnaire 2

This questionnaire aims at obtaining insights for research questions 2 and 3. Nunan (1992) mentions that when constructing questionnaires items, it is important, first, to be very clear about the objectives of the study, and each item should be directly referenced against one or more of the research objectives. This questionnaire was administered once the last ERI session ended. It includes category-type questions and open-ended questions about participants' perceptions about ERI, participants' own perceptions about their reading process, and participants' desire to continue reading in English, as well as questions on specific strategies participants found effective when approaching texts.

Contrary to Questionnaire 1, which includes closed-ended questions, this questionnaire offers more open-ended questions as it sought to gather participants' insights towards ERI. Nunan (1992) states that "responses to open questions will more accurately reflect what the respondent wants to say" (p. 143). This questionnaire consisted of 6 questions that combined the verbal-open type and list-type questions. Open-ended questions were included to offer participants the opportunity to express their opinions in a free-flowing manner. Open-ended questions can evoke responses that are meaningful and culturally significant to the participant

as well as rich and illustrative (Farrelly 2013). However, these types of questions require more time and effort from the respondents and also on the researcher's part to classify them.

4.5.6 Reliability and validity when administering questionnaires

Reliability and validity are issues concerning researchers when giving questionnaires. As for reliability, results were expected to be stable and were confirmed through observation and focus group interviews. Regarding validity, the questionnaires designed offered items concerning participants' reading habits, participants' reading frequency, and the kind of material participants read because they were intended to be measured. These questionnaires also offered items to gather respondents' opinions about their perceptions towards ERI, towards their own reading process and about the effectiveness of the reading skills presented during the intervention.

Care was taken to avoid ambiguity, imprecision, or double questions. Bell & Waters (2014) suggest that there is a temptation to go straight to the distribution stage and recommend researchers to do their best and give the questionnaire a trial run. Taking this into consideration, piloting for both questionnaires was carried out with 15 students from an EFL class in the same university. This piloting was carefully done (Griffiee 2012). Respondents offered opinions on the length of questionnaires, the layout, and some questions they found difficult to understand. After the piloting, changes to the questionnaires were made. Questionnaires were designed, written, and piloted in the respondents' L1 (see Appendices A & B) as this proposal is not about language instruction. However, it may be a possibility that even though the questionnaires were written in the respondents' L1 they were not answered in-depth.

4.6 Observation

Observing is another everyday skill that is methodologically systematized and applied in qualitative research (Flick 2009). This author points out that practically all the senses apart from speaking, which is primarily used in questionnaires and interviews are integrated into observations. Guerra (1999) describes observation as the cornerstone among the methods of qualitative research. He underlies that observing is not just watching it is looking for. In this study, observation is considered the act of noting a phenomenon, often with instruments and recording it for scientific purposes (Angrosino, 2007).

4.6.1 The observation aim in ERI program

Observation in this study was focused on relationships between ERI participants. Observation threw light from a different perspective because questionnaires and interviews did not offer complete views or opinions. Often, participants did not speak their minds completely when answering a questionnaire or an interview, or there was the possibility that they did not pay considerable attention to the questions. These disadvantages were likely due to several reasons such as participants' mood, worries, anxiety, lack of interest, etc. Individual experiences are very complex and it is not very feasible to go into the depth and complexity of individual experiences in questionnaires (Canning 2014).

4.6.2 The observation setting

Observations were carried out in the classroom as it was the natural environment where participants interacted and worked during reading instruction. Nunan (1992) suggests that because it is in language classrooms where learning happens "it is not unreasonable to collect data about what goes on there as a means of adding to our knowledge of language learning and use" (p.91).

4.6.3 Recording data when in observations

All observations were conducted with the traditional recording method of using a pen and a notebook. Beins (2013) points out that some decisions about collecting observational data have to be taken and that some techniques require that behaviors are recorded simply and descriptively. However, Bells and Waters (2014) suggest that how observations are recorded is a matter of personal preference. In this study, observations towards the relationships between participants and their attitudes about ERI were carried out during the class. At the end of the class, concise notes in a teacher's journal were written. Observations carried out in this study followed a structured approach since the focus was set, and it was decided not to use an observation template or an observation schedule under the rationale that reality cannot be shoehorned into a pre-prepared grid. Guerra (1999) explains that using observation templates offers several dangers such as excessively simplifying reality or registering an event in a simple way that de-contextualized the behavior observed. Therefore, notes were taken freely in the form of verbal descriptions as behaviors emerged during observation. Short and concise refers to the recording of a participant's behavior in a way such as "S1 shows a good understanding of cause-effect graphic organizers" or "S2 shows problems when trying to determine the part of speech of the words given". Participants were randomly observed during the ERI class.

In order not to forget what was observed, Guerra (1999) ascertains that observation has to be registered right away after its interpretation because if time passes by we forget what has occurred, and forget selectively: this means that we forget what we want to forget. Therefore, observation notes were recorded after ERI class finished and care was taken to avoid procrastination.

4.6.4 Possible dangers when in observation

Caution must be taken when using observation. Bell and Waters (2014) suggest that all observers are fallible and have to be aware and to do their best to avoid bias. However, it does not mean that there is little point in including observation as a data collection technique. Bell and Waters go on saying that bias will be always present since our observations are grounded in our beliefs, emotions, and even in the fact that we know the participants, and the fact that researchers are most of the time enthusiastic about the study they are carrying out. Beins (2013) puts it this way “as objective as observers try to be, we know that people are going to insert their predispositions into everything they do” (p. 301). Observation contributed to collecting data directly where the events occurred, thus allowing to better understand students.

4.7 Placement test

To corroborate the students' level of English proficiency, a placement test (see Appendix C) was considered to keep a record of the participants' general level of English knowledge. The sole purpose of this test was to have information available on the participants' level of English language proficiency for demographic data. This intervention study does not aim at improving students' EFL proficiency but to offer a reading instruction in spite of their low level of English proficiency. The placement test was given to participants before the ERI intervention teaching study began. The design of this placement test was carried out by the Language Learning Centre of the university where this study took place using the Oxford University Press (OUP) software *iTools™*. This test measures students' knowledge of the English language at level A1/A2 which is the elementary level of English according to the CEFR.

4.7.1 Composition of the Placement Test

This test consisted of 125 questions in the format of multiple options. The time estimated for completing the test was 90 minutes. The basic language structures this test evaluated were the *verb to be* in their affirmative and interrogative forms; *simple present* structure in its affirmative, negative and interrogative forms; *there is and there are* in their affirmative, interrogative and

negative forms. It also tested *simple past* affirmative, negative and interrogative forms; conjugation of irregular verbs in the past; *the comparative form of adjectives*; *present continuous* affirmative and negative forms were evaluated as well. The use of *frequency adverbs*; *past continuous* affirmative and negative forms; *prepositions of time and place* in-on-at; *can-can't*; *expressions of quantity*; *irregular plurals*; *imperatives* and a short text to test reading comprehension.

4.8 Ethical considerations

Before delivering this intervention, participants were fully informed that this instruction was a component of a Ph.D. research study and that their contributions would be recorded exclusively for study purposes. Participants were given an information sheet regarding participation in the study (see Appendix D) where the description of the study, the data-gathering tools used, and the reason they were chosen was stated. Participants were also informed about the benefits of taking part in the study and they were assured that there were no risks involved. Confidentiality and anonymity were assured and when anonymity could not be assured as in FG interviews, confidentiality was given. Participants were also notified that they could withdraw from this study at any time without any legal right being affected. The last piece of data contained in the information sheet was the instructor's contact details such as cell phone number and electronic email address in case students needed more information regarding their participation in this research.

Despite participants' awareness of ERI intervention as part of a research study, it was decided not to notify them when the observation was to be carried out. The rationale for keeping participants unaware of observation in the course was to avoid them feeling observed or uncomfortable. As Beins (2013) suggests that when we are aware that others are watching us, we often act differently than when we feel unobserved. Beins comments that when people know that a researcher is investigating them, the problem of subject reactivity arises, and this problem involves people acting in unusual ways, meaning that the researcher may not be getting a realistic account of such behavior. All participants agreed to take part in the study and signed the consent form (see Appendix E) where they declared they read and understood all the information provided and agreed to take part voluntarily. They were also informed that they could withdraw from participating at any time they wanted without any legal right being affected.

4.9 Triangulation

Triangulation was considered to avoid bias from a single method and to validate data collection. According to Patton (1999), the logic of triangulation is based on the premise that no single method ever adequately solves the problem of rival explanations. Patton mentions that the combination of interview, observation, and document analysis is much expected in the fieldwork. The author suggests that studies using only one method are more vulnerable to errors linked to that particular method than are studies that use multiple methods in which different types of data provide cross-data validity checks. Triangulation has also been viewed as a qualitative research strategy to test validity through the convergence of information from different sources (Carter, Bryant-Lukosious, DiCenso, Blythe & Neville 2014). Authors such as Griffiee (2012) consider triangulation rather problematic. “By getting more than one different view on a subject, an accurate (or more accurate) view of the subject matter can be obtained” (Gibbs 2007, p. 94). Gibbs mentions that some authors, such as Silverman, reject triangulation because there is only one reality. Silverman (2000) believes that each piece of research will offer its own interpretation of what it finds and it makes no sense to ask which is closer to an underlying reality. Silverman goes on asserting that triangulation cannot be used in any conclusive sense to create a single, valid, and accurate interpretation of reality as triangulation offers practical uses such as having different views on the situation or revealing new aspects of social reality because people are not always congruous with what they say and do.

4.9.1 The combination of different sources of data

Medina and Delgado (1999) assert that combining different methodologies and sources of data is useful. Guerra (1999) supports triangulation as he suggests that researchers should not treat any method independently since triangulation from the data gathered in different methods used is necessary. He suggests that an interview can tell us something totally different from what the observation informed us. Santos Guerra proposes triangulation as a means of interpreting and explaining discrepancies, not as a means of eliminating them. According to this author, triangulation is a process of data gathered depuration in order to guarantee the validity of the research. According to Flick (2009), the use of triangulation of several methods may lead to three types of results: converging results, complementary results, and contradictions. Flick suggests that researchers should look for theoretical explanations of where differences come from and “what this diversity might tell the researcher about the research and the issue of the study, and in this way, triangulation becomes more fruitful” (pp.

450-451). Triangulation was favored in this intervention where several data gathering tools converged (Carter et al., 2014). FG interviews encompassed different types of questions to cover a variety of ways of obtaining research participants' perceptions during ERI. Qualitative research interviews were part of the data-gathering techniques used to compensate for the disadvantages questionnaires undoubtedly present. Conducting FG interviews "allowed the researcher the opportunity to respond to clarify the response given by the participant" (Farrelly 2013, p. 94) an opportunity that is not offered when working solely with questionnaires. Nicholls (2009) asserts that qualitative focus groups look to bring different opinions together to explore a plethora of viewpoints, rather than to represent them. Like interviews and observation, they look for richness, diversity, and breadth.

As regards questionnaires, they offered closed-ended and open-ended questions in order not to limit the answers (Sampieri et al. 2010). The observation was considered as a tool for gathering perceptions towards the participants' interaction in ERI classes. Observation helped to validate the quality and honesty of the answers obtained from questionnaires and FG interviews. As discussed, accidental lying in questionnaires and interviews is a possibility and direct observation was likely to offer a different insight into participants' attitudes. Angrosino (2007) suggests that observer bias may be mitigated if combined with other techniques. Duff (2008) indicates that in qualitative studies, such as in case studies, observation is not usually the only data collection technique. She suggests that "observation is combined with interviews, to ascertain selected participants' perspectives on their actions or behaviors, and other data collection" (p. 141). It is hoped that through the use of different data collection instruments triangulation is achieved.

4.10 Summary

This chapter has presented the methodology supporting this study. A reminder of the investigation design as well as the research questions was offered at the beginning. The research setting was presented to discuss salient characteristics related to participants' reading habits. The methodological considerations for selecting the data gathering instruments were discussed, to weight their advantages and disadvantages against one another. Ethical considerations for this study were discussed, and a rationale for considering triangulation was offered. The next chapters will focus on data analysis, discussion of findings and the last chapter presents the conclusions of this research study.

Chapter 5 Data Analysis

This chapter presents the data analysis obtained from the instruments used in this study. As an introduction, the order in which the instruments were used and a general account of the data obtained from every instrument is presented. Then, a detailed analysis is offered according to the most relevant themes identified. Also, quantitative data that supports this analysis is included in some parts of this section.

5.1 Instruments and the order of their application

Before ERI teaching intervention started, Questionnaire 1 (See Chapter 4, section 4.5.4) was applied with the sole purpose of serving as an exploratory instrument. This questionnaire aimed at gathering information about the participants and their setting as well as their assumptions towards reading in general, reading in English and about their reading habits. The data gathered served to present some demographics (see Chapter 4, section 4.2.4).

The instruments that gave way to every theme in this analysis were used in the following order:

- 1) The first instrument used in this study was the teacher's journal. This journal was kept from the beginning of ERI to its conclusion and concise entries related to participants' interaction and responses towards ERI were recorded. This journal contains thirty entries corresponding to the thirty ERI sessions offered to the participants.
- 2) Focus-group interviews were implemented a week after the ERI intervention started. During these discussions, the main topics related to the reading process, reading strategy use, and access to meaning were discussed. These main topics gave way to several sub-topics enabling the collection of rich data and a total of thirteen interviews were carried out.
- 3) Finally, Questionnaire 2 was given to the participants as the last data-gathering instrument. This questionnaire aimed at collecting the participants' perceptions of ERI after the instruction finished. This questionnaire was composed of several questions allowing the collection of opinions from different angles.

5.2 A general account of the data obtained

This study will present its data analysis according to the most relevant themes identified. Before presenting those themes, a brief description of the instruments used in the study follows as a way to enrich the reader's view.

5.2.1 Teacher's journal analysis

A series of succinct narrations of the participants' interactions and their reactions towards ERI were recorded. All recording entries followed a similar description pattern which included how the session was presented, the instructions given to participants, and the final comments. The sessions were numbered and dated as they took place. Thirty accounts were obtained corresponding to the number of ERI sessions offered (see Appendix G). The accounts were recorded after ERI sessions finished and the researcher-instructor had left the classroom using the traditional method of pen and paper. Approximately 4 accounts were not written immediately but some hours later. A sample of a Teacher's journal follows (see Figure 7).

Figure 7 A teachers' journal account

Teacher's Journal 3
Session 3: Vocabulary building: Collecting words
Date: 01 March 2016

1. When greeting students, they seemed to be interested in and expecting the class.
2. I gave the students the text and asked them to circle the words they wanted to learn. I offered the students a model on how to record the word on their notebooks according to its part of speech and I wrote a sentence.
3. Then I asked some students a follow-up question on how they approached texts in English.
4. Most students agreed that they first checked the text for the words they understood and then they used the dictionary.

My first impression is that it seemed that some of the students offer automatic answers, that is, some of them repeated what other classmates just mentioned.

5.2.2 Interviews

Interviews in the form of group discussions were conducted to gather participants' perceptions towards ERI. These interviews did not occur during ERI classes; they were carried out at times outside the regular ERI classes. The discussion groups were composed of five to six volunteers from the ERI class. Most of the time different volunteers participated in the interviews although some of them had the opportunity to participate more than once. A total of thirteen focus group interviews were conducted. Important data was collected from

these discussions and a detailed description of how these interviews were put together and carried out is offered in Chapter 4 (See section 4.4).

5.2.3 Questionnaire 2 data analysis

Data related to Questionnaire 2 (see Appendix B) is here analyzed qualitatively and quantitatively. Closed-ended questions were handled and quantified to determine frequency and percentages related to the responses given by the participants based on the prompts the questionnaire offered. Questionnaire 2 consisted of six closed-ended questions along with their corresponding open-ended questions. As regards the open-ended questions, they looked into the opinions participants had about ERI, they asked about their reading in English process, several questions referred to the reading strategies the participants used, and it also asked about the participants' willingness to continue reading texts in English and the reasons they had for doing so.

5.3 Development of the thematic framework

Themes were obtained from all the qualitative data gathered from the instruments used. To obtain this thematic framework, several steps were followed. The first step consisted of carefully determining the most salient categories that emerged from all the instruments that have been presented and generally describe above. Those categories or themes came out after several data revisions. Firstly, all the material was carefully read and reread and similar data was put together. Then, data was read and reread and the first most salient themes were spotted. This first attempt gave way to numerous themes. To shorten all those themes, a new thorough revision took place and common categories were put together, shortening the themes. Secondly, those new themes were analyzed in depth. This new analysis of themes gave way to a new categorization where the most salient codes stood out and once again the number of themes reduced considerably. This process of re-categorization was repeated several times until it was considered that all the emerging topics were placed in the right category. Finally, after all the revision process, the most prominent categories that would represent the data emerged.

As a result, the thematic framework refers to the following most prominent themes and subthemes: participants' perceptions about reading in general, and participants' perceptions about reading in English. These themes gave way to the following subthemes, the discouragement participants often feel when reading in English, the difficulty they encounter as well as the sense of achievement they feel when succeeding in reading, and the convenience

of reading in English in their field of study. Another theme considered in this framework was that of participants' perceptions about the reading instruction and their reasons for considering it helpful and convenient. The thematic framework also considered the way ERI contributed to the development, improvement, and increment of several skills in participants, and, it addressed how the reading instruction and the reading strategies worked together in the participants' reading process. Finally, it analyzes the reasons participants have to consider reading in English early. Figure 8 presents the thematic framework under which this study will be analyzed.

Figure 8 Thematic Framework

<p>1) Perceptions about reading in general Interest in reading Reading frequency</p>
<p>2) Perceptions about reading in English Discouragement Levels of difficulty Sense of achievement Useful in the work field</p>
<p>3) Perceptions about ERI Helpful Convenient</p>
<p>4) ERI contributions Reading comprehension improvement Vocabulary increment Pronunciation and reading fluency improvement Participants' knowledge increment</p>
<p>5) ERI and reading strategies Awareness and use of reading strategies Most recurring reading strategies General perceptions about reading strategies</p>
<p>6) Considerations on further reading Convenient for gaining knowledge and for future job opportunities As a means for learning</p>

5.3.1 Validation of the coding process

As presented above, all the themes and sub-themes emerged from the open coding process. Once the themes were put together, and to validate the coding process, I asked for help from a pair of colleagues so they could review the themes and sub-themes obtained. One of the colleagues that collaborated in this revision and validation was a full-time teacher who belongs to the Foreign Language Faculty in the same university I work. I asked my colleague to match

the themes and sub-themes against the corresponding transcripts I provided to her. I gave her two themes and their corresponding sub-themes. The main themes were: Perceptions about ERI, and, ERI contributions. After a week, we discussed the code matching she went through and we could both corroborate the original coding against hers. The result of this revision matched most of the themes and sub-themes the same way I originally coded them. There were only two sub-themes that did not match.

The second colleague that helped me with the revision and validation of the other themes was also a full-time language teacher and a Ph.D. student who works in a university located in the center of the country and whose line of investigation is related to teachers' practice perceptions. The themes and the corresponding sub-themes I asked her to match were: ERI and reading strategies and perceptions of reading in English. To discuss her findings, we arranged two Skype sessions and found out that the themes and subthemes matched the original proposal.

5.4 Analysis of the thematic framework

The data analysis that follows will be presented according to the identified main themes and their corresponding sub-themes. As previously discussed, these themes are the result of the categorization process all qualitative data went through. Every theme provides a detailed analysis of what was found. To illustrate the participants' perceptions towards the themes in the discussion, several extracts highlighting those positions have been included. All these extracts are presented in the participants' L1 and then an English translation is offered. The English translation reflects when participants used nonstandard Spanish. Due to the commitment to anonymity this research was based on, participants were randomly assigned a number according to the seat they chose during the interviews, that way their participation could be recorded without jeopardizing their privacy. It is important to stress that it is likely that due to the students' cultural background and gender, most of the time, they tended to offer rather succinct, short insights to the questions posed as they seemed not to be used to expressing their thoughts or concerns regarding academic topics or perceptions towards them. Nevertheless, that fact did not prevent students from showing interest and for participating in the discussions, the ERI sessions and the reading tasks.

5.4.1 Perceptions about reading in general

Perceptions about reading in general among participants in this study are looked at in detail in this section. In general, participants' perceptions of reading are diverse. However, most of

their opinions tended to be rather negative at the beginning of this study and as the reading instruction unfolded, those perceptions changed and became more positive.

Interest in reading Just a few students expressed their interest in reading in general. The majority expressed that when it came to reading, they read because they had to, although they were not interested. A participant mentioned that: *“la verdad, no me gusta leer...lo hago más bien porque tengo que hacerlo, para poder sacar los trabajos que me piden”* (To be honest, I don't like reading...I read because I had to, basically for doing homework) (Student 4, Focus Group 1, 17/03/2016).

Another participant argued a similar opinion: *“No me gusta leer. No me gusta hacerlo pero pues no hay otro remedio”* (I don't like reading...I don't like it but there is no other choice) (Student 6, Focus Group 1, 17/03/2016).

In the middle of both extremes, there were a few participants that expressed they just read what they liked, and that preference did not necessarily refer to reading academic texts:

“Hay ciertos textos que me gusta leer, no me gusta leer de todo. Lo que me gusta es la historia, los temas históricos. Leo lo relacionado a la ingeniería porque tengo que hacerlo”. (There are some texts I like reading; I don't like reading everything. What I like reading is related to history, historical topics. I read about engineering because I have to) (Student 1, Focus Group 1, 17/03/2016).

Participants that expressed their interest in reading mentioned that they read any type of texts; most of them suggested that they did not have a clear preference for a specific reading genre. One of the participants said: *“Leo de cualquier género, yo leo de todo, tengo gusto por la lectura”.* (I read any genre; I read about everything, I like reading) (Student 2, Focus Group 9, 29/04/2016).

These participants, who showed an interest in reading regardless of the reading material, were rather a small number. This means that only a small number of participants showed an interest in reading. However, this reading interest does not reflect any clear reading preference from the participants' side when selecting their reading material. Opposite to these respondents that expressed an interest in reading regardless of the type of reading material, a few participants expressed they were selective when it came to reading in general. They expressed that they chose their reading material according to their particular preferences.

A participant commented: *“sólo leo lo que me gusta. Lo que más me gusta son artículos de deportes o cuestiones de historia”* (I just read what I like. What I like the most are sports articles or history matters) (Student 5, Focus Group 9, 29/04/2016)

The respondents that claimed they liked reading, suggested that it did not necessarily mean that academic texts were included in that preference as this quote illustrates it: *“No, no nada que ver con la escuela, a mí me gusta leer sobre deportes, el fútbol”* (No, it doesn't have to be about school, I like reading about sports, soccer) (Student 3, Focus Group 1, 17/03/2016).

However, an important number of the participants expressed that the main reason they had for reading was that they had to do it. For these students, reading is seen as an imposed activity which is often considered unpleasant. One of the respondents illustrates this perception: *“No me gusta leer. En mi familia todos leen menos yo, bueno soy el que menos leo”* (I don't like reading. In my family, everybody else reads but me, well I am the one that reads the least) (Student 6, Focus Group 9, 29/04/2016).

This was found to be the main reason students gave for reading at all. This means that despite the fact they dislike reading, they read when they are required to read with no further motivation. The reason they offered for not having an interest in reading refers to the fact that they simply do not like reading.

A participant said: *“Yo sólo leo por necesidad. Es nomás para cumplir con la tarea...para cumplir”* (I just read it because I need it. It is just to comply with tasks...to comply) (Student 3, Focus Group 9, 29/04/2016).

Reading frequency Data showed that most participants were not interested in reading in general. As the reading instruction went on, data showed that the participants' reading frequency did not increment notably. However, in some cases, students commented that they did not increase their reading frequency *“sigo leyendo igual, un libro, varios artículos de internet sobre deportes y algunos temas de mecánica”* (I keep reading with the same frequency, a book, some internet articles about sports, and some articles related to mechanics) (Student 2, Focus Group 13, 07/06/2016) but perceived that their comprehension improved: *“Leo igual, pocas revistas, periódicos y pocos artículos de internet pero ahora sí entiendo palabras, frases, ideas que antes no entendía”* (I read the same, few magazines, newspapers and internet articles but I now understand words, phrases, ideas that I didn't understand) (Student 4, Focus Group 13, 07/06/2016).

Some other students mentioned they did not increment their academic reading activity but they incremented their reading of non-academic texts a little as one respondent highlighted: *“Para mí, ahora es más la lectura fuera de clase, periódicos y revistas, pocos libros”* (For me, I now read more outside classes, newspapers and magazines, few books) (Student 5, Focus Group 13, 07/06/2016).

Students' responses highlighted the fact that even though their reading frequency did not increase, their comprehension did as one student referred: *“antes no entendía nada, casi nada, sí, te*

ayuda en lo básico” (before (ERI) I didn’t understand anything, well almost anything, well yes, it helps you with the basics) (Student 5, Focus Group 13, 07/06/2016).

This suggests that reading instruction contributes to improving reading comprehension even though it does not necessarily contribute to incrementing the participants’ reading frequency rate.

The lack of interest in reading participants expressed was obtained in most cases in a rather repetitive way. As a result, it is suggested that in the context of this study, reading is not a regular activity students get involved in and when they do, it is mostly because they have to, because they have to meet certain academic requirements. Furthermore, concerning the participants who mentioned that they read, their answers reflected that they do it because they have to comply with some scholarly tasks. Some other participants mentioned they read said that they do it because they like it and some other respondents mentioned that even though they read, they are not likely focusing on academic material.

5.4.2 Perceptions about reading in English

In this section, the analysis focuses on the opinions and views participants had towards reading when discussing and asking about reading in English. Data suggested that participants went through an evolution process during the teaching reading intervention. Findings suggested that the participants' initial perceptions, which in general were negative about reading texts in English, changed. It was found that by the end of the ERI program most participants reported a feeling of success when reading texts in English. These participants even suggested they learned ways of approaching those texts since they understood reading in English as a convenient activity. This suggests that some of the initial perceptions participants had towards reading texts in English did change and participants moved to a more positive stance that allowed them to be more willing to approach texts in English.

Discouragement In the beginning almost all students perceived reading in English negatively, they reported feeling a sense of discouragement when reading in English: *“La verdad está muy difícil leer textos en inglés” (Honestly, it is very difficult to read texts in English)* (Student 2, Focus Group 4, 29/03/2016). For these participants, discouragement was expressed as the impossibility to obtain satisfactory results when reading in English.

One respondent claimed: *“me molesta no entender nada cuando leo (en inglés), por eso ahí nomás lo dejo” (it bothers me not to be able to understand when I read –in English- that’s why I just leave it there)* (Student 3, Focus Group 4, 29/03/2016). The most common opinion was that when they started to

read a text they were eager and willing to tackle the reading task. However, as time passed, this willingness started to weaken as the text offered them a lot of challenges that most of the time they did not know how to sort. One of the participants mentions that: *“pues si da curiosidad (leer en inglés), pero como no sabemos lo dejamos ahí por la paz”* (You feel curious –about reading in English- but as we don't know, we just leave it there) (Student 5, Focus Group 4, 29/03/2016).

This suggests that feeling discouraged when trying to read a text in English is a very common feeling among these students. This feeling provokes them a sense of hopelessness as it suggests they are not informed about the best way to tackle a text or about the most suitable strategies they can use when looking for meaning in the text.

Difficulty Participants expressed different levels of difficulty when reading texts in English. At the beginning of the ERI program, participants described those levels of reading difficulty ranging from a little difficult activity to a very difficult one. A student suggested that: *“Bueno, yo creo que es un poco difícil leer en inglés...a mí se me complica mucho”* (well, I think reading in English is a bit difficult... for me it is complicated) (Student 1, Focus Group 1, 15/03/2016).

As mentioned, difficulty was the students' common claim when asked about reading in English, another respondent said: *“¡Hijole!, para mí es muy difícil tratar de leer en inglés, bastante complicado”* (Gosh! Trying to read in English is really difficult, really complicated) (Student 3, Focus Group 1, 15/03/2016). For some of the participants, the previous knowledge they had related to their field of studies eased in some way the reading task although not as satisfactorily as they wished.

Another participant expressed: *“Bueno para mí la mecánica se me hace un poco más fácil porque ya entiendo palabras de lo que viene en el motor”* (Well, mechanics is a bit easy for me because I understand words related to engines) (Student 4, Focus Group 1, 15/03/2016). This suggests that some participants could rely on the vocabulary they possessed and worked their way out when reading in English while for other students reading texts in English was a challenging activity.

Sense of achievement As the ERI program was being delivered some participants' perceptions changed towards reading texts in English. They reported having felt that they were obtaining some positive results when doing so. Data showed that some participants felt that there was a great difference at the time they were working with ERI in comparison to their past reading experiences related to academic texts in their field of study as one participant expressed: *“Pues la verdad cuando entré a la universidad y me daban esto (el texto en inglés) la verdad no entendía nada, no me importaba, pero ahorita lo veo y se siente bien, ¿verdad? Puedo entender un*

poco el inglés. (To tell the truth, at first, when I started university and they gave me this -English text-, I didn't understand a thing, I didn't care, but now I see it and it feels good, right? I can understand a little English) (Student 2, Focus Group 5, 07/04/2016).

Students mentioned, with surprise, the sense of achievement they felt when reading such texts like this student commented: *“Pues se siente bien la verdad porque yo antes no podía hacer esto” (Well, it feels fine really because before, I couldn't do this)* (Student 4, Focus Group 5, 07/04/2016).

This suggests that when students are instructed with an explicit reading program that suits their reading needs and their proficiency level, they are likely to be more positive, become motivated, and experience a feeling of success when reading. This sense of achievement becomes critical especially when students have experienced periods of discouragement in their attempts to read. Therefore, encouragement when reading is more likely to strengthen the students' confidence and involvement in the reading task.

Useful in the work field Most participants considered that understanding texts in English is one of the basic job requirements within their professional field of study as one respondent commented: *“Pues en el trabajo... para conseguir un buen trabajo, ya ves que con la nueva reforma te piden que sepas leer mínimo en inglés” (Well, at work... to get a good job, you know that now with the new reform they ask you to know how to read in English at least)* (Student 6, Focus Group 1, 15/03/2016).

When analyzing data, it was found that participants' beliefs in the importance of reading texts in English have for their professional field of study stood out, one participant said: *“Yo creo que es importante porque te abre un espacio más para encontrar mayores posibilidades de trabajo y poder defenderte en el ámbito laboral” (I think is really important because it opens you more opportunities to find more possibilities to get a job and be able to succeed in the work field)* (Student 1, Focus Group 1, 15/03/2016).

This shows that despite the general lack of interest in English in general, these students recognized the importance of possessing reading skills as a way of giving an added value to their professional profiles. Additionally, data showed that participants consider that being competent in reading in English is an asset when looking for job opportunities: *“No pues no es lo mismo ir así nomás, cuando vas a pedir trabajo y sabes algo de inglés pues te ayuda” (It's not the same, it makes a difference when you ask for a job and you know English, it helps you)* (Student 2, Focus Group 1, 15/03/2016).

They mentioned that understanding written English is likely to be valuable when looking for better job opportunities as they would be more equipped to succeed in their work field, it is

seen as a helpful tool in their near future. These perceptions show that for these students the reading ability in English is directly connected with their future job opportunities.

Moreover, it was found that students are aware that because we are immersed in a global world, most manuals in the engineering field are written in English and sometimes, reliable and quality translations are not offered, this perception was expressed by one participant as: *“las compañías te dan los manuales en inglés y tú tienes que ver como le haces”* (Companies provide you with manuals in English and you have to sort your way out) (Student 4, Focus Group 1, 15/03/2016).

This shows that participants acknowledge that understanding written English is convenient, useful, and practical in their engineering field. The analysis of this category confirms that students see reading mostly as a tool they can benefit from when they enter the engineering industry.

It was mentioned that the perceptions participants had towards their process of reading in English changed throughout the reading instruction. Those perceptions which were rather discouraging at the beginning became more positive and encouraging. These participants’ perceptions related to reading in English were enriched with qualitative data obtained from Questionnaire 2. The questionnaire posed a question related to the way they perceived their English reading process once ERI had finished (See Table 5.1). All the answers were positive. All participants suggested they experienced an improvement in their reading process. They considered that their reading process improved in a higher or lower degree. Most of the participants (58%) acknowledged that their reading process, improved after finishing ERI. A little less than half of the respondents (42%) also perceived that their reading process turned out to be a little better than before. None of the participants reported a negative perception. This evolution in the students’ perceptions about the way they read in English shows that offering reading instruction is likely to help students attain some goals and gives them a sense of achievement. It supports students to dare to go beyond the commonly discouraging initial phase they often encounter and move to a more satisfactory reading level.

Table 5.1 Students’ perceptions of their reading process after receiving ERI intervention

Students' perceptions of their reading process	Frequency	Percentage
Better than before	15	58%
A little better than before	11	42%
Same as before	0	0%
Worse than before	0	0%

5.4.3 Perceptions about Explicit Reading Instruction

For most participants, working with an ERI program was a new approach since they had not worked that way before. Almost all participants expressed that it was their first-time experience with ERI. This suggests that most of these students, if not all, had not explicitly received formal reading instruction even though they had received previous English language instruction.

The reading instruction allowed close interaction among participants. Students showed enjoyment when working collaboratively. It was observed and recorded that when students were working together and expressing their opinions, they tended to speak on behalf of the group they were interacting with, that is, they tended to use the pronoun *we* instead of *I* when providing an opinion. This is likely to suggest that students felt comfortable and at ease when working with their classmates as they appreciated the collaborative support during the reading instruction.

Helpful Based on the data collected, it was found that all participants perceived ERI as a positive experience. They considered the reading instruction either very helpful or helpful. One of the students commented: *“Esto de que te vayan enseñando como leer los textos sí te ayuda bastante”* (Having someone who teaches you how to read texts helps you) (Student 3, Focus Group 13, 07/06/2016). Another participant added: *“Pues a mí si me ha ayudado bastante, la forma en que la profa nos fue guiando me ayudó con las lecturas”* (Well yes, for me it has helped me a lot, the way the teacher guided us helped me with the readings) (Student 4, Focus Group 13, 07/06/2016).

Quantitative data gathered from the responses to the closed-ended question 1, in Questionnaire 2 (What is your opinion about ERI you received during this semester?) and from the focus group interviews, it was shown that almost two-thirds of the participants considered ERI as very helpful for them and just less than a fourth said it was helpful. There were not any negative perceptions towards the reading instruction.

Table 5.2 Students’ opinion towards ERI intervention teaching study

Participants’ opinion about ERI	Frequency	Percentage
Very helpful	22	85%
Helpful	4	15%
Little helpful	0	0%
Didn't help	0	0%

Qualitative data showed that all participants expressed a positive opinion towards ERI. They mentioned they benefited from learning how to better obtain information when they read texts in English. This perception towards ERI tells us that participants not only welcomed the reading instruction but they acknowledged it helped them significantly as they have not had a similar experience before in a formal way as one of the respondents mentioned: *“Para mí, esta es la primera vez que lo hacemos. Yo la verdad no había trabajado antes de esta forma”* (For me, this is the first time we do it this way. Honestly, I haven't worked this way before) (Student 4, Focus Group 2, 17/03/2016).

Convenient Understanding texts in English was perceived to be useful for gaining knowledge, especially knowledge related to their field of study. This perception is illustrated with the following comment of one of the participants: *“Pues la verdad a mí sí me ha ayudado bastante. Sólo sabía cosas del entorno cotidiano pero no cosas así de ingeniería, cosas que se relacionaran con mi carrera”* (To tell the truth, it has helped me a lot. I just knew things related to daily life but I didn't know things related to engineering, I mean, things related to my career) (Student 2, Focus Group 9, 29/04/2016).

Participants also perceived ERI as convenient because they felt they were able to apply what they learned to their field of study as one of the participant's responses suggests: *“me siento más seguro en otras clases porque esto que hemos leído me ha ayudado”* (I felt more confident when in other classes because what I have read here it has helped me) (Student 1, Focus Group 8, 29/04/2016) Having students read texts in English with adequate guidance and support helps them increment not only their general knowledge but their knowledge related to a specific field of study.

Besides, participants considered ERI convenient because they commented that most books are written in English as one student said: *“Pues yo pienso que los libros en inglés vienen más completos, es mejor leer lo que viene en inglés a lo que está traducido... él (señalando a un compañero) tiene un libro de ingeniería en circuitos eléctricos en inglés y quise conseguir uno en español pero no viene lo mismo, creo que sería mejor leerlo en inglés”* (I think that books in English are more complete, it is better to read in English than to read translations ...he –pointing at another participant- has an engineering book on electrical circuits in English and I wanted to get one in Spanish but the content is different I think it'll be better to read it in English) (Student 2, Focus Group 2, 17/03/2016).

They also considered that some books are never translated as this student commented: *“igual algunos libros en inglés no se traducen nunca”* (what happens is that some books in English never get translated) (Student 4, Focus Group 2, 17/03/2016). As a result, participants agreed on the convenience of knowing the basics of how to approach texts in English.

5.4.4 ERI contributions

Data suggests that the delivery of reading instruction in an explicit way contributed positively in several aspects. Participants report that these aspects refer to the improvement of comprehension in reading, pronunciation and in reading fluency. The contributions also refer to the increment of the participants' vocabulary and knowledge.

Reading comprehension improvement In general, all students pointed out that their comprehension of texts in English improved with ERI to a lesser or greater extent as this instruction helped them understand texts better. A comment related to this perception: “*Si me ayudó a comprender más, siento que entiendo más*” (*It helped me to understand more, I feel I understand more*) (Student 1, Focus Group 11, 24/05/2016).

Students reported and often commented that before receiving ERI they struggled when attempting to read in English either academic texts or other types of texts as this student mentioned: “*Se me complicaba mucho (la lectura) antes, ahora no tanto*” (*Reading was very complicated for me, now it isn't that much*) (Student 5, Focus Group 11, 24/05/2016).

It was found that as a result of this instruction, participants felt able to better comprehend academic texts as this reading instruction was focused on articles related to the engineering field. It is suggested that ERI was helpful for these participants as it allowed them to widen their professional perspective and general comprehension and gave them a sense of achievement as this participant suggested: “*Me fue útil puesto que el comprender una lectura (en ingles) es vital para mi desarrollo como profesional*” (*It was useful because understanding a text in English is really important for my professional development*) (Student 2, Questionnaire 2, 13/06/2016). Students' improvement in comprehension during ERI has a great effect on students as they reported not having had similar reading experiences in the past that resulted in positive outcomes.

Vocabulary increment According to participants, ERI was a means to improve their vocabulary. They considered that the reading instruction resulted in the learning of new words as expressed by a participant: “*Aprendí palabras que no sabía qué querían decir, conocí los tipos de palabras y además aprendí a usar mejor el diccionario*” (*I learned things I didn't know, I learned about the types of words and the use of the dictionary*) (Student 5, Questionnaire 2, 13/06/2016).

ERI also contributed to the increment of the participants' word bank as expressed by a respondent: “*Yo casi no conocía ninguna palabra en ingles, ahora ya conozco un poco más*” (*I didn't know any word in English, now I know a little more*) (Student 4, Focus Group 10, 13/05/2016).

Moreover, participants commented that the different vocabulary practices they had, helped them approach texts more confidently as expressed in this comment: *“Al principio me sentía mal, me costaba mucho trabajo, ahora me siento mejor. Le entiendo más”* (At the beginning I didn't feel good, it was hard for me, now I feel better. I understand more) (Student 3, Focus Group 10, 13/05/2016).

Another participant mentioned: *“Me siento más seguro con estos ejercicios, no siento tanta presión ahora que trato de leer”* (I feel more confident with these activities, I don't feel stressed now that I try to read) (Student 2, Focus Group 10, 13/05/2016).

However, in spite of the gains obtained when working with vocabulary, participants reported that some of the activities related to developing vocabulary and comprehension skills were challenging for them as a participant mentioned: *“Si se me hizo bastante difícil. Me costó mucho trabajo completar la tabla con las palabras porque a veces tenían varios significados y había que ver dónde iban”* (It was really difficult. I struggled to complete the table with the words because sometimes they had different meanings and I had to make sure where they went) (Student 1, Focus Group 10, 13/05/2016).

Nevertheless, it was observed that there was notable progress related to vocabulary building from the first to the last ERI sessions. As sessions passed, participants worked faster and more confidently with vocabulary. In spite of the difficulties participants experienced at the beginning and during ERI, they showed interest and willingness to work towards the different tasks. This means that participants found an important relationship between ERI and their vocabulary development in terms of getting to know new words and incrementing their word bank. The interest and receptiveness participants kept during the vocabulary practices and the positive working atmosphere generated among them suggest that ERI was perceived as a useful and interesting instruction proposal.

Pronunciation and reading fluency improvement Participants constantly referred to the improvement of pronunciation they perceived and also to the improvement of reading fluency. At the beginning of the reading instruction, it was observed that the reading strategies aimed at developing reading fluency were challenging for participants and they pointed out the fact they did not know how to pronounce some words in English and as a consequence, they got stuck when trying to read as a participant said: *“Para empezar, no sé cómo se dicen las palabras y ahí es donde nos trabamos y nos equivocamos y terminamos diciendo otra cosa. Creo que leer con fluidez es importante porque si solo deletreamos no vamos a hacer nada”* (To start with, I don't know how to pronounce those words and there is where we get stuck and make mistakes and end up saying another thing. I think that reading with fluency is important because we won't do anything if we only kind of spell words) (Student 3, Focus Group 6, 14/04/2016).

At first, participants struggled and showed little confidence. There was a sense of discomfort when attempting to read aloud as they were not used to doing so, one student commented: *“me siento rígido, porque al leer las palabras no siento yo que vaya a la velocidad que debo ir para leer a como debe ser”* (I feel kind of stiff, I don't feel I have the speed to read as I should) (Student 4, Focus Group 6, 14/04/2016).

However, as the reading instruction continued, participants' perceptions changed and they started to report an improvement in their pronunciation and in the way they read as it was mentioned: *“Me sentí un poco más confiado porque ya sabía que no me iba a trabar en unas palabras, porque eran las palabras que entendí bien, escuchándolas para pronunciarlas adecuadamente”* (I felt more confident because I knew I wouldn't stumble on some words because there were words I understood well, I listened to them so I could pronounce them correctly) (Student 5, Focus Group 6, 14/04/2016).

Despite the initial and indisputable difficulty participants had when practicing reading fluency, by the end of the intervention, students claimed and reported that their pronunciation and reading fluency improved, one comment was: *“Sí, si noto un cambio porque muchos estamos aprendiendo la pronunciación...sirve para poder decir bien las palabras”* (Right, I notice a change, most of us are learning pronunciation...it helps you to say the words correctly) (Student 3, Focus Groups 13, 17/03/2016)

They also commented positively towards the fact that they felt they were able to pronounce words in English more easily and read more fluently than they did before, a participant mentioned: *“Bueno, lo noto, ahora no me trabo al leer, siento que no me atoro tanto”* (Well, I notice it, now I don't stumble while reading, I feel I don't get stuck much) (Student 14, Questionnaire 2, 13/06/2016).

Another respondent suggested: *“te ayuda a practicar mejor la lectura en inglés...con mayor facilidad”* (It helps you practice your reading better in English...more easily) (Student 10, Questionnaire 2, 13/06/2016)

These positive comments suggest that participants care about pronunciation and fluency when reading in English. It also confirms that participants were genuinely interested in improving the way they pronounced words in English. The process of improvement in pronunciation and in reading fluency was gradual throughout the reading instruction as well as the confidence participants gained and reported. These participants' perceptions were worth mentioning since all students, at the beginning of this reading instruction expressed that pronunciation and reading fluency were both challenging aspects when encountering texts in English.

Participants' knowledge increment Gaining new knowledge in several aspects apart from the one related to reading comprehension is what most students reported after having received ERI. According to participants, the reading instruction not only helped them understand a sentence or a paragraph but also some parts of a text in English as one participant expressed: "*Considero muy útil esta enseñanza ya que gracias a ésta aprendí la pronunciación de varias palabras que no sabía pronunciar en la lectura*" (I consider this instruction very useful because thanks to it I learned the pronunciation of several words that I didn't know how to pronounce when reading) (Student 8, Questionnaire 2, 13/06/2016)

The knowledge students acquired which was related to different aspects of the reading process suggests that offering students reading instruction is meaningful and beneficial as it provides the tools to approach texts in English more strategically. Some students commented that they learned about the way words were pronounced in English which made them feel more at ease when reading as in this comment: "*Sirve mucho, porque la verdad antes no teníamos ni idea de cómo leer un texto, o de como pronunciarlo bien... ahora no*" (It helps a lot. To tell the truth, before I didn't have any idea of how to read a text ... now it's different) (Student 1, Focus Group 3, 17/03/2016). Learning about pronunciation was critical for these participants as previously commented because they struggle with pronunciation in English. This suggests that all this knowledge increment students gained during ERI positively impacts students' confidence and reading performance.

One of the participants emphasized that he learned more about reading in English in comparison with past semesters. He mentioned that: "*Aprendí más que en otros semestres. No había visto esto antes y la verdad me siento mejor porque siento que sé lo que estoy haciendo*" (I've learned more than what I have learned in previous semesters. and honestly I feel better because I feel I know what I am doing) (Student 12, Questionnaire 2, 13/06/2016). He claimed that what he learned boosted his confidence when approaching texts in English in a significant way, contrary to what happened to him in the past. This suggests that ERI not only helped participants to learn more about reading in English but also to boost participants' confidence when doing so; it provides them a sense of achievement.

It has been mentioned that the knowledge students acquired were related to different aspects of the reading process, though in addition to this, it was also reported by a participant that ERI not only helped him increment his knowledge on reading comprehension in English but helped him learn how to improve his writing skills in Spanish as he mentioned: "*Gracias a esta enseñanza hasta aprendí a corregir un poco más mi forma de escribir en español*" (Thanks to this instruction, I even learned how to correct my writing in Spanish) (Student 14, Questionnaire 2, 13/06/2016, last

session). It is suggested that the way he improved his writing skills in his L1 was because he had to think about how to write main ideas coherently and concisely in Spanish and this thinking process forced him to improve the way he expressed his ideas. This means that ERI provided for some students an additional knowledge gain, allowing them to learn about some other skills apart from that of reading.

Besides, participants reported a rise in awareness for determining what they missed or needed when reading in English. By working with ERI, they developed some knowledge about what reading approach would be best according to their weaknesses or strengths concerning the text as one participant said: *“Me ha ayudado...me doy cuenta que me conviene usar al leer”* (It has helped me...I noticed what's best to use when reading) (Student 5, Focus Group 5, 07/04/2016).

This means that explicit reading instruction contributes to the development and increment of several aspects of metacognitive knowledge, providing students with more resources when working with texts as one participant commented: *“Aprendí estrategias que no sabía para entenderle a un párrafo en inglés tan sólo basándome en las palabras que sabía”* (I learned strategies I didn't know so I could understand a paragraph in English considering the words I knew before) (Student 3, Questionnaire 2, 13/06/2016).

Some participants reported they learned to use reading strategies more consciously, they felt they were able to read more strategically than they did before as a respondent commented:

“Antes sí las usaba pero al momento de leer no me daba cuenta que estaba usando la estrategia...o sea inconscientemente lo hacía pero ahora simplemente tomé en cuenta que uso una estrategia...o sea estaba leyendo...estaba consciente de que lo estaba haciendo...” (I used them -reading strategies- but when I was reading I didn't notice I was using a strategy...I did it unconsciously though now I simply realized that I use a strategy...I was reading...I was conscious that I was doing it) (Student 3, Focus Group 5, 07/04/2016).

Another participant suggested: *“Son estrategias que...que hemos usado desde ... desde que aprendemos a leer y las hemos usado inconscientemente siempre y ahorita ya sabemos cómo usarlas más”* (They are strategies that...that we have used since...since we learned how to read and we have always used them unconsciously and now we know how to use them more) (Student 1, Focus Group 5, 07/04/2016).

It is reported that participants realized that they have used, and were using reading strategies. This tells us that discussing reading strategies allowed the recognition and reflection of reading strategies use during ERI.

Participants mentioned that by learning to use several reading strategies they were more willing to approach texts, a comment on this perception was: “*Antes estaba muy inseguro de cómo hacerlo (leer textos en inglés), pero con los conocimientos y experiencias que adquirí me creo un poco más capaz*” (Before I was really insecure about how to do it (reading in English) but with the knowledge and experiences I acquired, I feel I am more able to do it) (Student 4, Questionnaire 2, 13/06/2016). Contrary to the participants’ previous experiences, this suggests that ERI offers students guidance and provides a sense of confidence making them feel more willing to learn how to approach texts in a more informed and confident way.

5.4.5 ERI and reading strategies

Participants reported several aspects related to the reading strategies presented during ERI. They mentioned they became aware of the use of reading strategies. They also commented about the most recurring reading strategies during the instruction and offered their perceptions on them.

Awareness and use of reading strategies Participants perceived reading strategies as useful tools. They mentioned that strategies were practical at the beginning and during reading. The use of reading strategies served as a compass, as a guide when reading. This participant said: “*Yo creo que sirven mucho, aprender las estrategias de lectura, porque antes por ejemplo no teníamos ni idea de cómo poder empezar a leer un texto, ahora no*” (I think they help you a lot, learning reading strategies, because, for example, we didn't have an idea of how to start reading a text before, now it is different) (Student 1, Focus Group 3, 24/03/2016).

Most recurring reading strategies Participants learned that prediction as a reading strategy was one of the most recurrent strategies during ERI. The prediction seems to be the most natural, and likely, the easiest strategy to use. A participant said: “*lo que hacemos es buscar y pensar de qué se trata y todo; ya cuando vemos imágenes vemos de qué se trata y todo*” (what we do is to look for and think what it is about and things like that; if we see pictures we think about it and things like that) (Student 5, Focus Group 5, 07/04/2016).

These perceptions tell us that participants knew and had used reading strategies in their L1, and suggest that this previous knowledge facilitated their use when reading in an L2. A student said: “*pues aunque nosotros ni nos damos cuenta siempre usamos estrategias*” (well, even though we don't notice it, we always use strategies) (Student 5, Focus Group 5, 07/04/2016). Another participant mentioned: “*Sí, siempre las utilizamos*” (Well, yes. We always use them) (Student 2, Focus Group 5, 07/04/2016).

Apart from prediction, most participants mentioned that they first approached texts by scanning them. A participant reported: *“bueno lo primero que busco yo es la fecha o algún otro dato...buscar unas palabras claves ...o sea las palabras que yo entienda pues”* (well, the first thing I look for is the date or something else...I look for keywords...words I understand) (Student 1, Focus Group 5, 07/04/2016).

Participants recognized keywords as central in understanding the texts' main ideas. Students were able to spot keywords or to use keywords within the text and relate them with what they were looking for. This tells us that looking for particular information within a text was a common strategy some participants rely on.

Also, using words previously known was another helpful strategy participants resorted to often. Students commented that using and looking for words they already knew in a text was a way to find their way through when reading as a participant reported: *“yo me voy guiando de las palabras que puedo reconocer cuando voy leyendo”* (well, I guide myself when reading using the words I already know) (Student 3, Focus Group 10, 13/05/2016). By having participants make use of their word bank tells us that they were not completely unarmed when approaching texts and could ease their way through the reading.

Other reading strategies participants used were inferring and confirming text content. They mentioned that inferring and confirming meaning from context was easy for them. This participants' tendency for inferring and confirming text content tells us that students make use of their background knowledge to brainstorm ideas about texts.

Collaborative work was a strategy almost all participants mentioned they have used when reading. A participant commented: *“Aquí llegamos a una conclusión entre todos, fuimos compartiendo las ideas”* (we got to a conclusion, we shared our ideas) (Student 4, Focus Group 10, 13/05/2016). During ERI, participants exchanged the meaning of words and phrases among themselves. They also discussed findings while reading as a way of confirming or rejecting their inferences, predictions, or guesses. The collaborative work that took place during ERI enabled participants to ask for help and also confirm or reject what they knew.

General perceptions about reading strategies Qualitative data showed that students had a positive perception towards reading strategies during ERI. It was mentioned that participants became aware of their use of reading strategies when they discussed them and acknowledged their usefulness. Findings also reported on the reading strategies most used by participants.

Besides, quantitative data collected from Questionnaire 2 corroborated and enriched participants' perceptions related to the effectiveness of reading strategies, their previous knowledge, and their use. Table 5.1 below, presents the most effective and most used reading strategies participants reported. The percentage in the table shows the frequency students used those reading strategies.

Table 5.1 Students' perceptions about the most effective reading strategies during ERI

Strategies	Description	Frequency	Percentage
Building vocabulary	Increase vocabulary of words in English through different activities where new words are included.	17	65%
Categorizing words	Categorize words according to their part of speech.	16	62%
Using words learned	Use of learned words through the writing of sentences and short summaries where words are included.	9	35%
Reading aloud	Reading texts aloud.	14	54%
Repeated reading	Reading texts using repeated reading techniques.	12	46%
Scanning	Scanning the text.	16	62%
Making predictions	Making predictions about the text.	13	50%
Inferring content	Making inferences about the content of the text.	3	12%
Confirming content	Confirming the content of the text.	5	19%
Modifying predictions	Modifying predictions of the text.	0	0%
Using prior knowledge	Relating the content of the text with previous knowledge.	15	58%
Summarizing	Summarizing the main ideas of text paragraphs.	10	38%
Working collaboratively	Working in a collaborative way to understand context through open questions.	10	38%
Using charts	Represent the context of the text in cause-effect charts.	0	0%
Recognizing words	Recognizing transition words and their function in the texts.	0	0%

The reading strategies related to vocabulary development were perceived as the most effective. Answers from more than half of the participants (65%) emphasized that the increment of words in English was the most effective reading strategy they worked with during ERI. Also, categorizing words according to their part of speech and looking for specific information in a text (scanning) were two reading strategies more than half of the students (62%) mentioned were effective. Participants' previous knowledge was reported to be effective when working with ERI, a high percentage of the participants (58%) acknowledged the use of background knowledge when reading texts in English. Pronunciation and reading texts aloud was a challenging activity for the participants. However, more than half (54%) reported that reading aloud was one of the most effective strategies. Participants also reported that predicting text content (50%) was an effective strategy.

Some other reading strategies such as repeated reading, summarizing main ideas, collaborative work, and the use of words were accounted as productive by less than half of the participants. A lower percentage of participants also mentioned that going back to the text to confirm predictions (19%) or guessing content before reading (12%) were other reading strategies considered effective when approaching texts. Participants did not consider that modifying predictions, using cause-effect charts and recognizing transition words were effective during ERI. Overall, increasing vocabulary, categorizing words and scanning were reported as the most effective reading strategies by almost two-thirds of the participants.

Quantitative data also threw light on the previous knowledge participants had of the reading strategies presented in the ERI. Results showed that a high percentage of students (62%) mentioned they previously knew some of the reading strategies presented during ERI while slightly more than a third of the participants (38%) failed to recognize those strategies (See Table 5.2).

Table 5.2 Students' previous knowledge of reading strategies presented in ERI

Previous knowledge of reading strategies	Frequency	Percentage
Yes	16	62%
No	10	38%

Besides, data also showed the reading strategies participants previously knew (see Table 5.3 below). Answers determined that more than a quarter of the participants (27%) previously knew to predict text from the content as a reading strategy. Making inferences and using previous knowledge was reported to be known by a small percentage of students (15%). Only three students (12%) recognized repeated reading techniques and scanning as strategies previously known. Data showed that less than a tenth of the participants (8%) knew the following reading strategies: use of learned words and reading aloud. Also, participants' responses showed that the increment of words in English, the categorization of words, the confirmation of text content, the modification of predictions, and the collaborative work were known by just a very small number of students (4%). Reading strategies such as summarizing main ideas, using cause-effect charts or recognizing transition words within the texts were not reported as known by any of the participants in this study.

Table 5.3 Reading strategies known by participants before ERI.

Strategies	Description	Frequency	Percentage
Building vocabulary	Increase vocabulary in English through different activities where new words are included.	1	4%
Categorizing words	Categorize words according to their part of speech.	1	4%
Using words learned	Use of learned words through the writing of sentences and short summaries where words are included.	2	8%
Reading aloud	Reading texts aloud.	2	8%
Repeated reading	Reading texts using repeated reading techniques.	3	12%
Scanning	Scanning the text.	3	12%
Making predictions	Making predictions about the text.	7	27%
Inferring content	Making inferences about the content of the text.	4	15%
Confirming content	Confirming the content of the text.	1	4%
Modifying predictions	Modifying predictions of the text.	1	4%
Using prior knowledge	Relating the content of the text with previous knowledge.	4	15%
Summarizing	Summarizing the main ideas of text paragraphs.	0	0%
Working collaboratively	Working in a collaborative way to understand context through open questions.	1	4%
Using charts	Represent the context of the text in cause-effect charts.	0	0%
Recognizing words	Recognizing transition words and their function in the texts.	0	0%

Participants also reported whether or not they had previously used the reading strategies presented during ERI. Answers showed that less than a third of the participants (31%) had previously used a few of the reading strategies while almost three-quarters of the participants (69%) answered negatively (See Table 5.4). This suggests that participants did not pay attention when using them or they did not recall the strategies they used.

Table 5.4 Participants that used reading strategies before ERI

Previous use of reading strategies presented during ERI	Frequency	Percentage
Yes	8	31%
No	18	69%

It has been reported that only a small percentage of the participants had used reading strategies before ERI. According to what participants reported, scanning was the reading strategy most previously used (23%). A smaller percentage (19%) of participants reported they had used the strategy of predicting content. The increment of vocabulary in English, the use of words learned, inferring text content, and relating previous knowledge were also mentioned

by a rather small number of participants (4%). Participants reported not having used more than half of the reading strategies presented during ERI. However, some of the strategies reported as not used were in fact, reported as known by some of the participants (see Table 5.5).

Table 5.5 Reading strategies previously used by participants

Strategies	Description	Frequency	Percentage
Broaden vocabulary	Increase vocabulary of words in English through different activities where new words are included.	1	4%
Categorizing words	Categorize words according to their part of speech.	0	0%
Using words learned	Use of learned words through the writing of sentences and short summaries where words are included.	1	4%
Reading aloud	Reading texts aloud.	0	0%
Repeated reading	Reading texts using repeated reading techniques.	0	0%
Scanning	Scanning the text.	6	23%
Making predictions	Making predictions about the text.	5	19%
Inferring content	Making inferences about the content of the text.	1	4%
Confirming content	Confirming the content of the text.	0	0%
Modifying predictions	Modifying predictions of the text.	0	0%
Using prior knowledge	Relating the content of the text with previous knowledge.	1	4%
Summarizing	Summarizing the main ideas of text paragraphs.	0	0%
Working collaboratively	Working in a collaborative way to understand context through open questions.	0	0%
Using charts	Represent the context of the text in cause-effect charts.	0	0%
Recognizing words	Recognizing transition words and their function in the texts.	0	0%

5.4.6 Considerations in further reading

This theme brings out valuable perceptions regarding students' willingness to continue reading in English. Perceptions showed that participants want to continue reading in English basically for utilitarian reasons.

Convenient for gaining knowledge and for future opportunities Students considered the further reading of texts in English useful and convenient because they have considerable academic demands that call for reading texts in general, and texts in English in particular. Participants mentioned that to continue reading texts in English would be of great help so they could have more job opportunities as a participant suggested: "*Si me gustaría seguir leyendo textos en inglés ya que me ayudaría mucho para un trabajo cuando salga*" (*I'd like to keep reading texts in English, it would help me a lot for finding a job when I finish university*) (Student 3, Questionnaire 2, 13/06/2016).

Another student mentioned: *“Si creo que ayudaría bastante seguir leyendo en inglés, para saber más y estar más preparados para el trabajo”* (I think continuing to read in English would help a lot, to learn more and be better prepared for a job) (Student 4, Focus Group 10, 13/05/2016).

Most participants are willing to continue reading in English because of the requirements they have in their field of study and the job demands in their work field. These perceptions are in line with the participants' previous comments about their lack of interest in reading in general but their acknowledgment of the convenience in doing so. It is likely that working with ERI and the general improvement participants had towards some aspects of their reading comprehension process made them feel motivated to continue reading texts, that way they are likely to have more academic and professional opportunities.

As a means for learning Some of the participants equated reading in English with learning more, that is, with obtaining more knowledge related to the FL. Most participants acknowledged that reading texts in English would help them improve their reading comprehension so they could have a better understanding of the texts they encounter. This means that reading comprehension became a more comprehensive process and students acknowledged expressing their willingness to continue reading texts in English as one participant commented: *“veo que sí me ayudó bastante, aprendí cosas que no sabía de termodinámica”* (I think it helped me a lot, I learned things I did not know about thermodynamics) (Student 16, Questionnaire 2, 13/06/2016).

Besides, pronunciation and reading fluency improvement was one of the most salient topics students related to their inclination to continue reading in English. Almost a third of the students (31%) mentioned that they would like to continue reading texts in English as a way of improving their pronunciation and reading fluency in that language as this participant quoted: *“ahora es menos pesado porque ya sabemos qué y leemos un poco más fluido ahora que la primera vez...ya no nos detenemos tanto”* (it is less difficult now because we already know what and read more fluid now than the first time...it is more fluid) (Student 4, Focus group 9, 29/04/2016). This tells us that boosting and improving pronunciation in participants during ERI may have influenced participants in their decision to continue reading

Participants also associated their willingness to continue reading texts in English with the increment of their vocabulary *“noto que ahora sé más palabras...siento que he aprendido mas palabras en inglés”* (I realize that I know more words now...I feel I have learned more words in English) (Student 2,

Focus group 9, 29/04/2016). This tells us students are aware that one way of incrementing their vocabulary is through continuous reading practice.

Some students reported ERI helped them become aware of their reading progress in spite of the difficulties they had during the instruction, as this participant commented: *“me di cuenta que entendía mejor que antes al usar lo que nos enseñaron”* (I noticed I understood better than before when using what she taught us) (Student 4, Focus group 9, 29/04/2016). These perceptions tell us ERI helped participants reflect upon their reading process in a way they could evaluate their progress.

5.5 Summary

This chapter presented the data analysis obtained from the instruments used in this study. The order in which the instruments were used is explained and a general account of the data gathered from every instrument is presented. The analysis is based on the most relevant themes identified in the data coding. These themes referred to the perceptions participants had towards reading in general, reading in English and towards the explicit reading instruction. It presented data that offered views on how ERI contributed to the development and improvement of some skills and general knowledge. Information regarding ERI and reading strategies as well as some of the considerations participants mentioned for further reading was included.

Chapter 6 Discussion of findings

This chapter presents the data analysis obtained from the instruments used in this study. As an introduction, the order in which the instruments were used and a general account of the data obtained from every instrument is presented. Then, a detailed analysis is offered according to the most relevant themes identified. Also, quantitative data that supports this analysis is included in some parts of this section.

6.1 Instruments and the order of their application

Before ERI teaching intervention started, Questionnaire 1 (See Chapter 4, section 4.5.4) was applied with the sole purpose of serving as an exploratory instrument. This questionnaire aimed at gathering information about the participants and their setting as well as their assumptions towards reading in general, reading in English and about their reading habits. The data gathered served to present some demographics (see Chapter 4, section 4.2.4).

The instruments that gave way to every theme in this analysis were used in the following order:

- 4) The first instrument used in this study was the teacher's journal. This journal was kept from the beginning of ERI to its conclusion and concise entries related to participants' interaction and responses towards ERI were recorded. This journal contains thirty entries corresponding to the thirty ERI sessions offered to the participants.
- 5) Focus-group interviews were implemented a week after the ERI intervention started. During these discussions, the main topics related to the reading process, reading strategy use, and access to meaning were discussed. These main topics gave way to several sub-topics enabling the collection of rich data and a total of thirteen interviews were carried out.
- 6) Finally, Questionnaire 2 was given to the participants as the last data-gathering instrument. This questionnaire aimed at collecting the participants' perceptions of ERI after the instruction finished. This questionnaire was composed of several questions allowing the collection of opinions from different angles.

6.2 A general account of the data obtained

This study will present its data analysis according to the most relevant themes identified. Before presenting those themes, a brief description of the instruments used in the study follows as a way to enrich the reader's view.

6.2.1 Teacher's journal analysis

A series of succinct narrations of the participants' interactions and their reactions towards ERI were recorded. All recording entries followed a similar description pattern which included how the session was presented, the instructions given to participants, and the final comments. The sessions were numbered and dated as they took place. Thirty accounts were obtained corresponding to the number of ERI sessions offered (see Appendix G). The accounts were recorded after ERI sessions finished and the researcher-instructor had left the classroom using the traditional method of pen and paper. Approximately 4 accounts were not written immediately but some hours later. A sample of a Teacher's journal follows (see Figure 7).

Figure 9 A teachers' journal account

Teacher's Journal 3
Session 3: Vocabulary building: Collecting words
Date: 01 March 2016

5. When greeting students, they seemed to be interested in and expecting the class.
6. I gave the students the text and asked them to circle the words they wanted to learn. I offered the students a model on how to record the word on their notebooks according to its part of speech and I wrote a sentence.
7. Then I asked some students a follow-up question on how they approached texts in English.
8. Most students agreed that they first checked the text for the words they understood and then they used the dictionary.

My first impression is that it seemed that some of the students offer automatic answers, that is, some of them repeated what other classmates just mentioned.

6.2.2 Interviews

Interviews in the form of group discussions were conducted to gather participants' perceptions towards ERI. These interviews did not occur during ERI classes; they were carried out at times outside the regular ERI classes. The discussion groups were composed of five to six volunteers from the ERI class. Most of the time different volunteers participated in the interviews although some of them had the opportunity to participate more than once. A total of thirteen focus group interviews were conducted. Important data was collected from

these discussions and a detailed description of how these interviews were put together and carried out is offered in Chapter 4 (See section 4.4).

6.2.3 Questionnaire 2 data analysis

Data related to Questionnaire 2 (see Appendix B) is here analyzed qualitatively and quantitatively. Closed-ended questions were handled and quantified to determine frequency and percentages related to the responses given by the participants based on the prompts the questionnaire offered. Questionnaire 2 consisted of six closed-ended questions along with their corresponding open-ended questions. As regards the open-ended questions, they looked into the opinions participants had about ERI, they asked about their reading in English process, several questions referred to the reading strategies the participants used, and it also asked about the participants' willingness to continue reading texts in English and the reasons they had for doing so.

6.3 Development of the thematic framework

Themes were obtained from all the qualitative data gathered from the instruments used. To obtain this thematic framework, several steps were followed. The first step consisted of carefully determining the most salient categories that emerged from all the instruments that have been presented and generally describe above. Those categories or themes came out after several data revisions. Firstly, all the material was carefully read and reread and similar data was put together. Then, data was read and reread and the first most salient themes were spotted. This first attempt gave way to numerous themes. To shorten all those themes, a new thorough revision took place and common categories were put together, shortening the themes. Secondly, those new themes were analyzed in depth. This new analysis of themes gave way to a new categorization where the most salient codes stood out and once again the number of themes reduced considerably. This process of re-categorization was repeated several times until it was considered that all the emerging topics were placed in the right category. Finally, after all the revision process, the most prominent categories that would represent the data emerged.

As a result, the thematic framework refers to the following most prominent themes and subthemes: participants' perceptions about reading in general, and participants' perceptions about reading in English. These themes gave way to the following subthemes, the discouragement participants often feel when reading in English, the difficulty they encounter as well as the sense of achievement they feel when succeeding in reading, and the convenience

of reading in English in their field of study. Another theme considered in this framework was that of participants' perceptions about the reading instruction and their reasons for considering it helpful and convenient. The thematic framework also considered the way ERI contributed to the development, improvement, and increment of several skills in participants, and, it addressed how the reading instruction and the reading strategies worked together in the participants' reading process. Finally, it analyzes the reasons participants have to consider reading in English early. Figure 8 presents the thematic framework under which this study will be analyzed.

Figure 10 Thematic Framework

<p>1) Perceptions about reading in general Interest in reading Reading frequency</p>
<p>2) Perceptions about reading in English Discouragement Levels of difficulty Sense of achievement Useful in the work field</p>
<p>3) Perceptions about ERI Helpful Convenient</p>
<p>4) ERI contributions Reading comprehension improvement Vocabulary increment Pronunciation and reading fluency improvement Participants' knowledge increment</p>
<p>5) ERI and reading strategies Awareness and use of reading strategies Most recurring reading strategies General perceptions about reading strategies</p>
<p>6) Considerations on further reading Convenient for gaining knowledge and for future job opportunities As a means for learning</p>

6.3.1 Validation of the coding process

As presented above, all the themes and sub-themes emerged from the open coding process. Once the themes were put together, and to validate the coding process, I asked for help from a pair of colleagues so they could review the themes and sub-themes obtained. One of the colleagues that collaborated in this revision and validation was a full-time teacher who belongs to the Foreign Language Faculty in the same university I work. I asked my colleague to match

the themes and sub-themes against the corresponding transcripts I provided to her. I gave her two themes and their corresponding sub-themes. The main themes were: Perceptions about ERI, and, ERI contributions. After a week, we discussed the code matching she went through and we could both corroborate the original coding against hers. The result of this revision matched most of the themes and sub-themes the same way I originally coded them. There were only two sub-themes that did not match.

The second colleague that helped me with the revision and validation of the other themes was also a full-time language teacher and a Ph.D. student who works in a university located in the center of the country and whose line of investigation is related to teachers' practice perceptions. The themes and the corresponding sub-themes I asked her to match were: ERI and reading strategies and perceptions of reading in English. To discuss her findings, we arranged two Skype sessions and found out that the themes and subthemes matched the original proposal.

6.4 Analysis of the thematic framework

The data analysis that follows will be presented according to the identified main themes and their corresponding sub-themes. As previously discussed, these themes are the result of the categorization process all qualitative data went through. Every theme provides a detailed analysis of what was found. To illustrate the participants' perceptions towards the themes in the discussion, several extracts highlighting those positions have been included. All these extracts are presented in the participants' L1 and then an English translation is offered. The English translation reflects when participants used nonstandard Spanish. Due to the commitment to anonymity this research was based on, participants were randomly assigned a number according to the seat they chose during the interviews, that way their participation could be recorded without jeopardizing their privacy. It is important to stress that it is likely that due to the students' cultural background and gender, most of the time, they tended to offer rather succinct, short insights to the questions posed as they seemed not to be used to expressing their thoughts or concerns regarding academic topics or perceptions towards them. Nevertheless, that fact did not prevent students from showing interest and for participating in the discussions, the ERI sessions and the reading tasks.

6.4.1 Perceptions about reading in general

Perceptions about reading in general among participants in this study are looked at in detail in this section. In general, participants' perceptions of reading are diverse. However, most of

their opinions tended to be rather negative at the beginning of this study and as the reading instruction unfolded, those perceptions changed and became more positive.

Interest in reading Just a few students expressed their interest in reading in general. The majority expressed that when it came to reading, they read because they had to, although they were not interested. A participant mentioned that: *“la verdad, no me gusta leer...lo hago más bien porque tengo que hacerlo, para poder sacar los trabajos que me piden”*(To be honest, I don't like reading...I read because I had to, basically for doing homework) (Student 4, Focus Group 1, 17/03/2016).

Another participant argued a similar opinion: *“No me gusta leer. No me gusta hacerlo pero pues no hay otro remedio”* (I don't like reading...I don't like it but there is no other choice) (Student 6, Focus Group 1, 17/03/2016).

In the middle of both extremes, there were a few participants that expressed they just read what they liked, and that preference did not necessarily refer to reading academic texts:

“Hay ciertos textos que me gusta leer, no me gusta leer de todo. Lo que me gusta es la historia, los temas históricos. Leo lo relacionado a la ingeniería porque tengo que hacerlo”. (There are some texts I like reading; I don't like reading everything. What I like reading is related to history, historical topics. I read about engineering because I have to) (Student 1, Focus Group 1, 17/03/2016).

Participants that expressed their interest in reading mentioned that they read any type of texts; most of them suggested that they did not have a clear preference for a specific reading genre. One of the participants said: *“Leo de cualquier género, yo leo de todo, tengo gusto por la lectura”.* (I read any genre; I read about everything, I like reading) (Student 2, Focus Group 9, 29/04/2016).

These participants, who showed an interest in reading regardless of the reading material, were rather a small number. This means that only a small number of participants showed an interest in reading. However, this reading interest does not reflect any clear reading preference from the participants' side when selecting their reading material. Opposite to these respondents that expressed an interest in reading regardless of the type of reading material, a few participants expressed they were selective when it came to reading in general. They expressed that they chose their reading material according to their particular preferences.

A participant commented: *“sólo leo lo que me gusta. Lo que más me gusta son artículos de deportes o cuestiones de historia”* (I just read what I like. What I like the most are sports articles or history matters) (Student 5, Focus Group 9, 29/04/2016)

The respondents that claimed they liked reading, suggested that it did not necessarily mean that academic texts were included in that preference as this quote illustrates it: “*No, no nada que ver con la escuela, a mí me gusta leer sobre deportes, el fútbol*” (*No, it doesn't have to be about school, I like reading about sports, soccer*) (Student 3, Focus Group 1, 17/03/2016).

However, an important number of the participants expressed that the main reason they had for reading was that they had to do it. For these students, reading is seen as an imposed activity which is often considered unpleasant. One of the respondents illustrates this perception: “*No me gusta leer. En mi familia todos leen menos yo, bueno soy el que menos leo*” (*I don't like reading. In my family, everybody else reads but me, well I am the one that reads the least*) (Student 6, Focus Group 9, 29/04/2016).

This was found to be the main reason students gave for reading at all. This means that despite the fact they dislike reading, they read when they are required to read with no further motivation. The reason they offered for not having an interest in reading refers to the fact that they simply do not like reading.

A participant said: “*Yo sólo leo por necesidad. Es nomás para cumplir con la tarea...para cumplir*” (*I just read it because I need it. It is just to comply with tasks...to comply*) (Student 3, Focus Group 9, 29/04/2016).

Reading frequency Data showed that most participants were not interested in reading in general. As the reading instruction went on, data showed that the participants' reading frequency did not increment notably. However, in some cases, students commented that they did not increase their reading frequency “*sigo leyendo igual, un libro, varios artículos de internet sobre deportes y algunos temas de mecánica*” (*I keep reading with the same frequency, a book, some internet articles about sports, and some articles related to mechanics*) (Student 2, Focus Group 13, 07/06/2016) but perceived that their comprehension improved: “*Leo igual, pocas revistas, periódicos y pocos artículos de internet pero ahora sí entiendo palabras, frases, ideas que antes no entendía*” (*I read the same, few magazines, newspapers and internet articles but I now understand words, phrases, ideas that I didn't understand*) (Student 4, Focus Group 13, 07/06/2016).

Some other students mentioned they did not increment their academic reading activity but they incremented their reading of non-academic texts a little as one respondent highlighted: “*Para mí, ahora es más la lectura fuera de clase, periódicos y revistas, pocos libros*” (*For me, I now read more outside classes, newspapers and magazines, few books*) (Student 5, Focus Group 13, 07/06/2016).

Students' responses highlighted the fact that even though their reading frequency did not increase, their comprehension did as one student referred: “*antes no entendía nada, casi nada, sí, te*

ayuda en lo básico” (before (ERI) I didn’t understand anything, well almost anything, well yes, it helps you with the basics) (Student 5, Focus Group 13, 07/06/2016).

This suggests that reading instruction contributes to improving reading comprehension even though it does not necessarily contribute to incrementing the participants’ reading frequency rate.

The lack of interest in reading participants expressed was obtained in most cases in a rather repetitive way. As a result, it is suggested that in the context of this study, reading is not a regular activity students get involved in and when they do, it is mostly because they have to, because they have to meet certain academic requirements. Furthermore, concerning the participants who mentioned that they read, their answers reflected that they do it because they have to comply with some scholarly tasks. Some other participants mentioned they read said that they do it because they like it and some other respondents mentioned that even though they read, they are not likely focusing on academic material.

6.4.2 Perceptions about reading in English

In this section, the analysis focuses on the opinions and views participants had towards reading when discussing and asking about reading in English. Data suggested that participants went through an evolution process during the teaching reading intervention. Findings suggested that the participants' initial perceptions, which in general were negative about reading texts in English, changed. It was found that by the end of the ERI program most participants reported a feeling of success when reading texts in English. These participants even suggested they learned ways of approaching those texts since they understood reading in English as a convenient activity. This suggests that some of the initial perceptions participants had towards reading texts in English did change and participants moved to a more positive stance that allowed them to be more willing to approach texts in English.

Discouragement In the beginning almost all students perceived reading in English negatively, they reported feeling a sense of discouragement when reading in English: *“La verdad está muy difícil leer textos en inglés” (Honestly, it is very difficult to read texts in English)* (Student 2, Focus Group 4, 29/03/2016). For these participants, discouragement was expressed as the impossibility to obtain satisfactory results when reading in English.

One respondent claimed: *“me molesta no entender nada cuando leo (en inglés), por eso ahí nomás lo dejo” (it bothers me not to be able to understand when I read –in English- that’s why I just leave it there)* (Student 3, Focus Group 4, 29/03/2016). The most common opinion was that when they started to

read a text they were eager and willing to tackle the reading task. However, as time passed, this willingness started to weaken as the text offered them a lot of challenges that most of the time they did not know how to sort. One of the participants mentions that: *“pues si da curiosidad (leer en inglés), pero como no sabemos lo dejamos ahí por la paz” (You feel curious –about reading in English- but as we don’t know, we just leave it there)* (Student 5, Focus Group 4, 29/03/2016).

This suggests that feeling discouraged when trying to read a text in English is a very common feeling among these students. This feeling provokes them a sense of hopelessness as it suggests they are not informed about the best way to tackle a text or about the most suitable strategies they can use when looking for meaning in the text.

Difficulty Participants expressed different levels of difficulty when reading texts in English. At the beginning of the ERI program, participants described those levels of reading difficulty ranging from a little difficult activity to a very difficult one. A student suggested that: *“Bueno, yo creo que es un poco difícil leer en inglés...a mí se me complica mucho” (well, I think reading in English is a bit difficult... for me it is complicated)* (Student 1, Focus Group 1, 15/03/2016).

As mentioned, difficulty was the students’ common claim when asked about reading in English, another respondent said: *“¡Hijole!, para mí es muy difícil tratar de leer en inglés, bastante complicado” (Gosh! Trying to read in English is really difficult, really complicated)* (Student 3, Focus Group 1, 15/03/2016). For some of the participants, the previous knowledge they had related to their field of studies eased in some way the reading task although not as satisfactorily as they wished.

Another participant expressed: *“Bueno para mí la mecánica se me hace un poco más fácil porque ya entiendo palabras de lo que viene en el motor” (Well, mechanics is a bit easy for me because I understand words related to engines)* (Student 4, Focus Group 1, 15/03/2016). This suggests that some participants could rely on the vocabulary they possessed and worked their way out when reading in English while for other students reading texts in English was a challenging activity.

Sense of achievement As the ERI program was being delivered some participants' perceptions changed towards reading texts in English. They reported having felt that they were obtaining some positive results when doing so. Data showed that some participants felt that there was a great difference at the time they were working with ERI in comparison to their past reading experiences related to academic texts in their field of study as one participant expressed: *“Pues la verdad cuando entré a la universidad y me daban esto (el texto en inglés) la verdad no entendía nada, no me importaba, pero ahorita lo veo y se siente bien, ¿verdad? Puedo entender un*

poco el inglés. (To tell the truth, at first, when I started university and they gave me this -English text-, I didn't understand a thing, I didn't care, but now I see it and it feels good, right? I can understand a little English) (Student 2, Focus Group 5, 07/04/2016).

Students mentioned, with surprise, the sense of achievement they felt when reading such texts like this student commented: *“Pues se siente bien la verdad porque yo antes no podía hacer esto” (Well, it feels fine really because before, I couldn't do this)* (Student 4, Focus Group 5, 07/04/2016).

This suggests that when students are instructed with an explicit reading program that suits their reading needs and their proficiency level, they are likely to be more positive, become motivated, and experience a feeling of success when reading. This sense of achievement becomes critical especially when students have experienced periods of discouragement in their attempts to read. Therefore, encouragement when reading is more likely to strengthen the students' confidence and involvement in the reading task.

Useful in the work field Most participants considered that understanding texts in English is one of the basic job requirements within their professional field of study as one respondent commented: *“Pues en el trabajo... para conseguir un buen trabajo, ya ves que con la nueva reforma te piden que sepas leer mínimo en inglés” (Well, at work... to get a good job, you know that now with the new reform they ask you to know how to read in English at least)* (Student 6, Focus Group 1, 15/03/2016).

When analyzing data, it was found that participants' beliefs in the importance of reading texts in English have for their professional field of study stood out, one participant said: *“Yo creo que es importante porque te abre un espacio más para encontrar mayores posibilidades de trabajo y poder defenderte en el ámbito laboral” (I think is really important because it opens you more opportunities to find more possibilities to get a job and be able to succeed in the work field)* (Student 1, Focus Group 1, 15/03/2016).

This shows that despite the general lack of interest in English in general, these students recognized the importance of possessing reading skills as a way of giving an added value to their professional profiles. Additionally, data showed that participants consider that being competent in reading in English is an asset when looking for job opportunities: *“No pues no es lo mismo ir así nomás, cuando vas a pedir trabajo y sabes algo de inglés pues te ayuda” (It's not the same, it makes a difference when you ask for a job and you know English, it helps you)* (Student 2, Focus Group 1, 15/03/2016).

They mentioned that understanding written English is likely to be valuable when looking for better job opportunities as they would be more equipped to succeed in their work field, it is

seen as a helpful tool in their near future. These perceptions show that for these students the reading ability in English is directly connected with their future job opportunities.

Moreover, it was found that students are aware that because we are immersed in a global world, most manuals in the engineering field are written in English and sometimes, reliable and quality translations are not offered, this perception was expressed by one participant as: *“las compañías te dan los manuales en inglés y tú tienes que ver como le haces”* (Companies provide you with manuals in English and you have to sort your way out) (Student 4, Focus Group 1, 15/03/2016).

This shows that participants acknowledge that understanding written English is convenient, useful, and practical in their engineering field. The analysis of this category confirms that students see reading mostly as a tool they can benefit from when they enter the engineering industry.

It was mentioned that the perceptions participants had towards their process of reading in English changed throughout the reading instruction. Those perceptions which were rather discouraging at the beginning became more positive and encouraging. These participants’ perceptions related to reading in English were enriched with qualitative data obtained from Questionnaire 2. The questionnaire posed a question related to the way they perceived their English reading process once ERI had finished (See Table 5.1). All the answers were positive. All participants suggested they experienced an improvement in their reading process. They considered that their reading process improved in a higher or lower degree. Most of the participants (58%) acknowledged that their reading process, improved after finishing ERI. A little less than half of the respondents (42%) also perceived that their reading process turned out to be a little better than before. None of the participants reported a negative perception. This evolution in the students’ perceptions about the way they read in English shows that offering reading instruction is likely to help students attain some goals and gives them a sense of achievement. It supports students to dare to go beyond the commonly discouraging initial phase they often encounter and move to a more satisfactory reading level.

Table 6.1 Students’ perceptions of their reading process after receiving ERI intervention

Students' perceptions of their reading process	Frequency	Percentage
Better than before	15	58%
A little better than before	11	42%
Same as before	0	0%
Worse than before	0	0%

6.4.3 Perceptions about Explicit Reading Instruction

For most participants, working with an ERI program was a new approach since they had not worked that way before. Almost all participants expressed that it was their first-time experience with ERI. This suggests that most of these students, if not all, had not explicitly received formal reading instruction even though they had received previous English language instruction.

The reading instruction allowed close interaction among participants. Students showed enjoyment when working collaboratively. It was observed and recorded that when students were working together and expressing their opinions, they tended to speak on behalf of the group they were interacting with, that is, they tended to use the pronoun *we* instead of *I* when providing an opinion. This is likely to suggest that students felt comfortable and at ease when working with their classmates as they appreciated the collaborative support during the reading instruction.

Helpful Based on the data collected, it was found that all participants perceived ERI as a positive experience. They considered the reading instruction either very helpful or helpful. One of the students commented: *“Esto de que te vayan enseñando como leer los textos sí te ayuda bastante”* (Having someone who teaches you how to read texts helps you) (Student 3, Focus Group 13, 07/06/2016). Another participant added: *“Pues a mí si me ha ayudado bastante, la forma en que la profa nos fue guiando me ayudó con las lecturas”* (Well yes, for me it has helped me a lot, the way the teacher guided us helped me with the readings) (Student 4, Focus Group 13, 07/06/2016).

Quantitative data gathered from the responses to the closed-ended question 1, in Questionnaire 2 (What is your opinion about ERI you received during this semester?) and from the focus group interviews, it was shown that almost two-thirds of the participants considered ERI as very helpful for them and just less than a fourth said it was helpful. There were not any negative perceptions towards the reading instruction.

Table 6.2 Students’ opinion towards ERI intervention teaching study

Participants’ opinion about ERI	Frequency	Percentage
Very helpful	22	85%
Helpful	4	15%
Little helpful	0	0%
Didn't help	0	0%

Qualitative data showed that all participants expressed a positive opinion towards ERI. They mentioned they benefited from learning how to better obtain information when they read texts in English. This perception towards ERI tells us that participants not only welcomed the reading instruction but they acknowledged it helped them significantly as they have not had a similar experience before in a formal way as one of the respondents mentioned: *“Para mí, esta es la primera vez que lo hacemos. Yo la verdad no había trabajado antes de esta forma”* (For me, this is the first time we do it this way. Honestly, I haven't worked this way before) (Student 4, Focus Group 2, 17/03/2016).

Convenient Understanding texts in English was perceived to be useful for gaining knowledge, especially knowledge related to their field of study. This perception is illustrated with the following comment of one of the participants: *“Pues la verdad a mí sí me ha ayudado bastante. Sólo sabía cosas del entorno cotidiano pero no cosas así de ingeniería, cosas que se relacionaran con mi carrera”* (To tell the truth, it has helped me a lot. I just knew things related to daily life but I didn't know things related to engineering, I mean, things related to my career) (Student 2, Focus Group 9, 29/04/2016).

Participants also perceived ERI as convenient because they felt they were able to apply what they learned to their field of study as one of the participant's responses suggests: *“me siento más seguro en otras clases porque esto que hemos leído me ha ayudado”* (I felt more confident when in other classes because what I have read here it has helped me) (Student 1, Focus Group 8, 29/04/2016) Having students read texts in English with adequate guidance and support helps them increment not only their general knowledge but their knowledge related to a specific field of study.

Besides, participants considered ERI convenient because they commented that most books are written in English as one student said: *“Pues yo pienso que los libros en inglés vienen más completos, es mejor leer lo que viene en inglés a lo que está traducido... él (señalando a un compañero) tiene un libro de ingeniería en circuitos eléctricos en inglés y quise conseguir uno en español pero no viene lo mismo, creo que sería mejor leerlo en inglés”* (I think that books in English are more complete, it is better to read in English than to read translations ...he –pointing at another participant- has an engineering book on electrical circuits in English and I wanted to get one in Spanish but the content is different I think it'll be better to read it in English) (Student 2, Focus Group 2, 17/03/2016).

They also considered that some books are never translated as this student commented: *“igual algunos libros en inglés no se traducen nunca”* (what happens is that some books in English never get translated) (Student 4, Focus Group 2, 17/03/2016). As a result, participants agreed on the convenience of knowing the basics of how to approach texts in English.

6.4.4 ERI contributions

Data suggests that the delivery of reading instruction in an explicit way contributed positively in several aspects. Participants report that these aspects refer to the improvement of comprehension in reading, pronunciation and in reading fluency. The contributions also refer to the increment of the participants' vocabulary and knowledge.

Reading comprehension improvement In general, all students pointed out that their comprehension of texts in English improved with ERI to a lesser or greater extent as this instruction helped them understand texts better. A comment related to this perception: “*Si me ayudó a comprender más, siento que entiendo más*” (*It helped me to understand more, I feel I understand more*) (Student 1, Focus Group 11, 24/05/2016).

Students reported and often commented that before receiving ERI they struggled when attempting to read in English either academic texts or other types of texts as this student mentioned: “*Se me complicaba mucho (la lectura) antes, ahora no tanto*” (*Reading was very complicated for me, now it isn't that much*) (Student 5, Focus Group 11, 24/05/2016).

It was found that as a result of this instruction, participants felt able to better comprehend academic texts as this reading instruction was focused on articles related to the engineering field. It is suggested that ERI was helpful for these participants as it allowed them to widen their professional perspective and general comprehension and gave them a sense of achievement as this participant suggested: “*Me fue útil puesto que el comprender una lectura (en ingles) es vital para mi desarrollo como profesional*” (*It was useful because understanding a text in English is really important for my professional development*) (Student 2, Questionnaire 2, 13/06/2016). Students' improvement in comprehension during ERI has a great effect on students as they reported not having had similar reading experiences in the past that resulted in positive outcomes.

Vocabulary increment According to participants, ERI was a means to improve their vocabulary. They considered that the reading instruction resulted in the learning of new words as expressed by a participant: “*Aprendí palabras que no sabía qué querían decir, conocí los tipos de palabras y además aprendí a usar mejor el diccionario*” (*I learned things I didn't know, I learned about the types of words and the use of the dictionary*) (Student 5, Questionnaire 2, 13/06/2016).

ERI also contributed to the increment of the participants' word bank as expressed by a respondent: “*Yo casi no conocía ninguna palabra en ingles, ahora ya conozco un poco más*” (*I didn't know any word in English, now I know a little more*) (Student 4, Focus Group 10, 13/05/2016).

Moreover, participants commented that the different vocabulary practices they had, helped them approach texts more confidently as expressed in this comment: *“Al principio me sentía mal, me costaba mucho trabajo, ahora me siento mejor. Le entiendo más”* (At the beginning I didn't feel good, it was hard for me, now I feel better. I understand more) (Student 3, Focus Group 10, 13/05/2016).

Another participant mentioned: *“Me siento más seguro con estos ejercicios, no siento tanta presión ahora que trato de leer”* (I feel more confident with these activities, I don't feel stressed now that I try to read) (Student 2, Focus Group 10, 13/05/2016).

However, in spite of the gains obtained when working with vocabulary, participants reported that some of the activities related to developing vocabulary and comprehension skills were challenging for them as a participant mentioned: *“Si se me hizo bastante difícil. Me costó mucho trabajo completar la tabla con las palabras porque a veces tenían varios significados y había que ver dónde iban”* (It was really difficult. I struggled to complete the table with the words because sometimes they had different meanings and I had to make sure where they went) (Student 1, Focus Group 10, 13/05/2016).

Nevertheless, it was observed that there was notable progress related to vocabulary building from the first to the last ERI sessions. As sessions passed, participants worked faster and more confidently with vocabulary. In spite of the difficulties participants experienced at the beginning and during ERI, they showed interest and willingness to work towards the different tasks. This means that participants found an important relationship between ERI and their vocabulary development in terms of getting to know new words and incrementing their word bank. The interest and receptiveness participants kept during the vocabulary practices and the positive working atmosphere generated among them suggest that ERI was perceived as a useful and interesting instruction proposal.

Pronunciation and reading fluency improvement Participants constantly referred to the improvement of pronunciation they perceived and also to the improvement of reading fluency. At the beginning of the reading instruction, it was observed that the reading strategies aimed at developing reading fluency were challenging for participants and they pointed out the fact they did not know how to pronounce some words in English and as a consequence, they got stuck when trying to read as a participant said: *“Para empezar, no sé cómo se dicen las palabras y ahí es donde nos trabamos y nos equivocamos y terminamos diciendo otra cosa. Creo que leer con fluidez es importante porque si solo deletreamos no vamos a hacer nada”* (To start with, I don't know how to pronounce those words and there is where we get stuck and make mistakes and end up saying another thing. I think that reading with fluency is important because we won't do anything if we only kind of spell words) (Student 3, Focus Group 6, 14/04/2016).

At first, participants struggled and showed little confidence. There was a sense of discomfort when attempting to read aloud as they were not used to doing so, one student commented: *“me siento rígido, porque al leer las palabras no siento yo que vaya a la velocidad que debo ir para leer a como debe ser”* (I feel kind of stiff, I don't feel I have the speed to read as I should) (Student 4, Focus Group 6, 14/04/2016).

However, as the reading instruction continued, participants' perceptions changed and they started to report an improvement in their pronunciation and in the way they read as it was mentioned: *“Me sentí un poco más confiado porque ya sabía que no me iba a trabar en unas palabras, porque eran las palabras que entendí bien, escuchándolas para pronunciarlas adecuadamente”* (I felt more confident because I knew I wouldn't stumble on some words because there were words I understood well, I listened to them so I could pronounce them correctly) (Student 5, Focus Group 6, 14/04/2016).

Despite the initial and indisputable difficulty participants had when practicing reading fluency, by the end of the intervention, students claimed and reported that their pronunciation and reading fluency improved, one comment was: *“Sí, si noto un cambio porque muchos estamos aprendiendo la pronunciación...sirve para poder decir bien las palabras”* (Right, I notice a change, most of us are learning pronunciation...it helps you to say the words correctly) (Student 3, Focus Groups 13, 17/03/2016)

They also commented positively towards the fact that they felt they were able to pronounce words in English more easily and read more fluently than they did before, a participant mentioned: *“Bueno, lo noto, ahora no me trabo al leer, siento que no me atoro tanto”* (Well, I notice it, now I don't stumble while reading, I feel I don't get stuck much) (Student 14, Questionnaire 2, 13/06/2016).

Another respondent suggested: *“te ayuda a practicar mejor la lectura en inglés...con mayor facilidad”* (It helps you practice your reading better in English...more easily) (Student 10, Questionnaire 2, 13/06/2016)

These positive comments suggest that participants care about pronunciation and fluency when reading in English. It also confirms that participants were genuinely interested in improving the way they pronounced words in English. The process of improvement in pronunciation and in reading fluency was gradual throughout the reading instruction as well as the confidence participants gained and reported. These participants' perceptions were worth mentioning since all students, at the beginning of this reading instruction expressed that pronunciation and reading fluency were both challenging aspects when encountering texts in English.

Participants' knowledge increment Gaining new knowledge in several aspects apart from the one related to reading comprehension is what most students reported after having received ERI. According to participants, the reading instruction not only helped them understand a sentence or a paragraph but also some parts of a text in English as one participant expressed: "*Considero muy útil esta enseñanza ya que gracias a ésta aprendí la pronunciación de varias palabras que no sabía pronunciar en la lectura*" (I consider this instruction very useful because thanks to it I learned the pronunciation of several words that I didn't know how to pronounce when reading) (Student 8, Questionnaire 2, 13/06/2016)

The knowledge students acquired which was related to different aspects of the reading process suggests that offering students reading instruction is meaningful and beneficial as it provides the tools to approach texts in English more strategically. Some students commented that they learned about the way words were pronounced in English which made them feel more at ease when reading as in this comment: "*Sirve mucho, porque la verdad antes no teníamos ni idea de cómo leer un texto, o de como pronunciarlo bien... ahora no*" (It helps a lot. To tell the truth, before I didn't have any idea of how to read a text ... now it's different) (Student 1, Focus Group 3, 17/03/2016). Learning about pronunciation was critical for these participants as previously commented because they struggle with pronunciation in English. This suggests that all this knowledge increment students gained during ERI positively impacts students' confidence and reading performance.

One of the participants emphasized that he learned more about reading in English in comparison with past semesters. He mentioned that: "*Aprendí más que en otros semestres. No había visto esto antes y la verdad me siento mejor porque siento que sé lo que estoy haciendo*" (I've learned more than what I have learned in previous semesters. and honestly I feel better because I feel I know what I am doing) (Student 12, Questionnaire 2, 13/06/2016). He claimed that what he learned boosted his confidence when approaching texts in English in a significant way, contrary to what happened to him in the past. This suggests that ERI not only helped participants to learn more about reading in English but also to boost participants' confidence when doing so; it provides them a sense of achievement.

It has been mentioned that the knowledge students acquired were related to different aspects of the reading process, though in addition to this, it was also reported by a participant that ERI not only helped him increment his knowledge on reading comprehension in English but helped him learn how to improve his writing skills in Spanish as he mentioned: "*Gracias a esta enseñanza hasta aprendí a corregir un poco más mi forma de escribir en español*" (Thanks to this instruction, I even learned how to correct my writing in Spanish) (Student 14, Questionnaire 2, 13/06/2016, last

session). It is suggested that the way he improved his writing skills in his L1 was because he had to think about how to write main ideas coherently and concisely in Spanish and this thinking process forced him to improve the way he expressed his ideas. This means that ERI provided for some students an additional knowledge gain, allowing them to learn about some other skills apart from that of reading.

Besides, participants reported a rise in awareness for determining what they missed or needed when reading in English. By working with ERI, they developed some knowledge about what reading approach would be best according to their weaknesses or strengths concerning the text as one participant said: *“Me ha ayudado...me doy cuenta que me conviene usar al leer”* (It has helped me...I noticed what's best to use when reading) (Student 5, Focus Group 5, 07/04/2016).

This means that explicit reading instruction contributes to the development and increment of several aspects of metacognitive knowledge, providing students with more resources when working with texts as one participant commented: *“Aprendí estrategias que no sabía para entenderle a un párrafo en inglés tan sólo basándome en las palabras que sabía”* (I learned strategies I didn't know so I could understand a paragraph in English considering the words I knew before) (Student 3, Questionnaire 2, 13/06/2016).

Some participants reported they learned to use reading strategies more consciously, they felt they were able to read more strategically than they did before as a respondent commented:

“Antes sí las usaba pero al momento de leer no me daba cuenta que estaba usando la estrategia...o sea inconscientemente lo hacía pero ahora simplemente tomé en cuenta que uso una estrategia...o sea estaba leyendo...estaba consciente de que lo estaba haciendo...” (I used them -reading strategies- but when I was reading I didn't notice I was using a strategy...I did it unconsciously though now I simply realized that I use a strategy...I was reading...I was conscious that I was doing it) (Student 3, Focus Group 5, 07/04/2016).

Another participant suggested: *“Son estrategias que...que hemos usado desde ... desde que aprendemos a leer y las hemos usado inconscientemente siempre y ahorita ya sabemos cómo usarlas más”* (They are strategies that...that we have used since...since we learned how to read and we have always used them unconsciously and now we know how to use them more) (Student 1, Focus Group 5, 07/04/2016).

It is reported that participants realized that they have used, and were using reading strategies. This tells us that discussing reading strategies allowed the recognition and reflection of reading strategies use during ERI.

Participants mentioned that by learning to use several reading strategies they were more willing to approach texts, a comment on this perception was: “*Antes estaba muy inseguro de cómo hacerlo (leer textos en inglés), pero con los conocimientos y experiencias que adquirí me creo un poco más capaz*” (Before I was really insecure about how to do it (reading in English) but with the knowledge and experiences I acquired, I feel I am more able to do it) (Student 4, Questionnaire 2, 13/06/2016). Contrary to the participants’ previous experiences, this suggests that ERI offers students guidance and provides a sense of confidence making them feel more willing to learn how to approach texts in a more informed and confident way.

6.4.5 ERI and reading strategies

Participants reported several aspects related to the reading strategies presented during ERI. They mentioned they became aware of the use of reading strategies. They also commented about the most recurring reading strategies during the instruction and offered their perceptions on them.

Awareness and use of reading strategies Participants perceived reading strategies as useful tools. They mentioned that strategies were practical at the beginning and during reading. The use of reading strategies served as a compass, as a guide when reading. This participant said: “*Yo creo que sirven mucho, aprender las estrategias de lectura, porque antes por ejemplo no teníamos ni idea de cómo poder empezar a leer un texto, ahora no*” (I think they help you a lot, learning reading strategies, because, for example, we didn't have an idea of how to start reading a text before, now it is different) (Student 1, Focus Group 3, 24/03/2016).

Most recurring reading strategies Participants learned that prediction as a reading strategy was one of the most recurrent strategies during ERI. The prediction seems to be the most natural, and likely, the easiest strategy to use. A participant said: “*lo que hacemos es buscar y pensar de qué se trata y todo; ya cuando vemos imágenes vemos de qué se trata y todo*” (what we do is to look for and think what it is about and things like that; if we see pictures we think about it and things like that) (Student 5, Focus Group 5, 07/04/2016).

These perceptions tell us that participants knew and had used reading strategies in their L1, and suggest that this previous knowledge facilitated their use when reading in an L2. A student said: “*pues aunque nosotros ni nos damos cuenta siempre usamos estrategias*” (well, even though we don't notice it, we always use strategies) (Student 5, Focus Group 5, 07/04/2016). Another participant mentioned: “*Sí, siempre las utilizamos*” (Well, yes. We always use them) (Student 2, Focus Group 5, 07/04/2016).

Apart from prediction, most participants mentioned that they first approached texts by scanning them. A participant reported: *“bueno lo primero que busco yo es la fecha o algún otro dato...buscar unas palabras claves ...o sea las palabras que yo entienda pues”* (well, the first thing I look for is the date or something else...I look for keywords...words I understand) (Student 1, Focus Group 5, 07/04/2016).

Participants recognized keywords as central in understanding the texts' main ideas. Students were able to spot keywords or to use keywords within the text and relate them with what they were looking for. This tells us that looking for particular information within a text was a common strategy some participants rely on.

Also, using words previously known was another helpful strategy participants resorted to often. Students commented that using and looking for words they already knew in a text was a way to find their way through when reading as a participant reported: *“yo me voy guiando de las palabras que puedo reconocer cuando voy leyendo”* (well, I guide myself when reading using the words I already know) (Student 3, Focus Group 10, 13/05/2016). By having participants make use of their word bank tells us that they were not completely unarmed when approaching texts and could ease their way through the reading.

Other reading strategies participants used were inferring and confirming text content. They mentioned that inferring and confirming meaning from context was easy for them. This participants' tendency for inferring and confirming text content tells us that students make use of their background knowledge to brainstorm ideas about texts.

Collaborative work was a strategy almost all participants mentioned they have used when reading. A participant commented: *“Aquí llegamos a una conclusión entre todos, fuimos compartiendo las ideas”* (we got to a conclusion, we shared our ideas) (Student 4, Focus Group 10, 13/05/2016). During ERI, participants exchanged the meaning of words and phrases among themselves. They also discussed findings while reading as a way of confirming or rejecting their inferences, predictions, or guesses. The collaborative work that took place during ERI enabled participants to ask for help and also confirm or reject what they knew.

General perceptions about reading strategies Qualitative data showed that students had a positive perception towards reading strategies during ERI. It was mentioned that participants became aware of their use of reading strategies when they discussed them and acknowledged their usefulness. Findings also reported on the reading strategies most used by participants.

Besides, quantitative data collected from Questionnaire 2 corroborated and enriched participants' perceptions related to the effectiveness of reading strategies, their previous knowledge, and their use. Table 5.1 below, presents the most effective and most used reading strategies participants reported. The percentage in the table shows the frequency students used those reading strategies.

Table 6.1 Students' perceptions about the most effective reading strategies during ERI

Strategies	Description	Frequency	Percentage
Building vocabulary	Increase vocabulary of words in English through different activities where new words are included.	17	65%
Categorizing words	Categorize words according to their part of speech.	16	62%
Using words learned	Use of learned words through the writing of sentences and short summaries where words are included.	9	35%
Reading aloud	Reading texts aloud.	14	54%
Repeated reading	Reading texts using repeated reading techniques.	12	46%
Scanning	Scanning the text.	16	62%
Making predictions	Making predictions about the text.	13	50%
Inferring content	Making inferences about the content of the text.	3	12%
Confirming content	Confirming the content of the text.	5	19%
Modifying predictions	Modifying predictions of the text.	0	0%
Using prior knowledge	Relating the content of the text with previous knowledge.	15	58%
Summarizing	Summarizing the main ideas of text paragraphs.	10	38%
Working collaboratively	Working in a collaborative way to understand context through open questions.	10	38%
Using charts	Represent the context of the text in cause-effect charts.	0	0%
Recognizing words	Recognizing transition words and their function in the texts.	0	0%

The reading strategies related to vocabulary development were perceived as the most effective. Answers from more than half of the participants (65%) emphasized that the increment of words in English was the most effective reading strategy they worked with during ERI. Also, categorizing words according to their part of speech and looking for specific information in a text (scanning) were two reading strategies more than half of the students (62%) mentioned were effective. Participants' previous knowledge was reported to be effective when working with ERI, a high percentage of the participants (58%) acknowledged the use of background knowledge when reading texts in English. Pronunciation and reading texts aloud was a challenging activity for the participants. However, more than half (54%) reported that reading aloud was one of the most effective strategies. Participants also reported that predicting text content (50%) was an effective strategy.

Some other reading strategies such as repeated reading, summarizing main ideas, collaborative work, and the use of words were accounted as productive by less than half of the participants. A lower percentage of participants also mentioned that going back to the text to confirm predictions (19%) or guessing content before reading (12%) were other reading strategies considered effective when approaching texts. Participants did not consider that modifying predictions, using cause-effect charts and recognizing transition words were effective during ERI. Overall, increasing vocabulary, categorizing words and scanning were reported as the most effective reading strategies by almost two-thirds of the participants.

Quantitative data also threw light on the previous knowledge participants had of the reading strategies presented in the ERI. Results showed that a high percentage of students (62%) mentioned they previously knew some of the reading strategies presented during ERI while slightly more than a third of the participants (38%) failed to recognize those strategies (See Table 5.2).

Table 6.2 Students' previous knowledge of reading strategies presented in ERI

Previous knowledge of reading strategies	Frequency	Percentage
Yes	16	62%
No	10	38%

Besides, data also showed the reading strategies participants previously knew (see Table 5.3 below). Answers determined that more than a quarter of the participants (27%) previously knew to predict text from the content as a reading strategy. Making inferences and using previous knowledge was reported to be known by a small percentage of students (15%). Only three students (12%) recognized repeated reading techniques and scanning as strategies previously known. Data showed that less than a tenth of the participants (8%) knew the following reading strategies: use of learned words and reading aloud. Also, participants' responses showed that the increment of words in English, the categorization of words, the confirmation of text content, the modification of predictions, and the collaborative work were known by just a very small number of students (4%). Reading strategies such as summarizing main ideas, using cause-effect charts or recognizing transition words within the texts were not reported as known by any of the participants in this study.

Table 6.3 Reading strategies known by participants before ERI.

Strategies	Description	Frequency	Percentage
Building vocabulary	Increase vocabulary in English through different activities where new words are included.	1	4%
Categorizing words	Categorize words according to their part of speech.	1	4%
Using words learned	Use of learned words through the writing of sentences and short summaries where words are included.	2	8%
Reading aloud	Reading texts aloud.	2	8%
Repeated reading	Reading texts using repeated reading techniques.	3	12%
Scanning	Scanning the text.	3	12%
Making predictions	Making predictions about the text.	7	27%
Inferring content	Making inferences about the content of the text.	4	15%
Confirming content	Confirming the content of the text.	1	4%
Modifying predictions	Modifying predictions of the text.	1	4%
Using prior knowledge	Relating the content of the text with previous knowledge.	4	15%
Summarizing	Summarizing the main ideas of text paragraphs.	0	0%
Working collaboratively	Working in a collaborative way to understand context through open questions.	1	4%
Using charts	Represent the context of the text in cause-effect charts.	0	0%
Recognizing words	Recognizing transition words and their function in the texts.	0	0%

Participants also reported whether or not they had previously used the reading strategies presented during ERI. Answers showed that less than a third of the participants (31%) had previously used a few of the reading strategies while almost three-quarters of the participants (69%) answered negatively (See Table 5.4). This suggests that participants did not pay attention when using them or they did not recall the strategies they used.

Table 6.4 Participants that used reading strategies before ERI

Previous use of reading strategies presented during ERI	Frequency	Percentage
Yes	8	31%
No	18	69%

It has been reported that only a small percentage of the participants had used reading strategies before ERI. According to what participants reported, scanning was the reading strategy most previously used (23%). A smaller percentage (19%) of participants reported they had used the strategy of predicting content. The increment of vocabulary in English, the use of words learned, inferring text content, and relating previous knowledge were also mentioned

by a rather small number of participants (4%). Participants reported not having used more than half of the reading strategies presented during ERI. However, some of the strategies reported as not used were in fact, reported as known by some of the participants (see Table 5.5).

Table 6.5 Reading strategies previously used by participants

Strategies	Description	Frequency	Percentage
Broaden vocabulary	Increase vocabulary of words in English through different activities where new words are included.	1	4%
Categorizing words	Categorize words according to their part of speech.	0	0%
Using words learned	Use of learned words through the writing of sentences and short summaries where words are included.	1	4%
Reading aloud	Reading texts aloud.	0	0%
Repeated reading	Reading texts using repeated reading techniques.	0	0%
Scanning	Scanning the text.	6	23%
Making predictions	Making predictions about the text.	5	19%
Inferring content	Making inferences about the content of the text.	1	4%
Confirming content	Confirming the content of the text.	0	0%
Modifying predictions	Modifying predictions of the text.	0	0%
Using prior knowledge	Relating the content of the text with previous knowledge.	1	4%
Summarizing	Summarizing the main ideas of text paragraphs.	0	0%
Working collaboratively	Working in a collaborative way to understand context through open questions.	0	0%
Using charts	Represent the context of the text in cause-effect charts.	0	0%
Recognizing words	Recognizing transition words and their function in the texts.	0	0%

6.4.6 Considerations in further reading

This theme brings out valuable perceptions regarding students' willingness to continue reading in English. Perceptions showed that participants want to continue reading in English basically for utilitarian reasons.

Convenient for gaining knowledge and for future opportunities Students considered the further reading of texts in English useful and convenient because they have considerable academic demands that call for reading texts in general, and texts in English in particular. Participants mentioned that to continue reading texts in English would be of great help so they could have more job opportunities as a participant suggested: "*Si me gustaría seguir leyendo textos en inglés ya que me ayudaría mucho para un trabajo cuando salga*" (*I'd like to keep reading texts in English, it would help me a lot for finding a job when I finish university*) (Student 3, Questionnaire 2, 13/06/2016).

Another student mentioned: *“Si creo que ayudaría bastante seguir leyendo en inglés, para saber más y estar más preparados para el trabajo”* (I think continuing to read in English would help a lot, to learn more and be better prepared for a job) (Student 4, Focus Group 10, 13/05/2016).

Most participants are willing to continue reading in English because of the requirements they have in their field of study and the job demands in their work field. These perceptions are in line with the participants' previous comments about their lack of interest in reading in general but their acknowledgment of the convenience in doing so. It is likely that working with ERI and the general improvement participants had towards some aspects of their reading comprehension process made them feel motivated to continue reading texts, that way they are likely to have more academic and professional opportunities.

As a means for learning Some of the participants equated reading in English with learning more, that is, with obtaining more knowledge related to the FL. Most participants acknowledged that reading texts in English would help them improve their reading comprehension so they could have a better understanding of the texts they encounter. This means that reading comprehension became a more comprehensive process and students acknowledged expressing their willingness to continue reading texts in English as one participant commented: *“veo que sí me ayudó bastante, aprendí cosas que no sabía de termodinámica”* (I think it helped me a lot, I learned things I did not know about thermodynamics) (Student 16, Questionnaire 2, 13/06/2016).

Besides, pronunciation and reading fluency improvement was one of the most salient topics students related to their inclination to continue reading in English. Almost a third of the students (31%) mentioned that they would like to continue reading texts in English as a way of improving their pronunciation and reading fluency in that language as this participant quoted: *“ahora es menos pesado porque ya sabemos qué y leemos un poco más fluido ahora que la primera vez...ya no nos detenemos tanto”* (it is less difficult now because we already know what and read more fluid now than the first time...it is more fluid) (Student 4, Focus group 9, 29/04/2016). This tells us that boosting and improving pronunciation in participants during ERI may have influenced participants in their decision to continue reading

Participants also associated their willingness to continue reading texts in English with the increment of their vocabulary *“noto que ahora sé más palabras...siento que he aprendido mas palabras en inglés”* (I realize that I know more words now...I feel I have learned more words in English) (Student 2,

Focus group 9, 29/04/2016). This tells us students are aware that one way of incrementing their vocabulary is through continuous reading practice.

Some students reported ERI helped them become aware of their reading progress in spite of the difficulties they had during the instruction, as this participant commented: *“me di cuenta que entendía mejor que antes al usar lo que nos enseñaron”* (I noticed I understood better than before when using what she taught us) (Student 4, Focus group 9, 29/04/2016). These perceptions tell us ERI helped participants reflect upon their reading process in a way they could evaluate their progress.

6.5 Summary

This chapter presented the data analysis obtained from the instruments used in this study. The order in which the instruments were used is explained and a general account of the data gathered from every instrument is presented. The analysis is based on the most relevant themes identified in the data coding. These themes referred to the perceptions participants had towards reading in general, reading in English and towards the explicit reading instruction. It presented data that offered views on how ERI contributed to the development and improvement of some skills and general knowledge. Information regarding ERI and reading strategies as well as some of the considerations participants mentioned for further reading was included

Chapter 7 Conclusions

This chapter addresses the main characteristics of this investigation. Firstly, it presents the meaning of the study in terms of the findings. Secondly, a discussion on the implications of this study's results regarding teaching and learning to read in an FL is offered. Thirdly, the limitations of the study are considered and suggestions for further research proposed. Finally, in the last section, a concluding statement is presented. Every chapter of this thesis has illustrated the different stages that integrated this work. Chapter 1 presented the motivation and significance of the study, its research background, its objectives, and research questions. Chapter 2 offered the literature review on the reading process, strategic reading and the role of metacognition. It also presented the theoretical framework that supports and frames this investigation and provided a summary of research on reading. Chapter 3 gave a detailed account of what constituted the ERI program. Chapter 4 presented the methodological procedure of this research study. Chapter 5 dealt with data analysis. The discussion of findings was presented in Chapter 6. Finally, this chapter, 7, offers conclusions over the findings and aims to contribute to the current reading instruction literature in the field of EFL teaching.

7.1 Aims and achievements revisited

The overarching aim of this study was to determine to what extent explicit reading instruction contributed to form more strategic readers and to develop students' reading skills. The academic reality in this context gave way to this goal as it indicated that undergraduate students do face the demand for reading texts in English. This goal was set considering the academic reality that in this context indicates undergraduate students face the demand for reading texts in English. It is common that these students do not succeed when reading in that FL since they are not proficient readers, and that they have not received any formal instruction on reading to help tackle such texts. As a result, an intervention teaching study with a focus on explicit reading instruction of texts in English (see Chapter 3, Section 3.1) was delivered to these students who major in engineering. The delivery of this teaching instruction proved to be positive and useful, as it contributed to the students to get closer to the strategic reading process. This closeness was confirmed as the students were able to use diverse reading strategies and skills to accomplish their purposes for reading. This use of reading strategies and reading skills allowed these students to experience an incipient, although important reading fluency development which was highly appreciated by most of the students taking part in this study. The participants also reported an increase in their vocabulary, benefiting them

when approaching texts. This reading fluency awareness and this vocabulary expansion, plus the collaborative work that took place among participants produced a feeling of achievement and confidence for the students. This sense of accomplishment and confidence most likely helped to ease the students' process of reading as it was found that they did not feel sure about their ability to face texts and felt that their endeavors were helpless since most of the time they did not obtain any satisfactory result. I found that explicit reading instruction aimed students into their reading process by helping them move towards a more strategic reading process as they were able not only to use several reading strategies but also to discuss them and reflect on them after their use. This reading instruction, as previously discussed (See Chapter 3, Section 3.2) did not focus on offering students a set of strategies for reading as if they were steps to follow. It led students to think about the most suitable reading strategies to use according to the specific text that they were working with and to think about the outcomes they got by using certain reading strategies. This reflection aimed at having students assess their own reading results and, based on that assessment, to try different strategies if the ones they chose were not the most appropriate for their reading purpose. As a consequence, ERI set the ground for these students to start taking more responsibility and ownership for their reading process as they showed a more proactive attitude in setting their reading goals and assessing those goals.

Derived from the main objective of this study, one of the enquires was related to determining the students' views about their reading process since this reading instruction considers that the way students perceive their reading process directly affects the way that they perform during reading. It was found that the students' earlier perceptions towards reading in general and towards reading in an FL, in particular, were mainly negative. In fact, it could be said that they were rather discouraging. Based on this premise, it was found that this reading instruction contributed to helping students move to a more positive perception of reading in English. The views students expressed throughout this instruction showed how they gradually changed, moving from a rather negative view to a more positive view. During the initial discussions, students expressed feelings that they had no control over their reading results as they felt they were "unarmed". Because of these views, it was perceived that students did not take full responsibility for their reading outcomes. Nevertheless, in the several discussions that took place, students commented that they wanted to understand texts, and to learn what they were about, but because they did not know how to do it, they just "let it go". These demotivated feelings related to reading seemed likely to prevent the students from trying harder. Once students were presented with ERI and started to explore texts with guided practice, a change in their perceptions towards their own reading process was recorded. Students started to rely

on the several reading strategies presented and recognized them like the ones that they used when reading in their L1. I observed that the students' views on reading started to become more positive and rewarding for them. This L1 strategy recognition mainly involved the use of previous knowledge, the recognition of keywords in the text, and the scanning of the text among other reading strategies. During this instruction, it was noticeable that students expressed a sense of achievement because of their progress when reading. This incipient but important change in the students' perception positively affected participants. The students' involvement had to do with their participation in the activities proposed. These students, despite the struggle they had gone through some practices, carried out the activities proposed through the end either by asking help from their partners or the reading instructor. ERI allowed palpable students' involvement as a step towards a more strategic reading stage.

Exploring the students' perceptions not only about their own reading process but also about the way they perceived the reading instruction threw light over the main goal of this study. In general, students viewed ERI as helpful and suitable instruction that they had not received before. It was discussed early (See Chapter 1, Section 1.4.4) that students had not received direct reading instruction in the FL and they commonly approached academic texts in English with little success. As a result, when they worked with this reading instruction, which was explicit and delivered in their native language, they acknowledged that the learning of strategies and skills positively impacted their reading process. It was found that through the use, practice, and discussion of several reading strategies and skills, students learned, among other skills, how to increment their word bank. It is considered that having an ample vocabulary eases the reading task, and these perceptions towards the increase of new words learned during ERI proved to be helpful for these students. Students not only perceived ERI to positively contribute to the increment of their vocabulary bank but also the pronunciation and fluency of the FL. During the first discussions, students expressed their concerns about the little knowledge that they have regarding pronunciation and fluency as they commented on feeling insecure and struggling because of the way English sounds and is pronounced. This instruction helped students pronounce words better at a basic general level without going deeper into phonics instruction as it was discussed in Chapter 3 (see section 3.2). Participants were able to work on reading pronunciation and fluency during ERI with promising results. Offering students several practice activities on pronunciation assuaged the students' worries of not pronouncing correctly. It may be argued that reading is mostly done in silence and this study acknowledges this usual practice; nevertheless, students were really interested in learning how to pronounce words in English because it was important for them as a way to feel that they were really reading in an FL. Getting students closer to a more appropriate approach to

pronunciation in English was an achievement, considering that during ERI, pronunciation, and fluency were two of the most challenging practices these students faced. Even though they were also some of the most rewarding activities and gave students a sense of accomplishment after going through some initial struggles, thus proving that they could improve their pronunciation and fluency. It was corroborated that when suitable reading instruction is offered even at a basic level of pronunciation, students are likely to have a general overview of how the English sounds work. Also, derived from this achievement in pronunciation and fluency, students commented that they felt more confident when approaching texts, suggesting that the practice of pronunciation and fluency positively contributed to the whole reading process.

The development of strategic readers focused on enhancing students' use of reading strategies and on the development of reading skills. By revising the several reading strategies students knew and used in their L1 and applying them to texts in English, and by discussing their choices and reflecting on the reading outcomes, they felt that they could make choices according to what they were looking for in texts. Commonly, readers tend to rely on one or two strategies because of their learning style or the experience they have had in using them. This instruction contributed to developing students' awareness about the use of reading strategies. It not only centered on the reading strategies they already knew and used, but in several other reading strategies, so they were able to revise, get to know, and use different ones. It guided students in the choice-making on how to approach the texts they encountered. A consideration to highlight regarding this awareness is that it became an initial step towards the overarching goal in this study, which was that of taking students to a more strategic reading stage. By offering students this initial step, students are likely to eventually move from the conscious use of reading strategies to their unconscious, automatic use. It is by understanding what the reader does, what the process of reading conveys, and how certain barriers can be overcome when reading when conscious choices are taken and then the reading process can become automatic. During the interviews, students commented that once they reflected on the reading strategies they used, they were able to acknowledge that their reading processes were, in fact, more satisfactory. This satisfaction resided not in the fact that they always got it correct, but in the fact that even though sometimes they did not get the expected results, they felt that they had more choices to choose from during the reading process. These choices referred to the possibilities students had for trying different reading strategies according to their reading purposes. Irrespective of the little reading activity participants had in their L1, they perceived the reading strategies as a two-way process where the knowledge and experience of reading strategies they had in their native language helped

them when reading in the FL. Vocabulary development, prediction, scanning and especially the use of background knowledge among other reading strategies were highly used by students during ERI. Furthermore, the students' previous knowledge gave them confidence when reading, as most of them relied on this strategy because this knowledge was an advantage when approaching texts in English.

This study also researched the perceptions students had over their reading process to understand those views and contribute to their improvement. It is suggested that a suitable reading instruction program contributes to poor readers developing a more positive perception towards their reading process. Commonly, less proficient readers hold some apathy and a negative view of the way they approach texts, provoking a feeling of demotivation and discouragement in them. I found that most students did not possess a positive view of the way they read in an FL. They wanted to read and understand information related to their field of study, although they were not motivated enough to try an alternative way of doing it as they mentioned that the most common approach of texts was trying to decode all words and because this seemed to be an exhausting task that they easily gave up on without trying a different approach. I learned during the interviews that not only did they not know how to tackle texts appropriately, but I also learned that they did not try a different way of doing it. It was palpable that despite the students' own unsatisfactory perception of reading, they tacitly accepted it as a fact. During this reading instruction, by offering students several choices for tackling texts, and once students allowed themselves to try using the reading strategies, they could obtain better results from their reading process. These results in some practices allow students to realize which reading strategies were the most appropriate for what they were looking for in texts. In other practices, those results showed other reading strategies that were more suitable for what participants wanted from the texts. These results made students gradually change their original and hopeless reading perceptions into more positive and capable views, as some of them expressed that they felt "all right", as a way of expressing a feeling of satisfaction. ERI helped students moved towards a stage where they could see that different reading results were possible to achieve, and where they could reflect on their process while reading. This contribution towards a more satisfactory reading activity does not mean that students did not struggle from time to time when reading texts in English; it means that they were more willing to try different reading possibilities during the instruction and that they were capable of determining what they thought they needed to do in order to obtain better results.

In the context where this study took place, students mainly see reading as a tool that helps them obtain the information they need related to their field of study (See Chapter 1, Section

1.4.5). One of the questions this research set was to determine whether or not students changed the perception they originally had on reading: that they considered reading in English a tool. It was expected that students changed this view into a wider notion of reading as a way of obtaining more knowledge of the language, or even as a way of reading for pleasure. However, by the end of this instruction, it was determined that the prevalent perception students had of considering reading as a tool did not change in spite of the benefits students reported to having obtained throughout this reading instruction. It is worth mentioning that by the end of this reading instruction it was confirmed by the majority of the students that reading academic texts in English is still regarded as an end. Reading in English is seen as a tool that helps them approach disciplinary texts. This means that most students read because they have to and the students expressed their desire to continue reading texts in English specifically for professional purposes. This study contributes to confirming that the participants' notion of reading as a means of obtaining information mainly from their field of studies is valid and respectable. The students recognized the value of reading for specific purposes within their academic context.

The proposal of teaching reading in this study moved away from the traditional view of teaching reading through language lessons and suggested the feasibility of teaching reading through explicit reading instruction. It challenged the notion that to develop successful readers, they should first possess a determined level of proficiency in English so that they could attempt reading in English with promising results. The notion commonly held in educational settings is that if students know the FL, everything will fit into place, including reading in that language. Considering that language is a crucial element in the reading process, and that reading involves not only the proficiency of the language but also several other skills that contribute to the reading process, when reading students not only need to know and rely on the language knowledge they have, if any at all, but they also need to know how to compensate for what is missing when they encounter a problem. They need to take the best advantage of their previous reading experience and knowledge background. In summary, they need to make use of lower and higher reading skills interactively to get the most out of the text. This reading instruction, without diminishing the great value that possessing an ample vocabulary brings to the reading activity, recognizes that a strong level of proficiency in the FL is not commonly found in students who have studied EFL in public educational institutions, as in the context of this study. As a consequence, the possibility of teaching reading in English with a different approach was suggested. This approach involved teaching reading explicitly to these students taking into consideration that they were not proficient readers neither in their native language nor in EFL. However, they faced the need of reading texts in English,

especially academic texts. Throughout this instruction, I found that it is feasible to develop a strategic reading approach in less proficient readers so they can fulfill their academic reading demands. It was acknowledged through this investigation that reading is a complex activity (See Chapter 2, Section 2.2) and that to obtain meaning from context, numerous processes come into play. Through this instruction, students were presented and guided through the different reading strategies and reading skills they could use when facing texts according to the goals they previously set. It is often discussed that when the students' language level is too low, reading cannot take place and instead a simple code-breaking process takes place. In spite of this notion, this study suggested that even if readers possessed a low level of language, an effect could be perceived, as one of the strengths these students possessed was that of being familiar with the topics presented. Students were able to use their previous reading knowledge in their native language to understand key ideas from texts. Also, students highly relied on strategies such as scanning, spotting keywords, and collaborative work. The collaborative work that took place among participants allowed them to enrich what they found. It was a starting point that gave way to discussions towards the topic in question. Derived from this instruction where the teaching of reading centered on the reading of texts, one of the contributions worth highlighting was that students reported a language improvement through this reading practice. This instruction proved that it is possible to tackle the teaching of reading even if students have a low level of the FL because it is towards that reading practice that they could enhance the FL itself. It is worth mentioning that the findings showed that through this reading instruction, students reported a perceived language improvement in English. This improvement is considered to be a valuable additional gain that proves that reading is likely to contribute to language learning as well. This language and reading enhancement greatly helped the poor readers to advance to the more strategic reading phase.

This study suggested that by enhancing reading strategies and reading skills in students, they are likely to move into strategic reading. It was found that students not only benefited from the practice of reading strategies and reading skills but a more responsible attitude emerged related to feeling that they "owned" their process of reading. During the instruction, I observed that students saw reading strategies as ways of accessing meaning from texts and reported having used them flexibly and selectively with texts. Students considered the use of reading strategies useful and a way of becoming aware of their own self-improvement because they made choices depending on the reading results they obtained. The students' reading process was facilitated as they perceived that accessing meaning through ERI was possible, contrary to their past experiences where they mostly felt discouraged as they did not obtain results. This indicates that students were able to approach academic texts in a more

comprehensive and rewarding way, and they felt a sense of achievement when reading, a feeling which they usually did not experience before when attempting the same task. It is suggested that a positive perception towards reading makes reading easier and that ERI is likely to modify negative perceptions students have towards reading, providing a more positive view about reading. In this study, at the beginning of the intervention, students showed a tacit acceptance of the fact that they were not able to understand texts in English. However, during ERI those perceptions changed into a more positive and confident attitude because students started to experience some success when reading. This means that during ERI students developed an important, but an initial sense of achievement they reported not having felt before.

Moreover, this reading instruction helped participants to approach strategic reading. These participants, apart from having widened their knowledge and use of reading strategies, had the opportunity to rediscover the reading strategies presented in the first place. Students felt they approached and understood texts better through the explicit guidance of the reading instruction. It was earlier discussed that several skills were also developed in students as was reflected in the increment of students' vocabulary, in the improvement of their pronunciation, reading fluency, and the overall improvement of the FL. This development of reading skills not only involved reading in English, but it also contributed to the development of some skills such as writing in the L1 in some students. During the reading instruction, students had to summarize and organize main and secondary ideas of some paragraphs in their native language and due to this writing process in their L1, some students reported their writing skills improved. Not only did students' reading and writing skills improved, but new attitudes emerged as several participants reported having felt more confident as they perceived this reading instruction more satisfactory.

As a result of the methodological approach chosen to carry out this study and its specifics, limitations with generalizability are acknowledged. Nevertheless, students that took part in this investigation are representative of many others in higher education contexts within the country and around the world. Participants share similarities with students of other contexts concerning the reading requirements in an FL that they have to meet, and the struggle they often go through because they are not proficient readers in their L1 or English. Also, it is common that in many higher education settings instruction in reading is commonly a modest component of the regular FL classes that students receive, if it is included at all. As a consequence, what has been learned about explicit reading instruction from this study can be applied to numerous similar settings. Even though this reading intervention was conducted under the teacher-researcher approach, all the ERI curricular goals which integrate the

program content, as well as its lessons, can be replicable in other teaching contexts by EFL teachers as reading instructors. This study did not aim at testing a hypothesis; it aimed at exploring from different angles the perceptions and factors that affected the students' reading process. It also looked into the students' development towards a strategic reading stage in an FL, as it considered that the development of new insights on teaching reading in the field of EFL will contribute to strengthening our understanding of explicit reading instruction, as this approach of teaching reading explicitly is likely to benefit students who are not proficient readers but have immediate academic reading requirements.

7.2 Implications of this study

An explicit reading program is a good instruction to be taught as it was found to be beneficial for students who are not proficient readers but need to meet certain reading needs in the FL. It is considered that the amount and content of the reading instruction offered in this study are suitable for students with these characteristics. Qualitative data obtained points out that this instruction was positive and useful for the participants, and as a result, some implications can be drawn. The first implication is related to the design and implementation of the reading program in public universities. The second one refers to EFL teachers in public universities who can teach such a program. The last implication is related to deepening and extending this ERI research to obtain new insights into the EFL reading field.

7.2.1 Reading program design and implementation

The delivery of ERI to engineering university students helped them to approach academic texts in English with more understanding, confidence, and an emerging sense of achievement. It was observed that students showed more attempts to utilize the several reading strategies presented. This confirmed that reading can be taught precisely from a reading approach, instead of relegating it to the content of regular EFL classes. Moreover, these findings suggest that ERI is promising, not only for university students who major in the engineering field but for other university students enrolled in different bachelor degrees such as marketing, tourism, commerce, psychology, political sciences, oil and gas engineering, agronomy and zoology, among others.

As a consequence, the design of an ERI program suitable for all university majors is suggested to be particularly useful for students. The instruction provided through ERI is likely not only to benefit students during their studies, but it is also suggested to become a life-learning skill that will positively impact their professional and personal lives. TEFL teachers or special

course designers should consult experts from the different subject areas to design a course suitable for the students' interests and needs, where the most concurrent and updated bibliographic materials are to be included. It is also suggested that once the reading program is designed, EFL teachers and subject teachers meet to get to know and evaluate the program aims, content, bibliographic material, and activities proposed. Apart from this suggested reading program evaluation, it is highly advisable to offer EFL teachers instruction on the reading process in an FL and on how to incorporate and deliver the program within the regular EFL classes.

As discussed, it is recommended to implement the program for all university students from different fields of study. Also, its implementation is highly suggested to take place during the first or second semester so it would be more likely students have a more successful start when it comes to reading in an FL. Furthermore, this reading instruction implementation has not been designed to consume extra teaching time or to give up the EFL regular classes; rather it is suggested to be incorporated within those regular FL classes. Besides, for students who are studying third and further semesters and who do not receive EFL classes, this program is suggested to be implemented by subject teachers where the reading material serves as a follow-up for subject classes.

Lastly, results from this study suggest the ERI not only helped students approach texts more strategically, but also helped them to develop other skills such as reading fluency, pronunciation, and vocabulary. It also boosted confidence and a sense of achievement in students. These gains play an important role in FL learning in general and could be of great help for both students and EFL teachers. Therefore, the teaching of reading through the implementation of an explicit reading program is possible to be taught and is likely to offer an added value to the students' academic development.

7.2.2 EFL teachers in public universities

In contexts where students are not proficient readers and are not interested in the FL but face reading demands, a teaching approach where the aim is to explicitly teach reading through the development of reading strategies and skills rather than through language lessons is considered to offer positive results. Nevertheless, under this teaching proposal, EFL teachers may feel challenged by this approach since it disregards the traditional view of teaching the FL. Therefore, for EFL teachers to positively implement this reading approach, they must recognize the complex process of reading and learn what this process involves. Implementing a reading program either in regular EFL classes or subject classes is likely to serve a twofold

purpose: to help students meet their reading requirements and to develop a more strategic reading approach.

A reading teaching program is suggested to be an opportunity for EFL teachers to broaden their teaching practice and, according to findings, for students to obtain a sense of achievement, confidence, and understanding as they use reading strategies and reading skills. These results can be fertile soil for students to eventually become interested in their EFL classes. Moreover, a reading program approach is likely to enrich the teaching practice as it may serve as an opportunity to learn from students. During this program, the teacher brings the language to the classroom and students bring their knowledge. This approach to teaching reading approach does not require teachers to possess knowledge about the subject area but requires teachers to have an open mind and willingness to learn from students.

Furthermore, ERI is suggested to contribute to the development of self-assessment awareness in students. Contrary to formal assessment, it develops in students the ability to monitor and evaluate their progress as they are given opportunities to reflect on the goals they set and in how they attain them. Reading instruction offers students opportunities to become responsible for their own reading process and to improve their outcomes in case they are not satisfactory. The experience obtained in this intervention suggests that ERI is highly recommended to be delivered by EFL teachers or subject teachers that understand the process of reading and its implications.

7.2.3 Research in reading instruction

This study offers theoretically promising results related to the implementation of an explicit reading program that emphasizes the development of reading strategies and reading skills as well as the enhancement of strategic reading. Similar research is suggested to be conducted in other study field areas related to humanities and engineering to get to know the effects this reading instruction has on students from those fields of study and to obtain new insights related to the perceptions they have towards this instruction and towards their reading process.

Additionally, this reading program and its content are likely to be useful for conducting further studies where suitable adaptations can be made according to the students' needs. This suitability resides in the fact that all the curricular goals of this reading program can be applied to different texts and be expanded or shortened according to the diverse teaching scenarios. Lastly, this reading program can serve as a guideline for researching, designing, and offering ESP courses in fields such as humanities and other engineering-related fields.

7.3 Limitations of the study

This study focused on the teaching of reading through explicit instruction to enhance reading strategies and reading skills and to contribute to the development of more strategic readers, hence its narrow perspective. One of the areas that call for attention in the context of this study and in several other academic contexts is precisely the development of reading strategies, reading skills, and strategic readers within EFL teaching. During the delivery of this reading instruction, improvements and benefits related to the use of reading strategies were obtained. However, some other aspects that are related to reading instruction and that are derived from this teaching intervention study were not looked at due to the main focus of this investigation.

As a consequence, the findings obtained, although valuable and revealing, do not constitute a complete perspective in the field of FL teaching as this field represents a broader and more complex area than what this study suggests. This study focused specifically on how the instruction of reading strategies and reading skills affected the students' perceptions towards them and their use within their reading process, leaving aside the investigation of language development in these students through this instruction. It is suggested that to enrich and strengthen the findings obtained, external observation on how ERI is implemented and delivered by the reading instructor will be beneficial. This study also centered and worked with low proficient readers who had the need to understand texts in English and was not extended to more proficient readers within the same context of the study. This demonstrates that some areas in this research study were not considered and as a consequence, there are opportunities for further research in other aspects of teaching reading in an FL.

7.4 Suggestions for further research

Findings showed that the implementation of direct reading instruction to undergraduate engineering students had a positive outcome. However, as discussed above, these findings derived from a very specific perspective, which was the teaching of reading strategies and reading skills towards a strategic reading process. Therefore, additional research in the following areas to determine how reading instruction interacts with them is proposed.

7.4.1 Students' FL development through ERI

Further investigation on what ways and to what extent this reading instruction helps students develop the FL during the reading instruction is suggested. This suggestion derived from the

fact that although this study did not aim at improving the participants' language proficiency, but rather their reading strategies and reading skills, findings suggested that language proficiency in students improved as a result of the reading instruction. Participants' reported some notable improvements in their language proficiency as an additional gain. Therefore, it would be significant that in further reading instruction research, some data-gathering tools, such as a pre- and a post- language proficiency test, could be offered to students to determine the impact reading instruction has on students' FL development.

7.4.2 External observation during the implementation of ERI

The implementation of an ERI program offers the opportunity to look at the teaching of FL reading and at the interaction that occurs between the instructor and the participants from different angles. As a way to enrich this view, it is suggested that further research on reading instruction be conducted having an external observer while the reading instructor delivers the reading program. It is considered that this research approach of having an external researcher observing how ERI is delivered and how the instructor-participants, participants-participants interactions unfold will enrich the findings obtained in this study and will throw light into the EFL teaching field providing new insights from a different perspective.

7.4.3 FL proficient students and ERI

A question that emerged from the findings referred to determining whether or not students, who are proficient in the FL, would benefit from ERI and if so, to what extent. As a consequence, further research in determining the impact students' proficiency in the FL has when delivering reading instruction as well as the way language proficiency interacts with lower and higher-level reading processes is thought to contribute to the enhancement of EFL and FL reading programs. As a result, research would contribute to the EFL program's design, content, and implementation among university students, offering wider and more suitable choices for FL reading and language improvement.

7.5 Conclusion

As a result of conducting this study, I have learned that reading goes beyond the mere knowledge of the language; it requires the use of reading strategies and reading skills as well as language skills, especially for the class I worked with during this investigation. Students in this context need the language to understand texts in English, and therefore, reading strategies and reading skills become a central part of this text comprehension process. By learning how to

apply the different reading strategies and reading skills to the texts students learn, and as an additional benefit, language skills improve as well. As a result, when students become better at reading they can also become better at understanding the language, and they can understand or absorb more. Findings showed that teaching reading from an explicit approach is an important area because when these learning skills are learned, they can develop students' language in an additional way. Explicitly taught reading instruction positively impacts the students' reading development in terms of reading strategy use and access to meaning. An ERI program is considered a useful teaching instrument that helps to guide students who have ESP needs so that they can meet their reading academic requirements.

Teaching reading through an explicit instruction approach, in a way, challenges the traditional view of teaching reading through language lessons. This study puts forward that teaching reading does not equate to teaching the FL, it suggests that reading instruction be taught by reading directly. Findings show that when offering explicit reading instruction, additional gains in the students' FL development are likely to be obtained. These additional improvements are mainly related to the development of pronunciation and reading fluency, to the increase of vocabulary, and even to the development of writing skills in the students' L1. Besides, reading instruction is likely to be a vehicle to boost students' confidence and an opportunity to reflect upon their own reading process, factors that positively affect the students' reading process.

This research study supports the pedagogical research on the field of reading instruction and offers empirical evidence that ERI is a viable option to be offered to undergraduate students at public universities. Additionally, this research study provides valuable insights related to the students' perceptions of how they approach reading in English through ERI motivated by their need to understand texts during their professional engineering studies. These insights provide comprehensible directions for further development of reading instruction in EFL contexts.

Appendix A Questionnaire 1 (English & Spanish versions)

QUESTIONNAIRE 1

This questionnaire is about reading habits and will serve as a source for gathering data for the PhD research study you were informed on *Instruction in Reading in a Foreign Language*. All the answers you provide will be anonymous and confidential.

Thank you for taking some of your valuable time for contributing to this study.

Directions:

Please, tick the answer that best applies to your case.

1. How much time do you devote to reading daily?

0 hours _____

½ to 1 hour _____

2 to 3 hours _____

4 to 5 hours _____

6 or more _____

2. What kind of material do you read?

_____ Newspapers

_____ Magazines in general

_____ Books in general

_____ Articles related to your field of study

_____ Magazines related to your field of study

_____ Books/Books chapters related to your field of study

_____ Others. Please, state _____

3. Have you read a: chapter _____ or an article _____

related to your field of study this week?

YES _____ NO _____

If you answered YES, can you write the title of what you read? _____

Appendix A

4. Do you attend the university library?

YES _____ NO _____

If you answered YES, Do you read books related to your field of study there?

YES _____ NO _____

5. Have you ever read or do you read in English?

YES _____ NO _____

If you answered YES, what have you read or what do you read?

6. Do you talk with someone else about what you read? YES ____ NO ____

If you answered YES, Who do you talk to? _____

CUESTIONARIO 1

Este cuestionario es acerca de hábitos de lectura y tiene el propósito de recolectar información para el estudio de investigación doctoral sobre la Instrucción de lectura en Lengua Extranjera. Todas las respuestas que proporcione serán anónimas y confidenciales.

Gracias por contribuir con su tiempo a este estudio de investigación.

Marca con una *X* lo que aplique a tu caso.

1. En general, ¿cuánto tiempo dedicas a leer al día?

0 horas _____

½ a 1 hora _____

2 a 3 horas _____

4 a 5 horas _____

6 o más _____

2. ¿Qué material lees?

_____ Periódicos

_____ Revistas comerciales

_____ Libros en general

_____ Artículos relacionados con tu carrera

_____ Revistas relacionadas con tu carrera

_____ Libros o Capítulos de un libros relacionados con tu carrera

_____ Otros. Por favor, escriba cuál(es) _____

3. ¿Has leído un:

capítulo _____

artículo _____

relacionado con tu carrera esta semana?

SI _____

NO _____

Si contestaste que sí, ¿puedes escribir el título de lo que leíste? _____

Appendix A

4. ¿Asistes a la biblioteca de la universidad?

SI _____ NO _____

Si contestaste que SI, ¿ lees algún libro relacionado con tu carrera?

SI _____ NO _____

5. ¿Has leído o lees en inglés?

SI _____ NO _____

Si contestaste que sí, ¿qué has leído o lees?

6. ¿Platicas con alguien sobre lo que lees? SI _____ NO _____

Si has contestado que sí, ¿Con quién? _____

Appendix B Questionnaire 2 (English & Spanish versions)

Questionnaire 2

This questionnaire is about your perceptions of the work done during this intervention study. The information gathered will serve as a source for the PhD research study you were informed on Instruction on Reading in a Foreign Language. All the answers you provide will be anonymous and confidential. Thank you for taking some of your valuable time for contributing to this study.

Directions:

Circle the answer you consider the most appropriate or write the answer to the question.

1-What is your opinion about ERI you received during the semester?

Very helpful _____

Helpful _____

Little helpful _____

Didn't help _____

Why?

2- At present, how would you describe your reading in English?

Better than before _____

A little better than before _____

Same as before _____

Worse than before _____

Why?

Appendix B

3- From the following reading strategies we worked with during the semester, which were the most effective for you when reading texts in English? (underline the ones you consider most effective)

Increase vocabulary of words in English through different activities where new words are included.
Categorize words according to their part of speech.
Use of learnt words through the writing of sentences and short summaries where words are include
Reading texts aloud.
Reading texts using repeated reading techniques.
Scanning the text.
Making predictions about the text.
Making inferences about the content of the text.
Confirming the content of the text.
Modifying predictions of the text.
Relating the content of the text with previous knowledge.
Summarising main ideas of text paragraphs.
Working in a collaborative way to understand context through open questions.
Represent the context of the text in cause-effect charts.
Recognizing transition words and their function in the texts.

4-Did you know some of the reading strategies we worked with? Yes_____ No_____

Which ones? (write the letter corresponding the strategy chosen)_____

5- Did you use some of the reading strategies we worked with before this course?

Which ones? (write the letter corresponding the strategy chosen)_____

6-Would you like to continue reading texts in English?

Why?_____

¡Thank you!

CUESTIONARIO 2

Este cuestionario es sobre tus percepciones acerca de la instrucción de lectura que recibiste durante el semestre. Todas las respuestas que proporcionen serán anónimas y confidenciales.

Gracias por contribuir con tu tiempo.

INSTRUCCIONES:

Encierra en un círculo la respuesta que consideres más adecuada o escribe la respuesta que se te pide.

1- ¿Cuál es tu opinión sobre la instrucción/enseñanza explícita de lectura que recibiste en el semestre? (encierra en un círculo una de las opciones)

Que fue muy útil ----- que fue útil ----- que fue poco útil ----- que no me sirvió

¿Por qué lo consideras así? _____

2- Actualmente, ¿Cómo describirías tu lectura de textos en inglés? (encierra en un círculo una de las opciones)

Mejor que antes de tomar esta clase-----Un poco mejor que antes de tomar esta clase-----

Igual que antes de tomar esta clase-----Peor que antes de tomar esta clase

¿Por qué lo consideras así? _____

3- De las siguientes estrategias de lectura que trabajamos durante el semestre ¿Cuál o cuáles fueron más efectivas para ti al leer textos en inglés? (marca las que tú consideres)

- a) Aumentar el vocabulario de palabras en inglés a través de hacer listados de nuevas palabras.
- b) Analizar palabras por su tipo=nouns/verbs/adverbs/adjectives.
- c) Usar las palabras que se aprendieron escribiendo oraciones donde se incluyeran esas palabras.
- d) Leer textos en voz alta.
- e) Lectura repetida (leer después de escuchar el texto en inglés).
- f) Escanear el texto.
- g) Predecir el texto.
- h) Inferir el contenido del texto.
- i) Confirmar el contenido del texto.
- j) Modificar la predicción que se hizo del texto.
- k) Relacionar el texto con información previa que tú ya conoces.
- l) Resumir las ideas principales del texto párrafo por párrafo.
- m) Trabajar colaborativamente con un compañero a través de contestar preguntas sobre el texto.
- n) Presentar la información de un texto a través de gráficas (causa-efecto).
- o) Reconocer las palabras de transición dentro del texto (because, so,therefore, nowadays, however,..)

Otra: _____

Appendix B

4- ¿Conocías ya alguna de las estrategias de lectura que se te presentaron? SI___ No___

Si contestaste que SI, ¿Cuáles? (escribe la letra de la estrategia correspondiente)

5 ¿Usabas ya alguna de estas estrategias antes de recibir este curso? SI___ No___

Si contestaste que SI, ¿Cuáles? (escribe la letra de la estrategia correspondiente)_____

6 ¿Te gustaría seguir leyendo textos en inglés?

SI _____ NO _____

¿Por qué? _____

¡Gracias por tu colaboración!

Appendix C

16. Where.....to School?

- a. is Joe go b. does Joe go c. do Joe goes

17.a movie theater near my house. It's really big.

- a. There is b. There are c. There isn't d. There aren't

18. Sorry, but..... a gym around here.

- a. there is b. there are c. there isn't d. there aren't

19.some good Italian restaurants downtown. Let's go. I'm hungry!

- a. There is b. There are c. There isn't d. There aren't

20. No, a convenience store near my house.

- a. there is b. there are c. there isn't d. there aren't

21.any department stores near here.

- a. There is b. There are c. There isn't d. There aren't

22..... 520 stores in the Mall of America. It's huge!!

- a. There is b. There are c. There isn't d. There aren't

23 a train station in your town?

- a. Is there b. Are there c. There isn't d. There aren't

24. any drugstores in your neighborhood?

- a. Is there b. Are there c. There isn't d. There aren't

25. any stores on Juárez street?

- a. Is there b. Are there c. There isn't d. There aren't

26. a coffee shop near your school?

- a. Is there b. Are there c. There isn't d. There aren't

II. Is the sentence grammatically correct or incorrect?

27. I doesn't live in Ireland.

- a. correct b. incorrect

28. Carlos and I work at the airport.

- a. correct b. incorrect

29. My sister María lives in San Francisco.

- a. correct b. incorrect

30. Roberto play soccer on Sundays.

- a. correct b. incorrect

III. Choose for every sentence the correct simple past tense of the verb in parentheses.

31. Diana and I (lose) our flight.

- a. losed b. losted c. lost
32. She (forget) her Passport.
- a. forgot b. forgotten c. forgeted
33. My son(eat) all the cake last weekend.
- a. eated b. ate c. eaten
34. I(see) beautiful beaches on my vacation.
- a. seen b. seed c. saw
35. They (fly) from Boston to New York.
- a. flow b. flown c. flew
36. Claudia (write) a beautiful letter.
- a. writed b. wroted c. wrote

IV. Choose the best word or phrase to complete the sentence.

37. Where on your last vacation?
- a. you went b. did you c. do you went d. did you go
38. How long there?
- a. you stayed b. did you stay c. do you stayed d. you did stay
39. anyone interesting on your last vacation?
- a. Did you meet b. Do you met c. You met d. Did you met
40. I a good time on my last vacation.
- a. didn't had b. have c. had d. don't had

V. Choose the correct answer

41. The red dress is \$100. The black one is \$200. The red dress isthe black one.
- a. cheap as b. more cheap c. cheaper d. cheaper than
42. Tennis shoes areshoes
- a. comfortabler b. more comfortable than c.more comfortable d. more than
43. This lasagna is good. That spaghetti is terrible. This lasagna is that spaghetti.
- a. better than b. as good c. gooder than d. more good than
44. Suits are Jeans.
- a. stylisher than b. more stylisher c. more stylish than d. stylish as

Appendix C

VI. Does Gloria exercise? Look at the chart and choose the correct answer.

Gloria 	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Jogging	x	x	x	x	x	x	x
Tennis		x		x		x	x
Swimming			x		x		
Yoga							
Bowling	x	x	x		x	x	
bicycling							

45. Gloria goes jogging.
 a. always b. usually c. sometimes d. never
46. Gloria plays tennis.
 a. always b. usually c. sometimes d. never
47. Gloria goes swimming.
 a. always b. usually c. sometimes d. never
48. Gloria does yoga.
 a. always b. usually c. sometimes d. never
49. Gloria goes bowling.
 a. always b. usually c. sometimes d. never
50. Gloria goes bicycling.
 a. always b. usually c. sometimes d. never

VII. Choose the correct comparative form of the adjectives.

51. cool
 a. more cool b. cool more c. cooler
52. new
 a. newer b. new more c. more new
53. big
 a. more big b. big more c. bigger
54. bad
 a. more bad b. badder c. worse

VIII. Choose the correct form for every sentence.

55. I on my friend's sofa when his mother came home.
 a. were sleeping b. was slept c. was sleeping
56. What you about when I came?
 a. were.....talking b. did.... talked c. is.....talked
57. They in Sidney when their first child was born.
 a. was living b. were living c. were lived

58. She when the car hit the tree.
 a. weren't driving b. isn't driving c. wasn't driving
59. It when they arrived in Beijing.
 a. was snowing b. are snowing c. is snowed
60. We were along the beach when we saw a snake.
 a. walked b. is walked c. walking
61. They tennis when it started to rain.
 a. were playing b. were played c. are playing
62. We in the library when the fire started.
 a. were studying b. were studied c. are studying
63. A dog ate my sandwich while I in the park
 a. was slept b. were slept c. was sleeping
64. He broke his leg while he
 a. were skiing b. was skiing c. was skied

IX. Choose the correct preposition.

65. We'll meet you the bus stop.
 a. on b. in c. at
66. My family is from Canada, but we liveMexico.
 a. on b. in c. at
67. Let's meet next Saturday 3:00.
 a. on b. in c. at
68. I hate driving night.
 a. on b. in c. at
69. Our flight is leaving Monday the evening.
 a. on-in b. in-at c. at-at
70. There's a post office the end of this block.
 a. on b. in c. at
71. They swam the lake yesterday.
 a. on b. in c. at
72. my room I have a poster the wall and a photo of my parentsthe table by my bed.
 a. in-on-on b. on-in-at c. in-at-on
73. We have a test Friday the afternoon.
 a. in-in b. in-onc. on-in

Appendix C

74. Albert Einstein was born March 14, 1879.

- a. in b. at c. on

X. Choose the correct form of the verb

75. Bob..... (play) tennis.

- a. are playing b. are play c. is playing

76. Carla and I(not exercise).

- a. is not exercise b. is not exercising c. are not exercising

77. My parents..... (order) food.

- a. is order b. are ordering c. is ordering

78. Jen(not do) yoga.

- a. are not doing b. are not do c. is not doing

79. Alice.....(take) a nap.

- a. is taking b. is take c. are taking

80. They..... (not swim).

- a. are not swimming b. is not swimming c. am not swimming

81. Jennifer.....(buy) some souvenirs.

- a. is buy b. are buying c. is buying

82. Héctor and Pablo(study) maths.

- a. are studying b. is studying c. are study

83. You(watch) that documentary.

- a. is watch b. are watching c. am watching

84. The children(play) *X Box*.

- a. is playing b. are playing c. am playing

XI. Choose the correct word or phrase to complete the sentence.

85. Wheresome souvenirs?

- a. can I buy b. can I buy to c. I can buy

86. How..... there?

- a. can I b. can I get c. can I to get

87. She..... to the university by bus.

- a. can get to b. can to get c. can get

88. They a bus to the city.

- a. can take not b. can't take c. can't to take

89. We In the sun. It's too hot.
 a. can't to sit b. can't sit c. can sit not
90. You..... to Mexico City.
 a. to can go b. can to go c. can go
91. Lisa.....the flute very well.
 a. can playing b. can play c. can played
92. I..... this car. It's very old!
 a. can't drive b. can drove c. can driving
93. Selena..... French well, she's bilingual.
 a. can speaks b. can speak c. can spoke
- 94..... swim?
 a. Can to you b. To can c. Can you
95. How Is it? -It's ten dollars.
 a. many b. much c. a lot of
96. Do you like soccer? -Yes,!
 a. many b. lots c. a lot
97. Pablo is really popular. He has friends.
 a. many b. much c. a lot
98. How..... water do you drink a day?
 a. many b. much c. a lot
99. Tabasco has of beautiful places to visit.
 a. much b. lots c.some
100. people promote peace around the world.
 a. Much b. Lots c. Some
101. How bananas do you want? -Three, please.
 a. many b. much c. a lot
102. Antonio is very busy, he has work.
 a. many b. much c. a lot
103. New York has beautiful buildings.
 a. many b. much c. a lot
104. In Mexico City, you can find cultural activities to do.
 a. much b. lots c. many
105. There are a lot of In the Bar.
 a. mens b. mans c. men
106. I love, they are really spontaneous.
 a. childrens b. childs c. children
107. Nowadays, a high percentage of work outside their houses.
 a. woman b. women c. womens
108. Oh, no! there are a lot of in my house.
 a. mouse b. mouses c. mice

Appendix C

109. Please, pick up those and put them on the table.

- a. boxes b. boxs c. boxees

110. That is a private club, onlycan enter.

- a. ladys b. ladies c. ladyes

111. Oh, no, I can't see. There are many in front of me.

- a. people b. persons c. peoples

112. I can't walk any more, my hurt.

- a. foot b. foots c. feet

113. In Puebla, you can find lots of old

- a. churches b. churchs c. church

114. Look at your smile, you have beautiful

- a. teeth b. tooth c. tooths

115. Please, your books to page 43.

- a. opening b. opened c. open

116. All students, to room # 101

- a. Going b. Goes c. Go

117..... move that box, please.

- a. Don't b. Didn't c. Doesn't

118. your room now.

- a. Clean b. Cleans c. Cleaning

119. use your cell phone during the exam.

- a. Don't b. Didn't c. Doesn't

120. the GPS during your trip.

- a. Use b. Using c. Used

121. Please, your homework by next Monday.

- a. turning in b. turn in c. turned in

XII. Read the following text. Choose the best answer to complete the sentence.

I don't usually eat American food. I prefer Japanese, Mexican, or Italian restaurants. But I went to a great American restaurant last night. Its name is Hamburger Hill.

I had a great time. The restaurant wasn't crowded, and my waiter was hardworking and friendly. (He was good-looking, too! He looked like Ben Affleck: tall, short dark hair, nice dark eyes.) The food was cheap, but the restaurant was as stylish as some expensive ones. And the food was just delicious! It had pretty good French fries, my hamburger was excellent, and the ice cream was really good.

Hamburger Hill is on Main Street, between Top Music Store and Main Department Store, across from the movie theater. It's a small place, with only a dozen tables, but it also offers access to the Internet. So you can eat your meal and check your e-mail.

I'm definitely going to go back there. Maybe I'll see you there next time.

122. According to the text, the writer

- a) ate American food yesterday
- b) doesn't like American food
- c) is vegetarian
- d) only eats Japanese, Mexican, or Italian food

123. According to the text, the writer

- a) didn't like the food very much
- b) didn't like the waiter
- c) doesn't think Ben Affleck is good-looking
- d) thought the waiter was handsome

124. According to the text, the restaurant is

- a) expensive
- b) next to a department store
- c) next to a movie theatre
- d) not very stylish

125. According to the text, we can say that the writer

- a) checked his e-mail at the restaurant
- b) is meeting someone at Hamburger Hill
- c) wants to go to Hamburger Hill again
- d) went to Hamburger Hill with a friend

Appendix D Participant information sheet

Participant Information Sheet (Face to Face)

Study Title: Enhancing reading skills and strategic reading in university students through explicit reading instruction: an intervention teaching study

Researcher: Liliana Pelayo Muñoz **Ethics number:** 18673

Please read this information carefully before deciding to take part in this research. If you are happy to participate you will be asked to sign a consent form.

What is the research about?

This research study is about how reading skills and strategic reading can be enhanced through Explicit Reading Instruction (ERI). I am a PhD student in Modern Languages at the University of Southampton. I have been teaching English for more than 16 years here at UPCH. My area of interest is reading in English as a Foreign Language.

The questionnaires here presented refer to a) finding out about your reading habits in Spanish and English if applicable with the sole purpose of understanding the contemporary reading habits from young people like you and, b) your perceptions related to your reading process and ERI after having received the instruction.

The University of Southampton funds and sponsors this study.

Why have I been chosen?

You were chosen to participate in this study as the main aim for this intervention is to work with students majored in Electrical and Mechanical Engineering who in general read little but are aware of the need they have of reading texts in English.

What will happen to me if I take part?

You will take part in 30 sessions aimed at developing reading activities. Every session will have a length of approximately 60 minutes and will be delivered as a part of your Foreign Language English class during this semester (Feb-Jul 2016). Moreover, you will be able to take part in focus groups as a volunteer during extracurricular schedules. You will read, discuss, work individually, in pairs and with the whole group with the activities proposed by the instructor. During the focus groups, you will discuss topics related to reading, reading comprehension, reading habits, among others and your opinions will be recorded.

Appendix D

Are there any benefits in my taking part?

Economic benefits or passing grades will not be given. Although an individual benefit of enhancing reading skills to current knowledge is worth to mention. Snacks and soft drinks will be offered to participants taking part in the focus-group interviews.

Are there any risks involved?

This study does not involve any potential risks but the ones of everyday life. Some anxiety, stress or tiredness while working with texts may be possible although they are not long-lasting risks or offer side effects.

Will my participation be confidential?

According to the Data Protection Act from the University of Southampton policy all data gathered will be kept on a password protected computer. Confidentiality and anonymity will be assured. When anonymity cannot be assured (i.e. focus groups) confidentiality will be given.

What happens if I change my mind?

You have the right to withdraw at any time without your legal rights being affected.

What happens if something goes wrong?

In the unlikely case of concern or complaint please refer to the Chair of the Faculty Ethics Committee Prof Chris Janaway (023 80593424, c.janaway@soton.ac.uk).

Where can I get more information?

Please contact Liliana Pelayo Muñoz, (937 105 3260) lilianpela@hotmail.com for any questions you may have after reading this information sheet

Participant Information Sheet (Face to Face) Spanish version

Hoja de información para el participante

Título del estudio: Enriqueciendo las habilidades de lectura y la lectura estratégica en estudiantes universitarios a través de la instrucción explícita: un estudio de intervención.

Investigador: Liliana Pelayo Muñoz **Número de Ethics:** 18673

Por favor lee cuidadosamente esta información antes de decidir participar en esta investigación. Si decides hacerlo se te pedirá que firmes una forma de consentimiento.

¿De qué se trata esta investigación?

Este proyecto de investigación es acerca de cómo las habilidades de lectura y la lectura estratégica puede enriquecerse a través de una instrucción explícita de lectura (ERI por sus siglas en inglés) Soy estudiante del Doctorado en Lenguas Modernas de la Universidad de Southampton. He enseñado inglés como Lengua Extranjera por más de 16 años aquí en UPCH y mi área de interés ha sido la lectura en inglés como lengua extranjera.

Los cuestionarios que se te presentarán se refieren a) conocer tus hábitos de lectura en español y también en inglés de ser el caso con el único propósito de entender los hábitos de lectura de jóvenes como tú en la actualidad y b) conocer tus percepciones relacionadas con el proceso de lectura y con ERI después de haber recibido la instrucción.

La universidad de Southampton es la patrocinadora de este estudio de investigación.

¿Por qué he sido escogido?

Tú has sido elegido en participar en este estudio ya que estudias la carrera de ingeniería Eléctrica y mecánica y que de manera general lees poco pero que conoces la necesidad de leer textos en inglés.

¿Qué sucederá si participo?

Tú participarás en 30 sesiones encaminadas a desarrollar actividades de lectura. Cada sesión tendrá una duración aproximada de 60 minutos como parte de la clase de inglés como lengua extranjera durante este semestre. Además podrás participar en grupos de enfoque como voluntario durante horarios fuera de clase. Tú leerás, discutirás, trabajarás de manera individual, en pareja y también con todo el grupo de acuerdo a las actividades que proponga el instructor. Durante los grupos de enfoque discutirás temas relacionados con la lectura, con la comprensión de lectura, con los hábitos de lectura entre otros temas y tus opiniones serán grabadas.

Appendix D

¿Obtendré algún beneficio al participar?

No se otorgará ningún beneficio económico ni calificaciones aprobatorias al participar en este proyecto. Sin embargo, es importante mencionar que existe un beneficio personal al enriquecer tus habilidades lectoras en inglés. Bocadillos y bebidas refrescantes serán ofrecidos durante las entrevistas de grupos de enfoque.

¿Hay algún riesgo?

No hay ningún riesgo potencial en este estudio a excepción de los que existen en la vida cotidiana. Algo de estrés, ansiedad o cansancio mientras se trabaja con los textos pudiera presentarse aunque estos no son riesgos de efectos permanentes o que ofrezcan efectos secundarios.

¿Mi participación será confidencial?

De acuerdo al decreto de Protección a la información de las políticas de la Universidad de Southampton la información será almacenada en una computadora con contraseña. La confidencialidad y el anonimato se garantizarán. Cuando el anonimato no pueda garantizarse, como en el caso de cuando se trabaje con grupos de enfoque, la confidencialidad sí se garantizará.

¿Qué sucede si cambio de opinión?

Tienes el derecho de no seguir participando en el estudio sin que alguno de tus derechos se vea afectado.

¿Qué sucede si algo no sale bien?

En caso de que tengas una preocupación o una queja por favor contacta al Presidente de la Academia del Comité de Ética, Prof Chris Janaway (023 80593424, c.janaway@soton.ac.uk).

¿Dónde puedo obtener más información?

Si después de leer esta hoja informativa, tienes otras dudas, por favor contacta a Liliana Pelayo Muñoz, (937 105 3260), lilianpela@hotmail.com

Appendix E Consent Form (face to face)

CONSENT FORM (FACE TO FACE: Insert Version number 1.0)

Study title: Enhancing reading skills and strategic reading in university students through explicit reading instruction: an intervention teaching study

Título del estudio: Enriqueciendo las habilidades de lectura y la lectura estratégica en estudiantes universitarios a través de la instrucción explícita: un estudio de intervención.

Researcher name: Liliana Pelayo Muñoz

Staff/Student number: 27395979

ERGO reference number: 18673

Please initial the box(es) if you agree with the statement(s):

Por favor escriba sus iniciales en cada cuadro si está de acuerdo con cada enunciado:

I have read and understood the information sheet.

He leído y comprendido la hoja informativa.

I agree to take part in this research project and agree for my data to be used for the purpose of this study

Estoy de acuerdo en formar parte de este proyecto de investigación y estoy de acuerdo en que mi información sea usada para los propósitos de este estudio.

I understand my participation is voluntary and I may withdraw at any time without my legal rights being affected

Entiendo que mi participación es voluntaria y que puedo retirarme en cualquier momento sin que sufrir alguna afectación a mis derechos legales o represalia alguna.

Data Protection

I understand that information collected about me during my participation in this study will be stored on a password protected computer and that this information will only be used for the purpose of this study. All files containing any personal data will be made anonymous.

Protección de información

Entiendo que la información relacionada conmigo durante mi participación en este estudio será conservada en una computadora que contenga una contraseña de protección y que esta información sólo será usada para los propósitos de este estudio. Todos los archivos que contengan cualquier información personal serán anónimos.

Name of participant (print name)-Nombre del participante.....

Signature of participant- Firma del participante.....

Date-Fecha.....

Appendix F ERI Teaching program-Lesson plans

Explicit Reading Instruction, ERI- Lesson Plan for thirty sessions

TARGET AUDIENCE:

University students with low proficiency in reading majored in Electrical and Mechanical Engineering currently attending their second semester of studies at a public regional university located in the southeast of Mexico.

Aim: to offer students explicit reading instruction through an intervention teaching study that encompasses the following curricular goals:

- 1) Extensive practice and exposure to print,
- 2) Students' motivation,
- 3) Reading fluency,
- 4) Vocabulary building and,
- 5) Reading comprehension skills practice and discussion through the delivery of different reading strategies.

Participants will...

- Be exposed to different types of texts, mainly aimed at their field of study.
- Be offered interesting reading passages and some degree of choice on readings related to their field of study.
- Practice different types of reading activities to develop reading fluency.
- Collect, categorize, analyze and use newly learned words for vocabulary building and vocabulary development.
- Practice comprehension skills such as: anticipate, predict, confirm, modify predictions and summarize predictions.
- Ask how, when, and why questions about reading-strategy use.
- Model strategy use.
- Follow up initial post-reading question responses with further elaboration.
- Summarize reading segments, use graphic organizers and categorize transition words.

Appendix F

Session 10

Content:

Vocabulary building: analyzing words

Timing: 60'

Interaction:

Open class discussion

Individual/pair work

Open class discussion

Content	Aim	Procedure	Timing/ Interaction
Vocabulary building: analysing words	Analyze words given their prefixes, suffixes, and roots.	<p>The instructor will give participants a text from Mechanical Engineering Principles: <i>Revisionary mathematics pp. 3-4</i>.</p> <p>The instructor chooses 15 words with similar prefixes, suffixes, and roots from the texts students have so far. Participants are asked to analyze the words. They discuss in pairs what their similar characteristics are.</p> <p>The instructor will explain how prefixes, suffixes, and roots help determine the meaning of words.</p> <p>Participants then are asked to make a list with the categorized words.</p>	<p>30' minutes Open class discussion</p> <p>20' Individual/pair work</p> <p>10' Open class discussion</p>

Session 21

Content:

Comprehension skills practice and discussion: use graphic organizers

Timing: 60'

Interaction:

Open class presentation

Individual work

Class discussion

Content	Aim	Procedure	Timing/ Interaction
Comprehension skills practice: Graphic organizers	Participants indicate the discourse organization of a text paragraph or section that is organized around cause-effect.	<p>The instructor gives participants the text: <i>The effect of forces on materials from Bird, J. & Ross, C.; pp. 47-50</i>. Mechanical Engineering Principles.</p> <p>The instructor guides participants in completing their task.</p> <p>Participants are asked to fill in a simple cause-effect diagram the discourse organization of the text.</p> <p>Instructor guides participants in a quick discussion of their complete graphic organizers, namely, cause-effect of forces on materials.</p> <p>Wrap-up</p>	<p>5'</p> <p>10' open class presentation</p> <p>25' Individual work</p> <p>10' open class discussion</p> <p>10' whole class</p>

Appendix G Teacher's journal accounts

Teacher's Journal 1

Session 1: ERI presentation & Questionnaire 1

Date: 23 February 2016

1. I explained students the purpose of ERI, the schedule prepared for the intervention and told them about questionnaire 1.
2. I gave every student the Participation Information Sheet.
3. The students then answered the questionnaire.
4. Students complete the whole test as they went to all the questions although some of them rushed a bit since time was running out.

Teacher's Journal 2

Session 2: Speed reading & approaching texts in English

Date: 25 February 2016

1. I worked with speed reading. Firstly, I offered the students the text to work with. Secondly, I explain the activity. The students had three attempts.
2. The students commented on their performance with their classmates and teacher.
3. Then the students were divided into four groups of six participants each. All males. They were asked to discuss the question: How do you usually approach a text in English in order to understand its content?
4. Contrary to my original fear, most students were participative within their groups, they offered turns among themselves to express their opinions and mention that: "First think and get relaxed"
"Check if understand"
"Check for pictures, images"
"I see the words", "I see if I understand them", "I feel pushed for looking for words", "I check the instruction, I go to the dictionary", "I look for easy words", "If I understand one or more words, I guess the one I don't understand", "I read the text", "I check words I understand", "I analyze it, if I know...If I collect all words kind of puzzle", "(I) compare, guess if I don't know it (the word)"

Teacher's Journal 3

Session 3: Vocabulary building: Collecting words

Date: 01 March 2016

1. I gave the students the text and asked them to circle words they want to learn. I offered the students a model on how to record the word on their notebooks according to its part of speech and wrote a sentence.
2. Then I asked some students a follow up question on how they approach texts in English.
3. Most students agreed that they check for the words they understand; they make use of the dictionary and they check the text first.
4. It seems that the students offer automatic answers.

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Teacher's Journal 4

Session 4: Comprehension skills practice and discussion: anticipate, predict, confirm or modify predictions

Date: 03 March 2016

1. I gave the students the corresponding text, presented, modeled and discussed the following reading strategies: anticipating, predicting, confirming, modifying predictions.
2. I divided the students into groups and they discussed those strategies.
3. These follow-up questions were discussed: Did you know these reading strategies? Do you use them when reading in Spanish? Do you use them when reading in English? Do you think are these strategies important when reading texts in English?
4. Most of the students answered that they are aware of the skills they use in Spanish but they said they are difficult to implement in English. Most students are aware of the need they have to understand texts in English, although they do not have the habit of reading in English therefore, the process gets complicated. One of the students openly accepted that the strategies would be helpful for him but he is not interested.

Teacher's Journal 5

Session 5: Building students' motivation for reading: set readers up for success-writing down answers

Date: 08 March 2016

1. I gave the students the texts for the session.
2. I showed the students the six questions they have to answer and instructed them that they have to write the answers down and share them with their partners.
3. Most students worked collaboratively in this activity.

Teacher's Journal 6

Session 6: Reading fluency: oral paired rereading

Date: 10 March 2016

1. I present the session and discussion on the importance of reading fluently when approaching texts in English. Students commented that fluency in English for them is a difficult issue and some even commented that they do not like or even try to read aloud.
2. I asked students to choose a text from the previous ones.
3. Students were set in pairs and one read and the other listened for a minute each.
4. Students then checked the number of words they read and tried again increasing the number of words previously read.
5. They tried several times.
6. Most students felt a little confident and uncomfortable with this activity as they were not used to read aloud in English.

Teacher's Journal 7

Session 7: Vocabulary building: word category

Date: 15 March 2016

1. I gave the students the corresponding text of the session and a list of words to be searched and classified.
2. Most students made use of their dictionaries once they found the word(s).
3. I elicited with students, as a review before the activity, what were the characteristics for nouns, verbs, adverbs, and adjectives.
4. An important number of students were not aware of those characteristics.
5. The students spent more than 60 minutes in the activity.

Teacher's Journal 8**Session 8: Comprehension skills practice and discussion: ask how, when, and why questions about reading strategy use****Date: 17 March 2016**

1. I gave students the text for that session and the questions.
2. I first modeled and discussed the use of reading strategies in order to make the most of our reading with texts in English.
3. When asked students about reading strategy use, it was difficult for them to put it into words. Although, after some discussion, they could explain talk about how they came up with their answers.
4. The discussion focus was to determine how they found the answers more than the answers themselves.

Teacher's Journal 9**Session 9: Reading fluency: echo reading****Date: 18 March 2016**

1. Students picked one of the texts they worked with, paired up and practice echo reading.
2. Some students found difficult to read aloud and keep up to a reasonable speed.
3. Several attempts were made.
4. The general feedback was given after practice.

Teacher's Journal 10**Session 10: Vocabulary building: analyzing words****Date: 05 April 2016**

1. I gave students the corresponding text.
2. Words that contain prefixes, suffixes and roots were presented and an explanation offered.
3. Students were then instructed to find words containing prefixes, suffixes or similar roots.
4. For some students, the activity was carried out completely, for some others, time wasn't enough.

Teacher's Journal 11**Session 11: Comprehension skills practice and discussion: Model strategy use****Date: 07 April 2016**

1. The strategies modeled were: inferring meaning from content and scanning texts.
2. I asked students about the way they infer when reading a text, a few students explained it. The same question went for the scanning.
3. The discussion was about how strategies are carried out even though we are not conscious of them.
4. Most students agreed that they use those strategies but aren't conscious of them, but if I asked them, they realized they are using them.

Teacher's Journal 12**Session 12: Building readers' motivation for reading: promote cooperation among participants****Date: 12 April 2016**

1. I assigned the students a text and five questions so they work cooperatively with a classmate.
2. Most students seemed to work comfortably in pairs and after a reasonable time was able to discuss, agree and write the answers.
3. I noticed, however, that some others seemed to feel uncomfortable working with a classmate and ended up working by themselves.

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Teacher's Journal 13

Session 13: Reading fluency: Teacher read-aloud

Date: 14 April 2016

1. Students listen to the read-aloud following silently.
2. Students are then encouraged to give it a try.
3. Feedback on pronunciation is given.
4. With the help of language assistant, students practiced again and some of them listened individually.
5. This type of activity seems to be difficult for most students as they claim that they cannot speak in English.

Teacher's Journal 14

Session 14: Vocabulary building: use newly learned words

Date: 19 April 2016

1. I gave students a text, I asked them to choose ten new words from the text to determine their part of speech and meaning and then, use each word in a basic sentence in English.
2. Most students complete their ten words.
3. It seemed really challenging for them to include the word in a simple English sentence. Mostly because a large number of these students possess a scarce vocabulary in English, therefore creating complete sentences was a difficult job.
4. It seemed to me that another reason for finding the writing-sentences activity challenging was because determining word order in English for more than half of students was not easy.

Teacher's Journal 15

Session 15: Comprehension skills practice and discussion: following up initial post-reading questions

Date: 22 April 2016

1. As usual, I gave students a text, this time on Energy Accounting.
2. I gave them four questions and asked them to find the answers.
3. Once students had the answers, I didn't ask them to share them. I asked them what made them determine that was the answer, what was it that support their responses.
4. Students offered several responses that ranged it from looking for the keyword, the definition, what they previously knew or thought they knew about the topic.
5. Other students gave specific examples of how the text layout indicated the answer was there.

Teacher's Journal 16

Session 16: Comprehension skills practice and discussion: summary tasks

Date: 26 April 2016

1. I asked participants to choose a text from the ones they were given.
2. Once they did, I instructed them to summarize the paragraph of the text chosen in just one sentence.
3. For most students, this activity was really challenging because as they mentioned, they have to think so they give a proper sentence that included all the information from the paragraph.

Teacher's Journal 17**Session 17: Reading fluency: Buddy reading****Date: 28 April 2016**

1. Students have practiced fluency reading before. This time I asked them to pair up and choose a text to practice fluency.
2. Students chose turns and read to each other, they were instructed to help his classmate with words he did not know.
3. Students followed instructions, although they took turns to read, it is still difficult for most of them to read fluently.
4. Little help was asked or offered when in pairs, they mainly recurred to the instructor.
5. I could see that students do not feel confident yet when reading in English.

Teacher's Journal 18**Session 18: Buildings readers' motivation for reading: Set participants up for success, teach rather than test****Date: 03 May 2016**

1. As usual, I gave students the text '*Broadening our understanding of work*' and gave them five questions.
2. I set a limit of time for students to answers the questions.
3. Once students answered them, they checked answers with each other and I asked students to return to the text so they could highlight the word, phrase, or sentence that provided them the answers.
4. More than half of the class returned to the text and were able to find keywords or phrases, while the rest of the participants were not interested in justifying their answers.

Teacher's Journal 19**Session 19: Reading fluency: Radio reading****Date: 05 May 2016**

1. Once again, students practiced reading fluency in this session.
2. I suggested students choose a text they wanted to read and read a paragraph until they felt confident.
3. Students chose their paragraphs and practiced them several times. They recurred to the instructor for help in pronouncing some words.
4. Then I asked students to form groups of four and read their paragraph aloud trying to sound as much as a professional radio announcer.
5. Students tried the activity, although just a few of them felt confident when reading aloud.
6. I could notice that some students gave up before trying the reading aloud activity.

Teacher's Journal 20**Session 20: Vocabulary building: word collection****Date: 10 May 2016**

1. So far, students have worked categorizing words according to their part of speech. This time I offered them 20 words or if they wanted, they could choose their own words.
2. I asked students to create cards that included the target word, part of speech, definition and an example of a sentence from the text and a personal generated sentence.
3. Students took more time that it was planned; I suggested them to shorten their lists to ten words.
4. Almost half of the students finished the work.
5. It is still difficult for students to determine the part of speech of the given/chosen words.

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Teacher's Journal 21

Session 21: Comprehension skills practice and discussion: use graphic organizers

Date: 12 May 2016

1. As usual, students were assigned a text. This time was *The effect of forces on material*.
2. I gave students a simple cause-effect diagram so they could fill it according to the information found in the text.
3. Once students finished, their first discussed their findings in groups, then a group discussion was carried out mentioning some of the examples provided.
4. It seemed that this activity was challenging for most students, they claimed that they didn't understand all the text, that it was difficult for them to find connections.

Teacher's Journal 22

Session 22: Building readers' motivation for reading: Give participants some degree of choice

Date: 17 May 2016

1. In this session, I presented students several Time® magazines and asked them to choose the ones that were of their interest.
2. Students chose some magazines, they looked at them, and some students commented with others what they had found.
3. I encourage them to read a paragraph of their interest and later discuss their findings.
4. It was interesting to listen to students' mention that the magazines although appealing and interesting were more difficult to read than the texts I have given them so far.
5. Discussion towards the different texts we can find was carried out and at the end of the session students were invited to take a magazine with them, less than half of the class took a magazine with them.

Teacher's Journal 23

Session 23: Reading fluency: One-minute reading

Date: 19 May 2016

1. For this session, I asked the students to choose a text.
2. I assigned a minute to read aloud the text chosen. Then, when the minute passed, I asked them to stop and count the number of words read.
3. Students kept a record of the number of words read. Some students mentioned that the second and third time they read the same text they did it more slowly but better.

Teacher's Journal 24

Session 24: Comprehension skills practice and discussion: transition words and phrases

Date: 24 May 2016

1. I gave students two handouts: a list of transitions words and a chart with transition word categories (taken from Stoller et al. 2013, p.10) and a hand
2. I asked students to first try to recognize the words they knew sort them out and find out the meaning of the words new for them.
3. Students could opt to work individually or in pairs and most of them work cooperatively.
4. It was easy for students to find meaning although it was not easy for them | to place words in the right category. It took them more time than the allotted though in general, they allocated most words in the right categories.
5. Once they finished, students chose one of the previous texts given and highlighted some of the transition words and their meaning in those texts.

Teacher's Journal 25**Session 25: Building readers' motivation for reading: Reading progress chart****Date: 26 May 2016**

1. I gave students a chart so they could complete their reading progress during the month of May 2016.
2. Contrary to my original thought, more than two-thirds of the students mentioned that they read the same amount they have been reading before, and just a few students mentioned that they read a little bit more outside class.
3. Therefore I could assert that having students participate in ERI does not guarantee they will read more now.

Teacher's Journal 26**Session 26: Vocabulary building: categorizing words****Date: 31 May 2016**

1. Students worked categorizing words according to their part of speech as they have worked before.
2. I gave students a text and a list of words that were in that text so they decide if the words were nouns, adjectives, verbs, or adverbs.
3. I noticed that in this session, students worked faster and seemed confident at assigning the words into their correct categories.
4. Some students noticed that some words could be nouns or verbs too.

Teacher's Journal 27**Session 27: Comprehension skills practice and discussion: Summary tasks****Date: 02 June 2016**

1. In this session where they work with summaries, I gave students a text and asked them to summarize every paragraph in just one sentence.
2. As they have previously expressed in a similar activity, they found it difficult to do it.
3. I noticed, however, that this time they were more confident and willing to work on their summaries.

Teacher's Journal 28**Session 28: Comprehension skills practice and discussion: use graphic organizers****Date: 07 June 2016**

1. As usual, students were assigned a text. This time was *Conservation of Energy in Mechanics*
2. I gave students a simple cause-effect diagram so they could fill it according to the discourse organization of the text.
3. I offered help to students while they were working as they requested.
4. Once again, it seemed that this activity was challenging for most students, they claimed that they didn't understand all the text, that it was difficult for them to find connections.

Teacher's Journal 29**Session 29: Building readers' motivation for reading: Promote cooperation among participants****Date: 09 June 2016**

1. In this session, we worked with a text and several questions related to it.
2. I gave students the texts and the questions so they could work cooperatively among themselves finding answers and saying why they made them decide on the answers.

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3. A characteristic I noticed is that students liked working cooperatively and discussions were lively as they knew about the topic discussed, it was a theme they had just seen some classes before.

Teacher's Journal 30

Session 30: Final discussion about ERI. Questionnaire 2

Date: 13 June 2016

1. I thanked students for participating during the intervention. I elicited some opinions from students about ERI. It was almost unanimous that ERI was a good approach for them, although it was almost unanimous that they did not increase their reading rate much.
2. I gave students the last questionnaire where questions about the perception of their reading ability and about the use of strategies were included.
Most students answer the questionnaire thoroughly.

Appendix H FG interviews transcripts (Spanish & English versions)

Transcripción 6

14/04/2016

5 voluntarios

Ingeniería Eléctrica y Mecánica

LECTURA DE TEXTOS EN INGLÉS, FLUIDEZ Y LECTURA REPETIDA

Q1-¿Cómo te sientes al leer textos en inglés?

S2-Pues... pena

S1-Pues yo me siento como que, no sé, como extraño...porque no entiendo nada, ja, ja, ja.

S2-Pues yo a la vez me siento bien porque de ahí siento que unas palabras las digo bien y pues...aparte no sé lo que significa pero al leerlo como que siento que lo digo bien eh, lo leo como debe de ser.

S3-Se siente raro porque no está uno acostumbrado a estar leyendo inglés y se confunde en español y hay palabras que... que no se sabe...o sea que nada más le tira el sonido, a como suena .

S4-Bueno pues...yo creo que sí...bueno al menos para mí es raro uno porque no sé mucho inglés y la pronunciación me falla, vaya siento que no es la adecuada

S5-Pues yo si me siento raro, una pues no sé cómo decía, la mayoría de las palabras que significa, por ejemplo cuando estoy leyendo hay palabras que sí, otra no me siento leyendo bien porque siento que no las pronuncio porque siento que en lugar de leerlas deletreo por así decirlo...o sea, hago una pausa para poder leer.

S2-O sea se deletrea. Esa es la cuestión, no leemos lo deletreamos como podemos.

S3-Lo tratamos de interpretarlo pero no.

Q2-¿Qué opinas sobre la fluidez para leer textos en inglés?

S1-Bueno aquí, como que si es fluido pero no lo pronuncio bien ninguno, yo creo que ninguna la pronuncié bien, y no sé qué significa así que no, si pudiera detenerme el tiempo para, leerlo bien...para pensar cómo se pronuncia no lo leería así fluido.

S2-Bueno para mí es aún más difícil porque dependiendo el tipo de palabra.

Appendix H

S3-Pues...pa' empezar, no tenemos fluidez, en mi caso, no tenemos, no tengo fluidez en leer los textos en inglés porque no sabemos alguna interpretación cómo se dice las palabras en inglés, no sabemos cómo se dice y ahí es donde nos trabamos y nos equivocamos y mencionamos mal el nombre y terminamos diciendo otra cosa, pues la fluidez es importante para leer porque si deletreamos no vamos a hacer nada.

S4-Yo en lugar de leer me siento rígido, por qué porque al leer las palabras...no siento yo que vaya a la velocidad que debe ir pues para la lectura como debe ser.

Q3-¿Consideras que leer textos en inglés es diferente a leer textos en español?

S1-Sí, porque o sea bueno si uno sabe inglés, obviamente los que saben inglés, no creo que haya diferencia, pero como estoy aprendiendo aquí como que me tengo que detener en cada palabra para entenderla y en español no porque las leo todas y las entiendo y me da igual.

S2-Pues para mí leer el inglés es complicado porque a veces lo deletreamos y no lo vemos como en español que ya sabemos cómo se dice la palabra cómo se acentúa y aquí pues si hablamos en inglés tenemos que ir poco a poco no que en español nos vamos directo la coma, seguimos y todo y pues a mí así, quién nos va a decir eso en inglés.

S3-Por ejemplo para mí la knew la k no se pronuncia la ka, nosotros estamos acostumbrados en español a leer, cuáles son las reglas, igual en inglés, son muy diferentes...

S4-La e se dice como i.

S5-Los sonidos, como que, más o menos

S1-Es que estamos acostumbrados a como se escribe en español así se menciona, la pronunciación.

S2-La pronunciación.

S1-A como decimos pero no es lo mismo en inglés a como se escribe, a como se pronuncia, tiene otro sonido.

S4-De que los textos en inglés y en español.

Q4-En esta ocasión ¿leíste más rápido, más lento o a la misma velocidad?

S1-Pues yo leí un poco más rápido porque ya con la...grabación...ya como que me recapituló más, como se pronunciaban algunas palabras ya me basé ahí y ya empecé a leer un poquito más corrido porque ya le entendí sabía cómo se pronunciaba.

S2-Igual más rápido, ¿por qué, porque como dice el compañero con la grabación, ya sabemos en qué momento una palabra se pronuncia, ya no deletreamos sino que ya leemos a cómo debemos.

S3-Ya no nos quedamos con la duda sino que se nos facilita más la velocidad.

S2-Yo leí más, no sé, más rápido porque ya sé cómo estaba la, la pronunciación de las palabras donde yo me detenía.

S4-Yo siento que más que por la grabación, como que se me olvidó como era la pronunciación, y leí más rápido porque lo leí varias veces no porque (otro estudiante interviene: no, no pusiste atención), no, si le puse atención pero se me olvidó.

Q5-¿Cómo te sentiste al leer el texto después de escucharlo?

S1-Pues yo me sentí un poquito más confiado porque ya sabía que no me iba a trabar yo en una palabra porque las palabras que yo entendí bien...era en las que yo me basé ahí, escuchándolas para pronunciarlas adecuadamente.

S2- Pues igual me sentí un poco más aliviado porque ya sé cómo se pronuncia cada palabra, no todas, la gran mayoría, ya sé que hay palabras que son silenciosas y hay palabras que son un poco más grave que requieren un poco más de tiempo para pronunciarlas.

S3-Una carga menos porque ya sabemos qué y hablamos un poco más fluido ahora y en la primera vez, ya no nos detenemos tanto, escuchar la grabación fue una gran idea.

S4-Pues yo siento que lo que teníamos aquí como la pronunciación de algunas palabras...como que se nos facilitó más al momento de leerlo corrido, en mi caso siento que pronuncié algunas palabras mejor que la primera vez que leí.

S5-Yo lo sentí mejor...bueno porque algunas palabras si le capté y pronuncié bien, bueno pronuncié bien y bueno y otras palabras que con los sonidos no me ayudó, o sea los pronuncia pero yo no puedo pronunciarlos.

S6-Como que va muy rápido, como eso de 'contaminated' ahí ajá no no, no como que decía ahí, lo pronunciaba de otra manera, aunque son palabras que en español no las pronunciamos.

Q6-¿Crees que es útil tener un modelo de lectura, es decir, escuchar a alguien leyendo el texto?

¿De qué forma es útil?/ ¿Por qué no te sirve?

S1-¡Sí!, pero, no, en disco no porque lo pronuncian muy rápido y no puedo decir bat como se pronuncia eso.

S2-Si es importante. Si nos es útil que alguien nos lea el texto a cómo debe de ser pero no estamos acostumbrados a que... es que...que lo lean despacito y letra por letra para saber cómo pronunciarla porque hubieron palabras que no pude captar cómo pronunciarlas por la

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rapidez que estaba, ese es el problema que tuvimos ahorita, de que nos es útil...es útil...eso queda muy claro.

S3-De que es útil, es obvio, sabemos que sí.

S4-Porque cuando, dirías tú, a una cierta medida de lectura, tu como lo lees, a como yo lo pueda entender, lo lees a como tú sabes porque lo lees a como me estás diciendo, palabra por palabra, va lento pero más entendemos.

S6-Ciertamente escucharlo lento y luego ya, conocemos las palabras.

S2-Para saber a qué velocidad, un poco más rápido pues si le vamos a entender, o sea porque no sabemos la pronunciación.

S3-Sí, está bien.

Transcript 6 (English translation)

14/04/2016

5 volunteers

Electrical & Mechanical Engineering

READING TEXTS IN ENGLISH, FLUENCY AND REPEATED READING

Q1-How do you feel when you read texts in English?

S2-Well...shame.

S1-Well, I feel like, I don't know, like strange...because I don't understand anything, hahaha.

S2-Well, I feel well at the same time because I feel that I pronounce some words well and well...besides I don't know what it means but when I read it is like I feel I pronounce it well eh, I read it as it should be read.

S3-It feels weird because one is not used to reading in English and get confused with Spanish and there are words that...that one doesn't know...it is like just trying the sound...the way it sounds.

S4-Well...I believe so...well at least for me it is weird because I don't know much English and the pronunciation fails, well, I feel is not the correct pronunciation.

S5-I feel strange on one side, I didn't know how to say it, most of the words their meaning, and for example when I'm reading there are words that are ok. On the other side, I don't feel reading well because I feel that I don't pronounce (the words) because I feel that instead of reading them, I spell them, you could say,...well...I pause so I can read.

S2-Well, we spell words. That's the thing; we don't read we spell the best we can.

S3-We try to interpret it but we can't.

Q2-What do you think about fluency when reading texts in English?

S1-Well here, it seems that is fluent but I don't pronounce well any, I think I didn't pronounce any word well...and I don't know what it means so I didn't...If I could stop time to, to read it well...to think about how it is pronounced I wouldn't read that fluent.

S2- Well, for me is even more difficult because it depends on the type of word...

S3-Well...to start with, we don't have fluency, in my case, we don't have, I don't have fluency in reading texts in English because we don't know any interpretation of how words are pronounced in English...we don't know how are they said and is there where we get stuck and were wrong and mispronounce the name and end up saying a another thing...well fluency is important to read because if we spell we won't do anything.

S4-Instead of reading I feel stiff, because when reading the words, I don't feel I have the speed I should have according to the text as it needed to.

Q3-How is reading texts in English different from reading texts in Spanish?

S1-Well, because you could say well if we know English, obviously those who know English, I don't think that there is a difference, but because I'm learning here is like I have to stop in every word to understand it and in Spanish I don't do that because I read them all and I understand them so I don't care.

S2-Well, for me reading in English is complicated because sometimes we spell it and we don't see it like in Spanish, because we already know how the word is pronounced, where the stress and here, well, if we speak in English we have to go little by little contrary to Spanish we go right to the comma, we continue and so for me, who is going to tell us that in English?

S3- Is like for me the *k* in knew, *K* is not pronounced, we are used to reading in Spanish, to know the rules, similar in English, and they are very different...

S4-Letter e is pronounced like i.

S5-Sounds, like well, more or less.

S1-It is because we are used to Spanish spelling which is the same as to how it is said, pronunciation.

S2-Pronunciation.

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S1-As we say them though is not the same as how is written in English as how it is pronounced, it has another sound.

S4-It is about the texts in English and Spanish.

Q4-This time, did you read faster, slower or at the same speed?

S1-Well, I read a little faster because with the...recording...it was like I could do it, the way some words were pronounced I checked that and I started to read a little faster because I understood, I knew how it was pronounced.

S2-Well is faster...Why? Because as my classmate mentioned the recording, we already know when a word is pronounced and we don't spell but read as it should.

S3- Now we have no questions, now is easier for us the speed.

S2-I read more, I don't know, faster because I know how the, the pronunciation of words where I stopped...

S4-I feel that it was because of the recording, is like I forgot how the pronunciation was, I read faster because I read it several times not because (classmate's intervention: you didn't pay attention), yes, I did, I paid attention but I forgot.

Q5- How did you feel when you read the text after listening to the recording?

S1-Well, I felt a little more confident because I knew I wouldn't get stuck in a word because I understood words well...they were in the ones I based on listening to them to pronounce them correctly.

S2-Well, the same, I felt a little relieved because now I know how to pronounce every word, not all of them, most of them because there are words that are silent and there are words that are more stressed and that take a little more time to pronounce.

S3-A load less because now we know what and speak a little bit more fluent now and in the first try, we don't stop much...listening to the recording was a great idea.

S4- Well, I feel that what we had here such as the pronunciation of some words...it's like it became easier at the moment we were reading without stopping, in my case I feel that I pronounce some words better than the first time I read.

S5-I thought it was better...well because I caught and pronounced some words well, well, I pronounce well and well and with other words the sounds didn't help me...well, I pronounced them but I can't pronounce them.

S6-it seems that goes pretty quick, like that 'contaminated' there, aha, no, no, it wasn't like that, it was like it was pronounced different, though there are words we don't pronounce in Spanish.

Q6. Do you think it is helpful to have a reading model that is, listening to someone reading a text? How it is useful? / Why not?

S1- Yes! but, no, not in a disc because they pronounce really fast and I can't say but however that is pronounced.

S2- Yes, it's important. It is useful that someone reads the text as it should but we aren't used to, well, they should read it slowly and letter by letter to know how to pronounce it because there were words I couldn't catch and pronounce because of the speed, that's the problem that we have a while ago, it's useful no doubt, it's useful, I'm positive about it.

S3-It's useful, obviously, we know it is.

S4-Because when, as you said, a certain way of reading, the way you read it, the way I can understand it, you read it the best you can because you read it the way you're saying it, word by word, it is slow but we understand more.

S6-True, listening slowly and then, there you go, we know the words.

S2-To know the speed, a little faster it would be better for us to understand it, well because we don't know the pronunciation

S3-Yes, it's ok.

Transcripción 7

22/04/2016

5 voluntarios

Ingeniería Eléctrica y Mecánica

**HABILIDADES DE PRÁCTICA DE COMPRENSIÓN Y DISCUSIÓN:
SEGUIMIENTO A DETALLE DE LAS RESPUESTAS OBTENIDAS.**

Q1-¿Qué idea tienen del texto?

S1-Que es un tema de termodinámica.

S2-Relacionado con lo que es la transferencia de calor y lo que provoca la deformación de los metales.

Q2- ¿Cómo van? ¿Encontraron las respuestas?

S1-En gremio.

Q3-¿Qué tan fácil o tan difícil fue encontrar las respuestas?

S1-La verdad si fue difícil.

S2-Fue difícil porque no estaba escrito así como empezaba la definición como de...

S3-Bueno porque estamos acostumbrados a leer en español.

S4-In Spanish.

S1-La transferencia de calor se define por o este...

S2-Sino que venía...

S3-La tres y la cuatro fueron más fáciles de encontrar.

S4- Y esas las encontramos porque decía claramente...ya la relacionamos con la pregunta, ya la traducimos con algunas palabras que sabíamos.

S5-También llegamos a un común acuerdo.

S3-Bueno y términos que de alguna manera los hemos ido viendo, son muy parecidos al español.

Q4-¿Usaron alguna estrategia de lectura mientras buscaban las respuestas?

S2-Sí

S2-Sí

S5-Sí, palabras claves.

S4-A conciencia palabras que conocemos.

S1-Fácil.

S2-Y si no entre nosotros mismos íbamos diciendo.

S3-Palabras

S4-O términos que nosotros más o menos manejamos.

S1-Exactamente

S2-Las palabras claves, ir intercambiando las palabras que conocemos.

S2-...que conocíamos.

Q5-¿Qué palabra clave o frase clave te hace pensar que la respuesta es correcta?

S1-Pues las palabras claves, las que se relacionan con las preguntas.

S2-Si andamos buscando una pregunta de radiación...buscamos una respuesta con radiación.

Q6- ¿Qué les permitió encontrar la respuesta de la pregunta número uno? ¿Fue difícil?

S1-Fue la más difícil.

S2-Sí.

S3-Porque no venía a como estamos acostumbrados en el español, por ejemplo: transferencia de calor significa tal...o se define como...estaba muy confuso porque venía en el texto pero no tenía idea de cómo estamos acostumbrados, nos fuimos guiando porque fuimos interpretando, haciendo las palabras y luego nos dimos cuenta que decía un ejemplo y regresábamos.

S4-Sí...cuando te da un ejemplo es que ya se dio una definición antes.

S1-Ya que nos indica algo.

Q7-¿Fue el mismo proceso que siguieron cuando buscaban la definición de conducción?

S1-No.

S2-No, fue más fácil.

S3-Porque nos fuimos directamente a donde decía el título.

S4-El subtítulo.

S2-Ándale, conducción, y lo fuimos interpretando con las palabras que conocemos, cada uno y si uno no se sabía uno, otro si se sabía.

S1-....para poder comprender.

S3-El título ayudó.

Q8-¿Y cómo les fue con la pregunta 3?

S3-La tres también estuvo fácil, pues porque encontramos palabras relacionadas con lo que estábamos buscando.

S1-Era la misma, térmica

S2-Sí, si.

S5-Esa fue la más sencilla de encontrar.

Q9- ¿Cómo les fue con la pregunta 4?

S1-Ah pues porque preguntaba a qué se refiere, a qué se refiere, es cómo una propiedad, Ándale.

S2-Y pues si se refiere sobre algo, debe tener alguna propiedad.

S3-Nos decía no como una propiedad, sino como algo empírico que se emplea en los términos de... de...transferencia de calor, solamente es así por decirlo algo, un parámetro en una fórmula para por decirlo así mezclarlo.

S4-Por ejemplo aquí, en una materia que llevamos de... yo la llevaba en la tarde, bueno métodos de investigación, para encontrar una respuesta por decir algo, de relacionar el parámetro empírico, propiedades, bueno todo eso se me quedó.

Q10-¿Entonces si usaron estrategias en la pregunta 2?

S1-Sí porque hay una palabra más o menos relacionada con lo que me está pidiendo la pregunta, me fui a lo que decía de conducción, no me fui a lo que decía de radiación, nada me fui a lo de conducción, y de ahí me fui desglosando, observando primero, ya después fui tratando de leer y ubicar las palabras que conozco y así ir interpretando y poder llegar a las palabras y a la posible respuesta.

S2-Yo por ejemplo cuando voy a encontrar algo la mayoría de las cosas las relaciono con la música, por ejemplo la música lleva un tono no?, ese tono todo va acorde, todo va con eso que va queriendo decir la música, igual con las palabras, debe llevar un sentido, un mismo sentido, por ejemplo a una música le mete una cola que no va dentro de algo, suena feo, lo mismo con las palabras, tienen que ir coordinando todo si no, no va a tener sentido la frase.

S3-Yo, yo igual, más que nada miré y observé todos los textos, temas y subtemas y cuando llegue al que decía la palabra que era conducción, yo me fijé y fui conociendo las palabras que no conozco y fui interpretando de la misma manera el texto por ejemplo ya cuando llegué y vi

que aquí decía conducción es... fui observando las palabras y bueno llegué a la conclusión de que ahí estaba la respuesta.

Q11-¿Siempre has usado esta manera/forma cuando necesitas algo de un texto? O, ¿te diste cuenta que estabas usándolo?

S1-Pues, depende

S2-Pues en mi caso, desde que tengo memoria cuando me ponen de tal página a tal página vas a sacar las respuestas de tales preguntas, yo siempre lo he hecho así, primero veo la pregunta y cuando veo algunas palabras claves que me puedan ayudar veo la hoja del libro me pongo a verlo y veo las palabras que comprendo, por ejemplo la de conducción, veo la palabra conducción y me fijo en esa y me pongo a leer y si es relacionado con la pregunta, si no pues sigo buscando hasta encontrar otra palabra o algo que se asemeje.

S3-Sí, así me funciona.

S4-O si no solamente en casa yo solamente aplico del tema que no sé emplear muy bien... en el caso del inglés como me cuesta mucho ahí si lo aplico, tengo que observar, tengo que...volviendo a ver...en caso de temas que se me hacen muy sencillos solamente tengo que ver, porque en inglés si tengo que asegurarme de que yo lo vea de la manera correcta.

S1-yo también lo mismo pienso, que hay que concentrarse más ya que como no tenemos...si nuestro conocimiento sobre el inglés fuera aún más pues ahí iniciaremos otras técnicas más simples, más fáciles, pero como nosotros no conocemos muchas palabras, tenemos que concentrarnos bien e ir captando lo poco.

S2-Bueno lo primero que hicimos fue la observación.

S3-Escaneamos antes.

Transcript 7 (English translation)

22/04/2016

5 volunteers

Electrical & Mechanical Engineering

COMPREHENSION SKILLS PRACTICE AND DISCUSSION: FOLLOWING UP INITIAL POST-READING QUESTIONS RESPONSES WITH FURTHER ELABORATION.

Q1-What do you think is the text about?

S1-It's about thermodynamics.

S2- It's about heat transfer and the causes of metal deformation.

Q2-How are you doing? Did you find the answers?

S1- All together.

Q3- How easy or difficult was for you to find the answers?

S1- Honestly, it was difficult.

S2-It was difficult because it wasn't written as the definition started like...

S3- Well, because we're used to reading in Spanish.

S4- In Spanish.

S1-Heat transfer is defined because of this...

S2- It was like...

S3-Three and four were easier to find...

S4- We found them because they were clear...we related with the question, we translated with some words we knew.

S5-We reached a mutual agreement.

S3-Well, and some terms that in a way we have learned, they very similar to Spanish.

Q4-Did you use any reading strategy while looking for the answers?

S2-Yes, I did.

S2-Yes, I did

S5-Yes, I did. Keywords.

S4-Looking carefully for words we know.

S1-Easy.

S2-If not, among us we were talking.

S3-Words.

S4- Or terms that we knew more or less.

S1- Exactly.

S2- Keywords, we were exchanging familiar words.

S2-...that we knew.

Q5- What keyword or phrase assure you that the answer was correct?

S1-Well, yes, keywords, the ones that are related to the questions.

S2- If we're looking for a radiation question, we look an answer with radiation.

Q6-How did you find the answer to question one? Was it difficult?

S1- It was the most difficult.

S2-Yes, it was.

S3-Because it was different as we are used to in Spanish, like: heat transfers means this...or is defined as...it was confusing because it was in the text but I didn't have an idea as we are used to, we were helping ourselves by interpreting, making words and then we realized that there was an example, and went back.

S4-Right, when there's an example it means that a definition was given before.

S1-It is indicating us something.

Q7-Was it the same process you follow when you were looking for the definition of conduction?

S1- No, it wasn't.

S2-No, it wasn't. It was easier.

S3-Because we went directly to the title.

S4-The subtitle.

S2-There you go, and we interpreted with the words we know, each of us and if one of us didn't know, the other knew.

S1-...so we could understand.

S3-The title helps.

Q8-What about question 3?

S3-Question three was easy; we found the words related to what we were looking for.

S1-It was the same, thermal.

S2- Right, right.

S5-That was the easiest to find.

Q9-What about question 4?

S1-Ah, because it asked what was about, what was about, it's like a property, there you go.

S2-Well, if it refers to something, it must have some properties.

Appendix H

S3-It was not like a property, it was about something empirical that it's used in terms of...of...heat transfer, it is just like that so to say, a parameter in a formula to put it in some way, mix it.

S4- For example here, there is a subject we take of...I took it in the afternoon, well, research methods, to find an answer so to say, to relate the empirical parameter, properties, well, I remember all that.

Q10-Then, you did use strategies in question 2?

S1-Right because there's a word more or less related with what the question is asking me, I looked where it said conduction, I didn't look to what was related to radiation, no, I went to what was related to conduction, and from there I was deciding, first looking for, then trying to read and locate the words I know and so, interpreting and could reach the words and the possible answer.

S2-It's like me, for example, when I'm going to find something; I relate most of the things with music, for example, music has a tone right? That tone is all set, everything goes with that according to what the music means, same with words, they must make sense, a similar sense, for example in music when we add something that doesn't belong, sounds awful, same with words, everything has to make sense, otherwise, the phrase won't make sense.

S3-I, I, is the same, I looked and observed all texts, themes, and subthemes and when I reached the one that says the word which was conduction, I noticed it and got to know the words I don't know and was interpreting the text in the same way, like when I saw it said conduction is...I was observing the words and well I concluded that the answer was there.

Q11-Have you always used this way/manner of finding what you need in a text? Or, did you just notice you were using it?

S1- Well, it depends.

S2- Well, in my case, since I remember when I'm assigned a text to find some answers to the questions posed; I've always done it this way, first, I looked at the question and when I saw some keywords that can help me I look at that paragraph and look at the words that I understand, for example, the one about conduction, I look at the word conduction and pay attention to that and start reading and if it relates to the question in some way, if not, I keep looking until I find another word or something similar.

S3- Right, right that's the way it works for me.

S4- If not, at home I only apply the topic that I don't know how to use well...in the case of English, it is hard for me so I apply it there, I have to observe, I have to...going back...in case

of topics that are easy for me, I only have to see, because in English I have to make sure that I see it correctly.

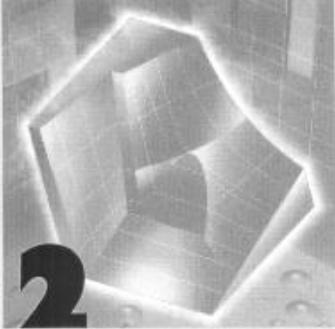
S1-I think the same, we have to concentrate more because we don't have...if our knowledge about English were wider well, we could begin other simpler techniques, easier, but because we don't know many words we have to concentrate well and understand the little possible.

S2- Well, the first thing we did was observation.

S3- We scanned before.

Appendix I Texts used for the ERI instruction

Session 26



CHAPTER

2

Energy and the First Law of Thermodynamics

ENGINEERING CONTEXT Energy is a fundamental concept of thermodynamics and one of the most significant aspects of engineering analysis. In this chapter we discuss energy and develop equations for applying the principle of conservation of energy. The current presentation is limited to closed systems. In Chap. 4 the discussion is extended to control volumes.

Energy is a familiar notion, and you already know a great deal about it. In the present chapter several important aspects of the energy concept are developed. Some of these you have encountered before. A basic idea is that energy can be *stored* within systems in various forms. Energy also can be *converted* from one form to another and *transferred* between systems. For closed systems, energy can be transferred by *work* and *heat transfer*. The total amount of energy is *conserved* in all conversions and transfers.

The objective of this chapter is to organize these ideas about energy into forms suitable for engineering analysis. The presentation begins with a review of energy concepts from mechanics. The thermodynamic concept of energy is then introduced as an extension of the concept of energy in mechanics.

◀ chapter objective

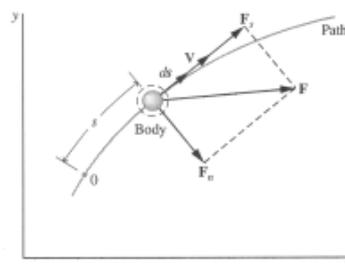
2.1 Reviewing Mechanical Concepts of Energy

Building on the contributions of Galileo and others, Newton formulated a general description of the motions of objects under the influence of applied forces. Newton's laws of motion, which provide the basis for classical mechanics, led to the concepts of *work*, *kinetic energy*, and *potential energy*, and these led eventually to a broadened concept of energy. The present discussion begins with an application of Newton's second law of motion.

WORK AND KINETIC ENERGY

The curved line in Fig. 2.1 represents the path of a body of mass m (a closed system) moving relative to the x - y coordinate frame shown. The velocity of the center of mass of the body is denoted by \mathbf{V} .¹ The body is acted on by a resultant force \mathbf{F} , which may vary in magnitude from location to location along the path. The resultant force is resolved into a component F_t along the path and a component F_n normal to the path. The effect of the

¹Boldface symbols denote vectors. Vector magnitudes are shown in lightface type.



◀ Figure 2.1 Forces acting on a moving system.

component F_t is to change the magnitude of the velocity, whereas the effect of the component F_n is to change the direction of the velocity. As shown in Fig. 2.1, s is the instantaneous position of the body measured along the path from some fixed point denoted by 0. Since the magnitude of F can vary from location to location along the path, the magnitudes of F_t and F_n are, in general, functions of s .

Let us consider the body as it moves from $s = s_1$, where the magnitude of its velocity is V_1 , to $s = s_2$, where its velocity is V_2 . Assume for the present discussion that the only interaction between the body and its surroundings involves the force F . By Newton's second law of motion, the magnitude of the component F_t is related to the change in the magnitude of V by

$$F_t = m \frac{dV}{dt} \quad (2.1)$$

Using the chain rule, this can be written as

$$F_t = m \frac{dV}{ds} \frac{ds}{dt} = mV \frac{dV}{ds} \quad (2.2)$$

where $V = ds/dt$. Rearranging Eq. 2.2 and integrating from s_1 to s_2 gives

$$\int_{V_1}^{V_2} mV dV = \int_{s_1}^{s_2} F_t ds \quad (2.3)$$

The integral on the left of Eq. 2.3 is evaluated as follows

$$\int_{V_1}^{V_2} mV dV = \left. \frac{1}{2} mV^2 \right|_{V_1}^{V_2} = \frac{1}{2} m(V_2^2 - V_1^2) \quad (2.4)$$

kinetic energy

The quantity $\frac{1}{2}mV^2$ is the *kinetic energy*, KE, of the body. Kinetic energy is a scalar quantity. The *change* in kinetic energy, ΔKE , of the body is²

$$\Delta KE = KE_2 - KE_1 = \frac{1}{2}m(V_2^2 - V_1^2) \quad (2.5)$$

work

The integral on the right of Eq. 2.3 is the *work* of the force F_t as the body moves from s_1 to s_2 along the path. Work is also a scalar quantity.

With Eq. 2.4, Eq. 2.3 becomes

$$\frac{1}{2}m(V_2^2 - V_1^2) = \int_{s_1}^{s_2} \mathbf{F} \cdot d\mathbf{s} \quad (2.6)$$

²The symbol Δ always means "final value minus initial value."

Thermodynamics in the News...

Hybrids Harvest Energy

Ever wonder what happens to the kinetic energy when you step on the brakes of your moving car? Automotive engineers have, and the result is the *hybrid electric* vehicle combining an electric motor with a small conventional engine.

When a hybrid is braked, some of its kinetic energy is harvested and stored in batteries. The electric motor calls on the stored energy to help the car start up again. A specially designed transmission provides the proper split between the engine and the electric motor to minimize fuel use. Because

stored energy assists the engine, these cars get better fuel economy than comparably sized conventional vehicles.



To further reduce fuel consumption, hybrids are designed with minimal aerodynamic drag, and many parts are made from sturdy, lightweight materials such as carbon fiber-metal composites. Some models now on the market achieve gas mileage as high as 60–70 miles per gallon, manufacturers say.

where the expression for work has been written in terms of the scalar product (dot product) of the force vector \mathbf{F} and the displacement vector $d\mathbf{s}$. Equation 2.6 states that the work of the resultant force on the body equals the change in its kinetic energy. When the body is accelerated by the resultant force, the work done on the body can be considered a *transfer* of energy to the body, where it is *stored* as kinetic energy.

Kinetic energy can be assigned a value knowing only the mass of the body and the magnitude of its instantaneous velocity relative to a specified coordinate frame, without regard for how this velocity was attained. Hence, *kinetic energy is a property* of the body. Since kinetic energy is associated with the body as a whole, it is an *extensive* property.

UNITS. Work has units of force times distance. The units of kinetic energy are the same as for work. In SI, the energy unit is the newton-meter, $\text{N} \cdot \text{m}$, called the joule, J . In this book it is convenient to use the kilojoule, kJ .

POTENTIAL ENERGY

Equation 2.6 is the principal result of the previous section. Derived from Newton's second law, the equation gives a relationship between two *defined* concepts: kinetic energy and work. In this section it is used as a point of departure to extend the concept of energy. To begin, refer to Fig. 2.2, which shows a body of mass m that moves vertically from an elevation z_1 to an elevation z_2 relative to the surface of the earth. Two forces are shown acting on the system: a downward force due to gravity with magnitude mg and a vertical force with magnitude R representing the resultant of all *other* forces acting on the system.

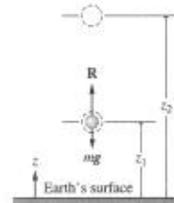
The work of each force acting on the body shown in Fig. 2.2 can be determined by using the definition previously given. The total work is the algebraic sum of these individual values. In accordance with Eq. 2.6, the total work equals the change in kinetic energy. That is

$$\frac{1}{2}m(V_2^2 - V_1^2) = \int_{z_1}^{z_2} R \, dz - \int_{z_1}^{z_2} mg \, dz \quad (2.7)$$

A minus sign is introduced before the second term on the right because the gravitational force is directed downward and z is taken as positive upward.

The first integral on the right of Eq. 2.7 represents the work done by the force \mathbf{R} on the body as it moves vertically from z_1 to z_2 . The second integral can be evaluated as follows

$$\int_{z_1}^{z_2} mg \, dz = mg(z_2 - z_1) \quad (2.8)$$



▲ Figure 2.2 Illustration used to introduce the potential energy concept.

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where the acceleration of gravity has been assumed to be constant with elevation. By incorporating Eq. 2.8 into Eq. 2.7 and rearranging

$$\frac{1}{2}m(V_2^2 - V_1^2) + mg(z_2 - z_1) = \int_{z_1}^{z_2} R dz \quad (2.9)$$

gravitational potential energy

The quantity mgz is the *gravitational potential energy*, PE. The change in gravitational potential energy, ΔPE , is

$$\Delta PE = PE_2 - PE_1 = mg(z_2 - z_1) \quad (2.10)$$

The units for potential energy in any system of units are the same as those for kinetic energy and work.

Potential energy is associated with the force of gravity and is therefore an attribute of a system consisting of the body and the earth together. However, evaluating the force of gravity as mg enables the gravitational potential energy to be determined for a specified value of g knowing only the mass of the body and its elevation. With this view, potential energy is regarded as an *extensive property* of the body. Throughout this book it is assumed that elevation differences are small enough that the gravitational force can be considered constant. The concept of gravitational potential energy can be formulated to account for the variation of the gravitational force with elevation, however.

To assign a value to the kinetic energy or the potential energy of a system, it is necessary to assume a datum and specify a value for the quantity at the datum. Values of kinetic and potential energy are then determined relative to this arbitrary choice of datum and reference value. However, since only *changes* in kinetic and potential energy between two states are required, these arbitrary reference specifications cancel.

When a system undergoes a process where there are changes in kinetic and potential energy, special care is required to obtain a consistent set of units.

► *for example...* to illustrate the proper use of units in the calculation of such terms, consider a system having a mass of 1 kg whose velocity increases from 15 m/s to 30 m/s while its elevation decreases by 10 m at a location where $g = 9.7 \text{ m/s}^2$. Then

$$\begin{aligned} \Delta KE &= \frac{1}{2}m(V_2^2 - V_1^2) \\ &= \frac{1}{2}(1 \text{ kg}) \left[\left(30 \frac{\text{m}}{\text{s}}\right)^2 - \left(15 \frac{\text{m}}{\text{s}}\right)^2 \right] \left| \frac{1 \text{ N}}{1 \text{ kg} \cdot \text{m/s}^2} \right| \left| \frac{1 \text{ kJ}}{10^3 \text{ N} \cdot \text{m}} \right| \\ &= 0.34 \text{ kJ} \\ \Delta PE &= mg(z_2 - z_1) \\ &= (1 \text{ kg}) \left(9.7 \frac{\text{m}}{\text{s}^2}\right) (-10 \text{ m}) \left| \frac{1 \text{ N}}{1 \text{ kg} \cdot \text{m/s}^2} \right| \left| \frac{1 \text{ kJ}}{10^3 \text{ N} \cdot \text{m}} \right| \\ &= -0.10 \text{ kJ} \end{aligned}$$

Appendix J ERI tasks & activities

Session 7 Intervention Teaching Study Vocabulary building: word category				
	NOUN	VERB	ADVERB	ADJECTIVE
1. Cold	Energy	drink	simply	typical
2. Drink	Medium	warms up		
3. Warms up	Transfer	cools down		
4. Cools down	Heat	reach		
5. Energy	Rate	deals		
6. Medium	Reason	wonder		
7. Transfer	Amount	satisfy		
8. Reach	Process	heat transfer		
9. Heat	Law	go downhill		
10. Deals	Voltage	stop		
11. Rates	Magnitude			
12. Wonder(ing)	Force			
13. Reason	Pressure			
14. Amount	Principle			
15. Process	Length			
16. Simply	Requirement			
17. Satisfy				
18. Typical				
19. Laws				
20. Heat transfer				
21. Go downhill				
22. Voltage				
23. Certain				
24. Magnitude				
25. Length				
26. Requirement				
27. Force				
28. Pressure				
29. Principle				
30. stops				

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