

READING IS A SKILL THAT MUST BE MASTERED BY  
EVERY GIRL IN ASPAEN GIMNASIO  
CANTILLANA IN FIRST GRADE

A RESEARCH PROJECT  
PRESENTED TO  
THE PROGRAM OF B.A. IN TEACHING ENGLISH AS A FOREIGN LANGUAGE  
SCHOOL OF EDUCATION  
UNIVERSIDAD NACIONAL ABIERTA Y A DISTANCIA  
COLOMBIA

IN PARTIAL FULFILLMENT  
OF THE REQUIREMENTS FOR THE DEGREE OF  
LICENCIADO EN INGLÉS COMO LENGUA EXTRANJERA

BY  
BLANCA JULIANA GÓMEZ ROJAS

DECEMBER 2018

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## ABSTRACT

The importance of a good reading performance goes beyond enjoyment and achievement of this skill. Reading is one of the important tools students will use to reach not only academic but professional success. Finding a new way to help students achieve this goal has been a widely studied matter for teachers and one of the most relevant ones. Hulya K. (2012) believed “that without a solid foundation of reading strategies the students will struggle throughout their academic and adult life.” The students of first grade in ASPAEN Gimnasio Cantillana are receiving a bilingual education and it is imperative to find ways to help them achieve better levels of success in reading in their second language as soon as possible. The following research is only a part of the many efforts to know learn about their particular characteristics to help students in this school obtain high levels of sufficiency.

*Keywords:* Reading skills, Reading Strategies, Scaffolding, Individual Needs, Second Language Acquisition.

## ACKNOWLEDGMENTS

I would like to express my special thanks of gratitude to my teacher Liliana Isabel Moreno, who took the time to revise my work and guide me through this project with diligence and professionalism, as well as for her unconditional support and trust. I will also like to thank my family for waiting patiently for me to have the time to share with them after hours of research and hard writing work, always showing respect for what this study means to my professional development and giving me the strength that comes from love.

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## CHAPTER 1

### INTRODUCTION

ASPAEN Gimnasio Cantillana is an international school which offers a bilingual education for its students. This is why for the girls who are in first grade, it is imperative to acquire good reading skills in L2 as soon as possible. During their first year of primary education, girls see themselves involved in the process of learning how to read and write in their second language at the same time they are strengthening their reading and writing learning process in their mother tongue. For many students, this implies a huge effort, and it is important to find ways to help them achieve this goal successfully having into account different characteristics such as age, styles of learning, learning disabilities and abilities, and family backgrounds.

The particular characteristics of this group have apparently influenced and diminished the students' performance; these characteristics need study and analysis, and the course of actions that derive from it, which may help students achieve better levels of sufficiency. The use of different strategies according to the students' needs require testing and evaluating in order to make decisions about what strategies would better help them. Reading in English is a learning skill these learners will need for their future academic success, so this is a very important matter of research for the wellbeing of this group and many others to come that can also benefit from

the new findings about the steps, methods and new tools proposed to give the best answers to the research questions.

### **Significance of the Study**

Reading is a skill that must be mastered by every child, and being reading in L2 an essential ability to acquire for students in ASPAEN Gimnasio Cantillana, the low levels of performance in this group is a situation that presents a problem worthy of study and analysis, in order to find the most suitable strategies to apply during the course of their first year.

If students want to improve their vocabulary, therefore, their speaking and writing, they must do a lot of reading. When students have a good reading habit, speaking and writing come along without even noticing. In 2015 Majed Abdulkareem Alharbi, conducted a study about the Correlation between Learning Styles and Reading Comprehension in this study Alharbi M.A. (2015) proclaims that:

EFL reading teachers can benefit by findings from these kinds of study, through carefully designing appropriate strategy based reading instruction that is grounded in learning style and schema theory, and by allowing a diversity of reading modes in the classroom to cater for the needs and styles of learning of a variety of students. (p.p. 1265)

This encourages me to conduct this research, to find possible solutions and ideas for a better learning environment and opportunity for knowledge growth. He also states that “Curriculum designers should encourage reading instructors to be flexible in the teaching of reading materials and choosing teaching strategies that are appropriate for their students learning styles.” Alharbi, M. A. (2015). This statement reinforces the need to look for the right materials and strategies to bust this particular group of students into higher levels of proficiency.

Research states that: “Reading and language activities taking place in two different

languages during the same developmental time period may actually provide children with bilingual reading and language processing advantages” (Kovelman, Baker & Petitto, 2008). Due to this observation that follows from the study: Should bilingual children learn reading in two languages at the same time or in sequence? Bilingual education gives students in Cantillana a big opportunity to improve not only their reading skills but also their metacognition, gaining an advantage among their Spanish-only scholars pairs and future life competitors.

Nevertheless, for students in this group, it has been a little difficult to start training and connect with the reading process, and it is important to determine the factors that cause this difficulty. To begin with, at least four of the students who attend this course have recognized learning disabilities. “Students with learning disabilities are among the most vulnerable at chronic risk for not learning” (Garnett, K. 2010); a systematic study of this situation must help me, as their teacher, to identify what these learners need, recognizing that inclusion is not about treating every student in the same way but working on finding ways to treat them differently in the search of a fairer classroom.

Another aspect to take into account is the family background. Studies show that: “children raised in intact families, i.e., with two continuously married parents, tend to fare better on a number of cognitive, emotional, and behavioral outcomes than children living in other family forms.” (Kim, C. 2008). Many of the girls are facing parents’ divorce or come for a single mother home; their level of school awareness is very low and the commitment with their own learning processes is not in the top list of their priorities right now. Christine Kim is a Policy Analyst focusing on welfare, family, and marriage at “The Heritage Foundation”, she also states that social science research over the past decades suggests that “family structure affects children's school outcomes, from preschool to college, and this is evident in this classroom,

opening a wide area of study to look for the best way to help these students in the process of learning how to read.”

Serious study of the students’ type, characteristics, and proficiency, followed by the test of the most suitable reading strategies must be applied to find strategies which help these students improve their reading skills and therefore their academic success.

### **Statement of the Problem**

ASPAEN Gimnasio Cantillana is a bilingual school located in Piedecuesta, Santander. At this school, most of the girls start their bilingual education from the beginning of their school life in their preschool Yatay (the associated pre-school which shares the same principles and mission), it means that they have been in contact with the language from a very young age (2 or 3 years old), even before their writing and reading learning process starts.

Even though, once they start their writing-reading process and learn the letters of the alphabet, in pre-K, they are instructed in Spanish. It takes them a year to finish the process of learning the code, start building words and turning them into sentences. This is a long and complicated process they enjoy, but then, they get to first grade and see themselves faced with the challenge of reading in a second language. It has been difficult to make them change their patterns and succeed at reading in English and the students of first grade are having a low reading performance in their L2.

According to Biling Res J. in his manuscript “Should bilingual children learn reading in two languages at the same time or in sequence?”, cited by Berens, M. S., Kovelman, I., & Petitto, L.-A. (2013), learning to read and write in two languages at the same time, in combination with phonological training in the early school years, may provide the most optimal and enduring type of bilingual language learning, helping students develop key components of successful reading

and language. “Young children can learn two reading systems and two languages concurrently and without confusion, especially if such dual reading and language exposure occurs early in life”. (Kovelman, Baker & Petitto, 2008). Nevertheless, when students in ASPAEN Gimnasio Cantillana get to first grade, their writing-reading process in their mother tongue is only partially finished. This is why some of them avoid the opportunities they have to develop this skill in their second language (activities like reading along with the teacher, developing individual exercises or just practicing in class) because that gives them a feeling of insecurity and frustration.

Most of the students are very adaptable and enjoy learning new things, but this is a real classroom, in the real world and students in this class are as different as individuals in our society can be. There are four characteristics which may be causing this problem, and they are worthy of study: First of all, there is age, students in this particular class are between the ages of five and seven and this means a huge difference when it comes to cognitive stages of childhood development. It is also important to think about the different styles of learning, all children don't learn the same way and it is very difficult to get kinesthetic or auditory learners into the reading habit. The abilities students have to absorb new knowledge and face new challenges are very different from one another not to mention that there are at least five students who present special learning disabilities from TDH to a simple lack of attention or bad study habits. Last but not least, some students in this class, just like many others in these modern times, are in the middle of a family crisis facing parents' divorce, the absence of a father figure or even going through the suffering of having a close relative going through the very hard challenges of fighting a serious illness. According to the article “Your family 'type' can affect your kids at school” by Sharon Jayson, USA TODAY (2010): “Families can be a support to children in the early grades or they

can be a source of stress and distraction; children from families characterized as disengaged have disruptive behavior and had more difficulty focusing and cooperating.”

## **Objectives**

### **General Objective**

To find the most appropriate reading strategies to be implemented in the first grade of ASPAEN Gimnasio Cantillana for the improvement of their L2 reading skills.

### **Specific Objectives**

To analyze the particular strengths, weaknesses, and needs found among the girls that attend the first grade in ASPAEN Gimnasio Cantillana.

To evaluate the students' performance in their Second Language (English) reading activities after the application of different reading strategies.

To promote students' engagement with their Second Language (English) reading learning process.

## CHAPTER 2

### LITERATURE REVIEW

Acquisition of a second language is a very important tool for students and future professionals. This is why; it has become so common to have an early start in bilingual education. Studies confirm that brain flexibility is higher at pre-school ages, therefore the sooner a child acquires the Basic English Skills (reading, writing, speaking and listening), the better results can be achieved. Asher, J. & Garcia, R. (1984) cited in Kennedy.T.(2016) claim that: “research has concluded that the window for acquiring syntax may close as early as age 5 or 6, while the window allowing for the addition of new words may never close”. Similarly, Nash (1997) also cited by Kennedy states that: “the ability to learn a second language undergoes a steady and inexorable decline after the age of 6”. Having this in mind, it is important to develop good reading skills and habits in the students of first grade in ASPAEN Gymnasia Cantillana before they finish the school year in order to prepare them for the challenges and advantages that learning two languages at the same time bring.

After learning about this particular group of student’s characteristics and needs, it is important to find the right strategies to be implemented in the classroom to improve their reading skills. But far more important is getting the students to learn about their own difficulties and the best way to overcome them boosting metacognition and making them the main protagonist in the learning process. “Studies on metacognition and reading comprehension reveal the strong

relationship between the use of strategies, awareness and reading comprehension. Successful readers are more aware of strategic reading and they probably use strategic reading techniques”. (H. Şenay Sen. 2009).

Evidently, it is not only a matter of finding learning strategies that can be of help for this particular group but more importantly of finding a way to get the students involved as active learners.

Regarding literacy in bilingual students and the difficulties or opportunities that this may represent in the reading learning process, it seems that there are more benefits than disadvantages for the students. David Ramirez, Ph.D. conducted a study to provide guidance to the development of quality pre-service and in-service literacy training programs, instructional materials, and accountability procedures to provide bilingual students with optimal teaching and learning opportunities. He declares that:

What is special for bilingual children is that reading awareness is developed more quickly and successfully in their primary language and that contrary to popular opinion, developing the child's primary language skills does not delay, but rather can accelerate the development of English literacy skills. (Ramirez. 2000.)

Ramirez (2000) found that “systematic phonics instruction is most successful for early elementary students (K and Grade 1), especially among those with reading problems”. Finally, he concludes that:

Teachers need a greater understanding of how to use each of the child's languages to support academic learning, such as how to improve memory, when and how to translate, use of contrastive analyses to support reading and writing, and how to support literacy activities in the home. Clearly, bilingualism not only does not appear to be an obstacle to



literacy development in either language, but also seems to provide the learner with heightened skills necessary for literacy. (Ramirez. 2000.)

Ramirez studies demonstrate that it is imperative in these cases to promote the teacher's awareness in the topic and change instruction patterns in order to make a better use of the situation.

Any kind of study about the student's characteristics is important for the welfare of the process, but it is not only what teachers can use to improve their students' performance what matters, even more, the knowledge of the students' limitations and contexts can give a clear view of what best suit the student's needs. Geske and Ozola (2008) analyzed data from (International Association for the Evaluation of Educational Achievement) Progress in International Reading Literacy Study (PIRLS) 2001 to find out the reasons behind the low level of reading literacy among primary school students. They found that "the socioeconomic position of a family considerably influences students' reading literacy achievements". They also found that "usually children from families with one or two children have better achievements in reading literacy, they have comparatively more books and their parents have a good education". According to their study:

Students reading literacy is substantially influenced by the collaboration of parents and children at the pre-school age, collaboration at age of 10 is not that important anymore, except regular joint visits to a library or a bookstore; Better achievements in reading literacy are among the students, who read different stories, poetry, parts of fiction books or plays at school at least once a week and The 4th grade students' written answers to the questions about what they have read, as well as artistic projects about the read material

and reading aloud at school are not the factors promoting reading literacy. (Geske and Ozola. 2008)

Geske and Ozola's findings call for deeper involvement and study of the student's particular situation in every classroom.

Going from the knowledge and recognition of the student's characteristics and particular situation, it is important to go further into the solutions and strategies that can be implemented in the classroom. Hulya K. (2012) conducted an action research applied to a number of 14 of his students in order to find out whether or not reading strategies could help these students' reading comprehension studies. Hulya analyzed the improvement of the students reading skills after they have taken presentations on reading strategies. The teacher-researcher used six strategies; predicting, making connections, visualizing, inferring, questioning, and summarizing. The strategies were introduced to the students and practiced for three weeks. The results of the reading awareness scale showed that "there was a lack of knowledge in the area of reading strategies in his students at the beginning of the study and that after a comprehensive study, there was an improvement in their success". He saw an increased understanding of reading comprehension strategies and an improvement in reading comprehension of the students. Hulya demonstrated that there is a huge relation between scaffolding and self-awareness of the strategies that can be used and the student's success.

Research shows good readers are actively involved with the text, and they are aware of the processes they use to understand what they read. Teachers can help improve student comprehension through the instruction of reading strategies. Predicting, making connections, visualizing, inferring, questioning, and summarizing are strategies shown by research to improve reading comprehension (Block & Israel, 2005).

According to Duke & Pearson (2005) cited by Hulya K, (2012): “It is important to teach the strategies by naming the strategy and how it should be used, modeling through the think-aloud process, group practice, partner practice, and independent use of the strategy “.

Another method that has been tested and could be easily implemented in this particular case is the note taking Cornell Method:

With this method, different parts of the notebook page have different functions. Notes are recorded on one half, keywords and concepts are recorded in another area called the recall column, and a summary is recorded at the bottom of the page. This method has some advantages such as more organized notes, quick identification of keywords and concepts, exams, aesthetic arrangement of information, and easy scanning. Students can easily make a summary of the reading material and record it at the end of the notes. The summary may be in sentences or short phrases. (O’Malley and Chamot, 1990).

Finally, an adaptation of conversational shadowing from Murphey (2001): “a pedagogical technique in which L2 learners “shadow” their interlocutors’ oral language through complete and selective repetition”. With this technique, the teacher can be the reader and students the “shadowers”. Students repeat and summarize the repeated text after various repetitions and the use of images. As Murphey (2001) states:

In Vygotskyan theory, imitation constitutes the chief mechanism of internalization and a major component of developmental activity in the Zone of Proximal Development. It is through interaction with an expert that the learner is capable of reproducing the expert’s action by utilizing those functions that are in the process of maturing. Ultimately, imitation in joint activity with others is the basis for independent creative performance.

(p. 4)

This strategy would be used in this study expecting great results because students at this age enjoy collaborative activities and:

These type of social collaborative activities, result in the co-construction of meaning between and among readers and not just as the product of a single reader's individual process. Similar to conversational shadowing, learners comment on the text and help each other construct meaning, an aspect that situates shadow-reading as a literacy event that is socially structured (Guerrero, 2013).

## CHAPTER 3

### METHODOLOGY

The following research was held through the lines of pragmatism. There are many beliefs about the causes that may be affecting the students' performance as well as there are many different reading strategies that can be of help for the aim of this research. Thus, there is an obvious need to look for the truth in both cases. Pragmatism offers the researcher the best way to test these hypotheses and come to a realistic and practical result to be implemented after the study.

Peirce's pragmatism, cited by Philip L. Campbell (2011), sustains that "any hypothesis may be admissible, in the absence of any special reasons to the contrary, provided it be capable of experimental verification and only in so far as it is capable of such verification".

Campbell explains that:

Pragmatism is the collective name for a family of theories emphasizing the practical consequences of holding a belief as a means of evaluating the truth of that belief. A belief is true if it brings about a satisfactory result in a particular inquiry or investigation. Truth cannot be separated from the specific context of an investigation, nor can it be divorced from the interests of the inquirer, the history of such investigations, or the habits of the culture and persons involved (Campbell, 2011)

Research and conclusions are to be developed in order to deny or confirm assumptions and possible solutions using pragmatism as a tool to avoid mistakes.

The research line for this study is: “Childhood, Education and Diversity”, being this, a line of study which generates a reflective and constructive knowledge space about childhood diversity and the educational scope in which they develop, promoting the creation, and strengthening of better educational environments for children. It was important for me to inquire about the different possibilities of improvement in this area to find new and better ways to do my job and help my students to achieve higher levels of proficiency.

### **Research Approach**

To find the most appropriate reading strategies to be implemented in the first grade of ASPAEN Gimnasio Cantilana in order to improve the L2 reading skills of the students in this particular group. The researcher needed to go through two different stages in the research process. First of all, it was important to analyze the different characteristics found among these students, to determine their particular strengths, weaknesses, and needs. Then the researcher had to test the use of different reading strategies and evaluate the students’ performance in their second Language (English) reading activities to find the ones that help them better achieve higher levels of proficiency, approaching the study by induction and deduction. In order to do that, the best option to develop this research was to use a mixed methodology.

There are two very good characteristics of qualitative methodologies which suit this research: “Qualitative methodologies whose subject matter is people, include: ethnography, case studies, and bibliographical research” (Robson. 2002) and “The main characteristics of qualitative research, such as empathy, contextualization, flexibility and problem-solving, are

extensively used in educational studies; the techniques used are accounts, participant observation, and personal constructs” (Cohen. 2007).

There is a need to start the research studying this particular group, its characteristics and the way in which these characteristics affect their results in class. Exploratory visits, participant’s observations and interviews were an important part of this first stage. Patton (2002) cited by Yilmaz K. (2013) states:

There are some situations or questions that qualitative research methods illustrate better than quantitative ones or vice versa. For instance, qualitative methods are especially effective to study a highly individualized program in which learners who have different abilities, needs, goals, and interests proceed at their own pace. In this case, quantitative methods can provide parsimonious statistical data through mean achievement scores and hours of instruction. But, in order to understand the meaning of the program for individual participants, their points of view and experiences should be illustrated with their own words via such qualitative methods and techniques as case studies and interviews which provide the detailed, descriptive data needed to deepen our understanding of individual variation. (p. 315)

In order to find the correct tools to help the students boost their way to success, there was a need for more measurable results. Metacognitive strategies are about making awareness of the way you think and therefore making adjustments in your habits to improve the way you learn. For that reason, testing and statistics needed to be implemented to make generalizations and make decisions about what best suited the student’s needs. Many authors claim the importance of the use of a qualitative research in order to make the research valid:

“For an objective reading of reality, the quantitative researcher employs empirical methods to test if a valid premise can be deduced from a valid conclusion” (Cohen, 2007).

“Research strategy is directed toward quantification in order to provide explanations for the findings that can be generalized. This is a nomothetic approach in which findings are presented as objective facts and established truths” (Gray, 2004).

The need for a mixed methodology is imperative in this particular case due to the many factors that can affect the students’ performance and the many different strategies that can be implemented.

### **Type of study**

The purpose of this research is to find a way to improve the reading skills of the students of first grade in ASPAEN Gymnasia Cantillana with the implementation of reading strategies. In order to do that the researcher will have to study the different situations and students’ characteristics to find the reasons for the student’s low levels of proficiency and use that knowledge to choose the strategies that might best help these particular group of students improve their reading skills, try these strategies with the students, measure their improvements and based on these observations define a practical solution to the problem. Therefore, it is necessary to carry out an applied research.

### **Applied Research Definition**

Applied research aims at finding a solution for an immediate problem facing a society or an industrial/business organization. Research aimed at certain conclusions (say, a solution) facing a concrete social or business problem is an example of applied research. Thus, the central aim of the applied research is to discover a solution for some pressing practical problem, whereas basic research is directed towards finding information that has



a broad base of applications and thus, adds to the already existing organized body of scientific knowledge. (Kothari, 1990, p.3)

### **Population**

This study is held upon 15 students of first grade in ASPAEN Gymnasia Cantillana, they are all girls and they are between the ages of 5 and 7. These students have different styles of learning, and there are at least five students who present special learning disabilities from TDH to a simple lack of attention or bad study habits. Last but not least, some students in this class, just like many others in these modern times, are in the middle of a family crisis facing parents' divorce, the absence of a father figure or even going through the suffering of having a close relative going through the very hard challenges of fighting a serious illness.

The students in this course are having problems achieving good levels of reading comprehension. ASPAEN Gimnasio Cantillana is an international school, which offers a bilingual education for its students. This is why for the girls who are in first grade, it is very important to acquire good reading skills as soon as possible.

At this level, students are able to understand simple instructions and short stories when they have audio and visual support, but it is very difficult for them to follow up and infer meaning even from short readings. They are always willing to learn new things and enjoy second language interaction with the teacher and partners with a little degree of fluency and accuracy.

### **Instruments**

The researcher needs to study the different situations and students' characteristics to find the reasons for the student's low levels of proficiency and use that knowledge to choose the strategies that might best help these particular group of students improve their reading skills, test

these strategies with the students, measure their improvements and based on these observations define a practical solution to the problem. These are the instruments the researcher will use:

### **Participants' Observations**

The researcher has every day access to the study group, observations will be held in every class, to determine the student's level of engagement and their reading performance and how they improve or diminish after the implementation of L2 reading strategies and constant promotion of students' engagement with their second language (English) reading learning process (See Appendix C for Students' Performance Observation Form Template and Example).

### **Interviews**

Parents and students were interviewed regularly to determine their particular characteristics, possible causes for the student's low L2 reading skills, monthly improvement and level of engagement with the process. During these interviews parents were proposed to get involved in their children reading learning process and asked to accompany this process, creating a home school connection (See Appendix C for Students and Families' Progress Checking Questionnaire).

### **Quantitative Data**

#### **Family Situation:**

During the month of February, during the first parents-teacher meeting, the researcher met with parents to talk about the family situation and its involvement in the student's reading learning process (See Appendix C for Family Situation Questionnaire Template).

#### **Students' Characteristics (Age and Learning Styles):**

The students took a test to inform their age and determine their learning styles. (See Appendix C for Learning Styles Test).

### **Reading performance (Before and after the implementation of L2 reading strategies)**

To measure the student's reading performance the researcher used five questions at the end of the readings, the number of correct answers to these questionnaires were used to measure the students' level of success. (See Appendix C for the Students' success level before and after the application of strategies table)

At the beginning of the year, the researcher used three different readings, and each of the readings included five reading comprehension questions (See Appendix D for Reading Materials and Questionnaires).

Starting in March, once a week, strategies were implemented randomly with different texts, to test which of them better helped students achieve understanding and reading comprehension.

In order to get students familiar with each reading strategy the researcher used each strategy for a month.

The students answered the questionnaires in order to show their understanding of the texts and the way this improve after the application of the different reading strategies (See Appendix D for Reading Materials and Questionnaires).

### **Strategies**

#### **Scaffolding**

During the month of March, students used this strategy to read in class. This strategy included a selection of reading strategies explain by Hülya Küçükoğlu in her research

“Improving reading skills through effective reading strategies”. Hülya K. (2012) proposed the following strategies for her research:

**Predicting:** Students use the title, pictures and keywords to predict what the story is going to be about.

**Visualizing:** After reading the texts students make drawings about the story, including the settings, characters, and actions that were more relevant for them at the beginning, the middle and the end of the story.

**Making Connections:** Students sit on a circle on the classroom floor and tell each other about own experiences that relate with the story, they also talked about other stories that were similar or relatable.

**Summarizing:** Students use images to summarize the stories writing short sentences to retell the story.

**Questioning:** Students answer questions before, during, and after readings.

**Inferring:** Students use a table to describe the character feelings, intentions and future actions inferring this information from the reading.

### **The S-RUNR System**

The S-RUNR System, using the note-taking Cornell method. This strategy was taken from: “The learning strategy center, from the Cornell University” whom Adapted it from How to Study in College 7/e by Walter Pauk, 2001 Houghton Mifflin Company.

During the month of April, students used this strategy to read in class. These are the steps they had to follow with the two readings prepared for this stage:

**Survey:** Students go through the reading and quickly glance at drawings. Then, read the final sentence of the reading. This gives them a general idea of what the reading covers.

**Read:** Students read the text material and write the heading on a piece of notebook paper (in their notes) in the left margin.

**Underline:** After they finish reading a paragraph, they think about what was important and underline or highlight that information in the textbook.

**Note Taking:** When they finish highlighting, they take notes on the key information next to the heading that they write earlier in their notes. Then they summarize the highlighted information with their own words.

**Review:** When they finish reading the entire chapter, they look over the notes that they made for five to ten minutes. Students check their memory by covering their notes and reciting the main notes out loud.

### **Shadow Reading**

During the months of June and July (stopping for three weeks due to the middle year vacation break), students used an adaptation of conversational shadowing created by Murphey (2000), according to what Commander, M., & de Guerrero, M. (2013) explained about it in their report. These are the steps they had to follow during the two readings prepared for this stage:

**Shadow Reading:** The learners are provided with shadow-reading strategy in which they are required to listen to their teacher and repeat the passage in a well-disciplined imitative task.

**Summarize:** Students summarize what they comprehend from the text, writing the story in their own words with the help of pictures. (See Appendix A for Photographic Evidence)

## CHAPTER 4

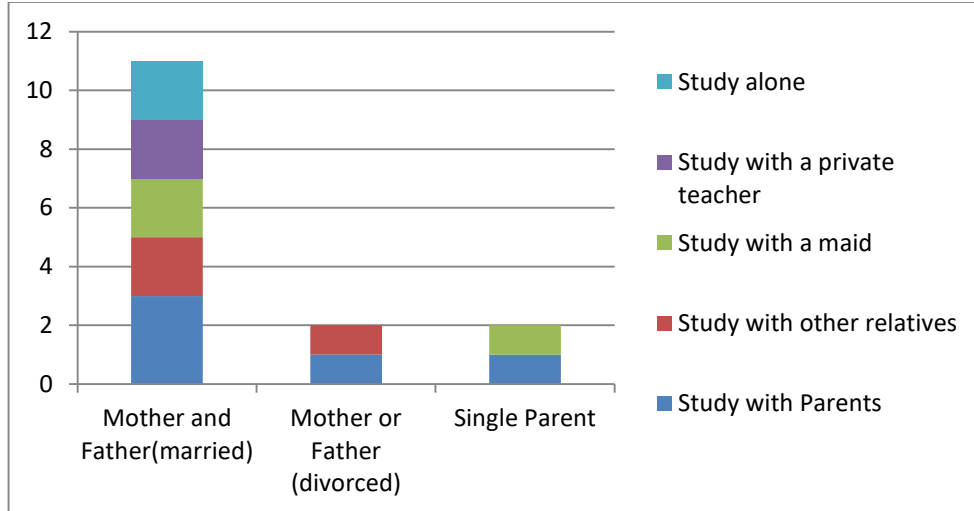
## RESULTS

**Parents and Students Interviews and Class Observation**

After holding interviews with parents and students, the study found out that the respondents have a very high motivation towards the reading process but parents as much as students feel insecure and do not have the proper instruction to face this challenge, therefore it is imperative to put a plan into practice in the recognition of weaknesses and strategies to use to strengthen students' ability to read.

**What is the Family Situation of the Students in this Classroom Like?***Table 1**Family form and students' homework companion*

	Study with Parents	Study with other relatives	Study with a maid	Study with a private teacher	Study alone
Mother and Father(married)	3	2	2	2	2
Mother or Father (divorced)	1	1	0	0	0
Single Parent	1	0	1	0	0



*Graphic 1. Family form and students' homework companion*

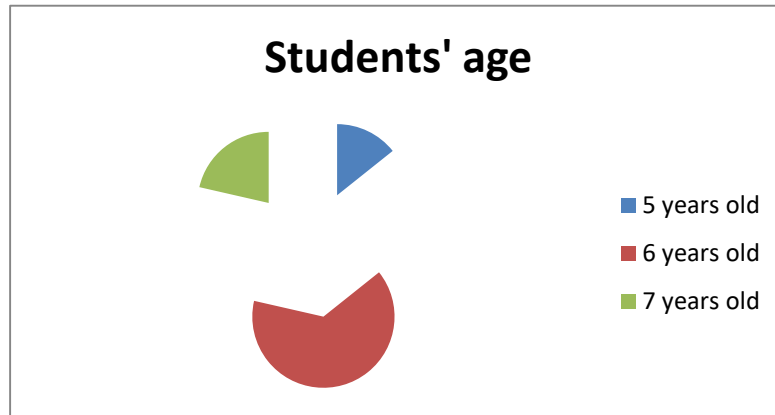
### **What Are the Students' Characteristics?**

Many factors differentiate each of the members of the group selected for this study. First of all, there is age, students in this particular class are between the ages of 5 and 7 and this means a huge difference when it comes to cognitive stages of child development. It is also important to mention the different styles of learning, most of the girls, 7 out of 15 are kinesthetic learners, 5 are auditory learners, and only 3 of them are visual learners. This was determined through the application of the Lynn O'Brien learning style test taken by the students and held by the psychology department of the school.

*Table 2:*

*Students' age*

<b>STUDENTS' AGE</b>	<b>Number of students</b>
5 years old	2
6 years old	9
7 years old	3

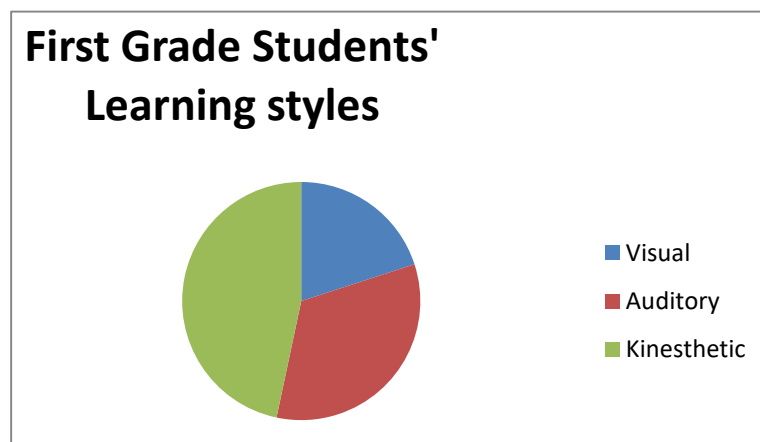


*Graphic 2. Students' age*

*Table 3:*

*First grade students' learning styles.*

<b>FRIST GRADE STUDENTS' LEARNING STYLES</b>	Number of students
Visual	3
Auditory	5
Kinesthetic	7



*Graphic 3. First grade students' learning styles*



**What Were the Students’ Reading Comprehension Levels at the Beginning of the School Year?**

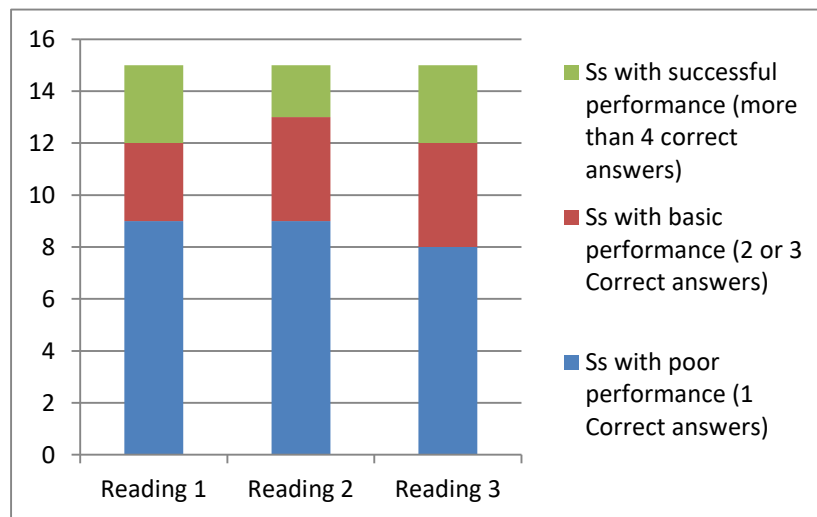
To measure the student’s reading performance, the researcher used three different readings which included five reading comprehension questions.

Class observation allowed the researcher to realize that the students were not reading throughout the whole text, they focused in unknown vocabulary and did not answer the questions with accuracy because they did not have a method or a strategy to help them achieve this task.

*Table 4:*

*Students’ success level of performance at the beginning of the school year*

	Ss with poor performance (1 Correct answers)	Ss with basic performance (2 or 3 Correct answers)	Ss with succesful performance (more than 4 correct answers)
Reading 1	9	3	3
Reading 2	9	4	2
Reading 3	8	4	3



*Graphic 4. Students’ success level of performance at the beginning of the school year.*

### **What is the Students' Engagement Level?**

Class observations helped conclude that they felt very insecure when they were reading, and the sentence: "I don't understand" was heard with frequency in the classroom. Of the 15 students only 3 were happy to develop the activities proposed and subsequently, these three students were the only ones able to find the answers by themselves. Even though when asked about if they wanted to learn how to read in English 13 students answer affirmatively, showing motivation towards the reading process, differing from their motivation towards the activities proposed and their willingness to work during class.

These observations show the urgent need for reading strategies to support the process and help them recognize their role in the acquisition of new learning strategies.

### **Application of Strategies and Data Recollection**

Knowing that most of the students are kinesthetic learners and considering the students' age range (5 to 7 years old), before readings, vocabulary was presented in various activities which included movement using flashcards, song, and videos to help students get familiar with new words and contextualize the readings. Outdoor reading was also included in the program and sometimes the students change location in the classroom (sit on the floor, stand next to the desk or work in couples) to go to the following stage in each of the strategies used.

### **Scaffolding: Predicting, Making Connections, Visualizing, Inferring, Questioning and Summarizing**

During the month of March, after the use of this strategy, the students' reading comprehension was measured by the number of correct answers to the reading comprehension questions they had to answer after the two readings prepared for this stage.

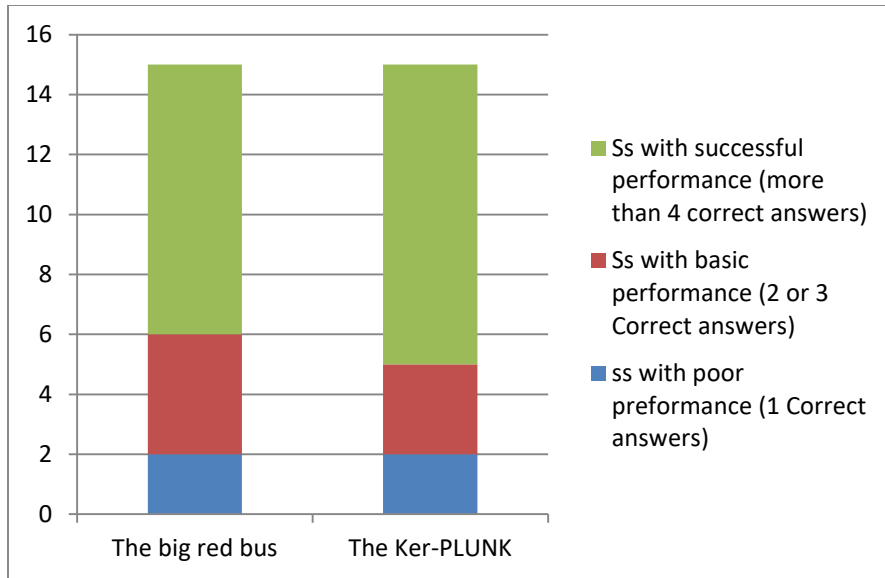
Using these strategies, students were able to develop self-awareness of their reading process, could easily understand the readings and give answers to the proposed questions. The process was time-consuming but students were engaged with the activities and could better comprehend the readings and develop the activities.

Students used the title, pictures, and keywords to predict what the story was going to be about. After reading the texts students made drawings about the story, including the settings, characters, and actions that were more relevant for them at the beginning, the middle and the end of the story. Students sat on a circle on the classroom floor and told each other about own experiences that relate with the story, they also talked about other stories that were similar or relatable. Then, students used images to summarize the stories writing short sentences to retell the story and answer questions before, during, and after readings. Finally, students used a bar graph to describe the character feelings, intentions and future actions inferring this information from the reading.

*Table 5:*

*Students success level using scaffolding strategies.*

	ss with poor performance (1 Correct answers)	Ss with basic performance (2 or 3 Correct answers)	Ss with successful performance (more than 4 correct answers)
The big red bus	2	4	9
The Ker-PLUNK	2	3	10



*Graphic 5. Students' success level using scaffolding strategies.*

### **The S-RUNR System (Using the note-taking Cornell method): Survey, Read, Underline, Note taking, Review**

During the month of April, after the use of this strategy, the students' reading comprehension was measured by the number of correct answers to the reading comprehension questions they had to answer after the two readings prepared for this stage.

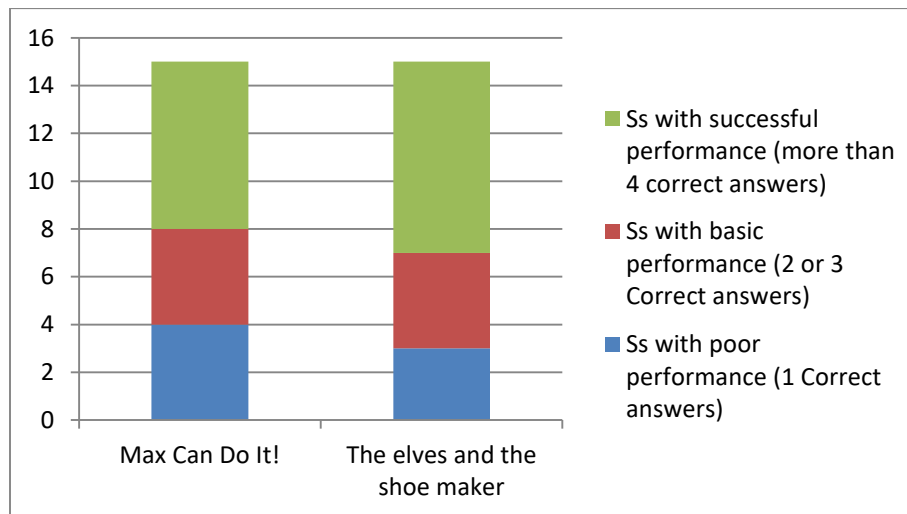
During the month of April, students used this strategy to read in class. These were the steps they had to follow with the two readings prepared for this stage:

Students went through the reading and quickly glanced at drawings. Then, read the final sentence of the reading. This gave them a general idea of what the reading covered. Then, students read the text material and wrote the heading on a piece of notebook paper (in their notes) in the left margin. After they finished reading a paragraph, they thought about what was important and underlined or highlighted that information in the textbook. When they finished highlighting, they took notes on the key information next to the heading that they wrote earlier in their notes. Then they summarized the highlighted information with their own words. When they had finished reading the entire chapter, they looked over the notes that they made for five to ten minutes. Students checked their memory by covering their notes and reciting the main notes out loud.

Table 6:

*Students' success level using the S-RUNR System*

	Ss with poor performance (1 Correct answers)	Ss with basic performance (2 or 3 Correct answers)	Ss with successful performance (more than 4 correct answers)
Max Can Do It!	4	4	7
The elves and the shoemaker	3	4	8



*Graphic 6. Students' success level using the S-RUNR System.*

### **Shadow Reading: Learners “Shadow” Their Interlocutors’ Oral Language Through Complete and Selective Repetition and Later Summarize the Repeated Text**

During the month of June and July, after the use of this strategy, the students’ reading comprehension was measured by the number of correct answers to the reading comprehension questions they had to answer after the two readings prepared for this stage.

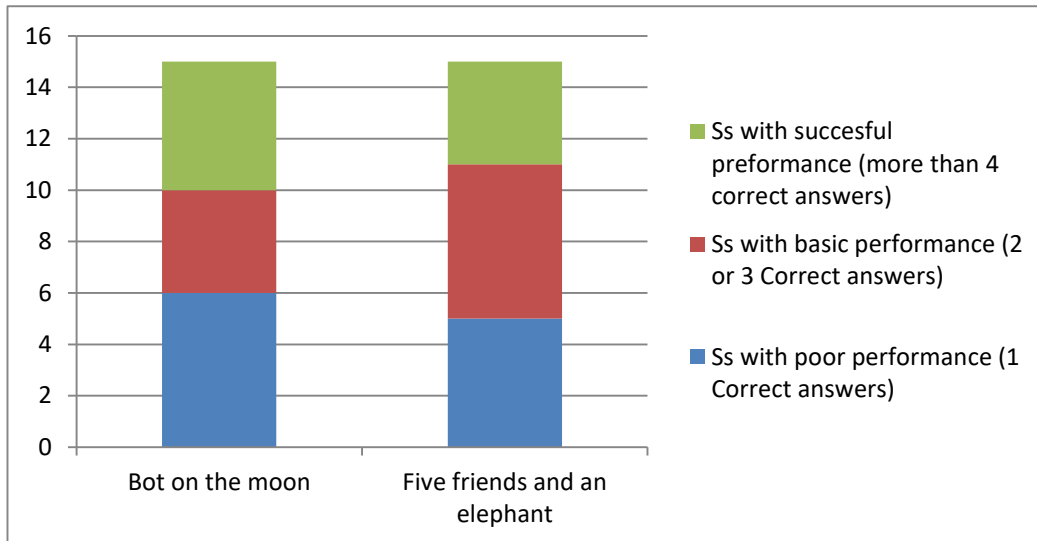
The learners were provided with shadow-reading strategy in which they were required to listen to their teacher and repeat the passage in a well-disciplined imitative task. Then students

summarized what they had comprehended from the text, writing the story in their own words with the help of pictures.

Table 7:

Students success level using shadow reading as a reading strategy.

	Ss with poor performance (1 Correct answers)	Ss with basic performance (2 or 3 Correct answers)	Ss with successful performance (more than 4 correct answers)
Bot on the moon	6	4	5
Five friends and an elephant	5	6	4



Graphic 7. Students' success level using shadow reading as a reading strategy.

**Most Successful Strategy**

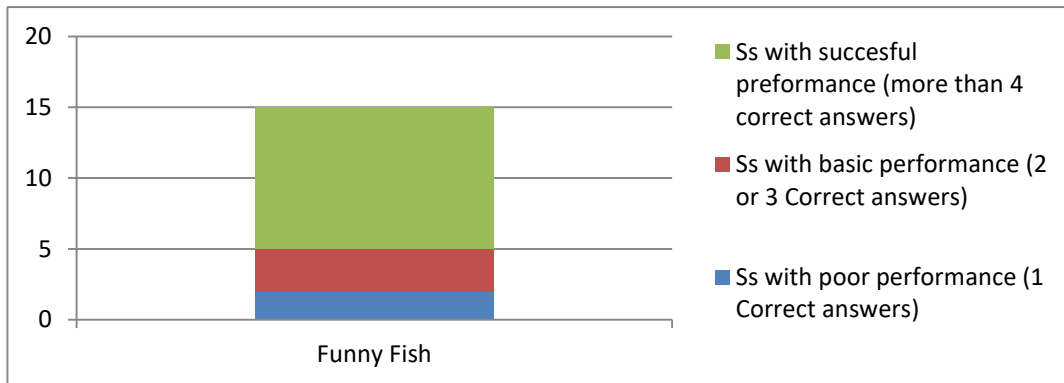
During the month of August, and after the observations, students followed scaffolding strategies: Predicting, making connections, visualizing, inferring, questioning and summarizing, recognizing this strategy like the most successful among students, corroborating that the selected

strategies helped students develop self-awareness of their reading process and easily understand the readings, finding the answers to the proposed questions with accuracy and independence.

Table 8:

Students' success level using the most successful strategy

	Ss with poor performance (1 Correct answers)	Ss with basic performance (2 or 3 Correct answers)	Ss with succesful performance (more than 4 correct answers)
Funny Fish	2	3	10



Graphic 8. Students' success level using the most successful strategy.

## CHAPTER 5

### DISCUSSION

After the study and analysis of the particular characteristics of this group, and testing the use of different strategies according to the students' needs, the researcher has found important information to make decisions about the methods and tools that may help this group to improve their reading skills in English.

Meetings with parents helped recognize a few difficult home environments to have into account when planning for instruction in this classroom. Among the students of this class there are girls with absence of the mother figure, absence of the father figure, divorced parents, many face separations from their parents' figure due to a very strict job schedule and others are having financial problems at home that are starting to impact the family lifestyle.

These findings show that many families don't have a regular situation at the moment, therefore home-school connection must be very restricted and the strategies the researcher plans to use with the students must be applied during class hours. Parents are willing to cooperate and most of the families could be of help in the process, but to be fair, every student must have the same opportunities, this is how these particular group of students need a special routine to get them ready to start classwork, leaving all personal matters aside, and getting them focused on the reading activities. Follow up activities will be sent home only at the end of the school year when the students get more confident with their reading skills.



Activities which include movement, lots of visual and outdoor displacement must be included in the strategies to use in this particular group having into account their kinesthetic tendency.

The first strategy used was the implementation of various scaffolding strategies; they were very successful and help students improve their levels of reading comprehension. Class observation allowed the researcher realize that the students were very engaged with the activities, they helped them connect with the readings and gave them the vocabulary and structures needed to understand the readings and answer with accuracy the comprehension questions.

The S-RUNR System (Using the note-taking Cornell method): Survey, Read, Underline, Note taking and Review, were somehow successful and help students improve their levels of reading comprehension. Nevertheless, the activities required a lot of support from the teacher and it was very difficult for students to find the main idea or the most important part in each paragraph. With the help of the teacher, they underlined that information and it was very helpful for the rest of the process. Note taking was guided and some students struggled to summarize the reading using their own words. The good thing was that after finishing note taking they had a very good idea of what the reading was about and could answer comprehension questions on their own.

Class observations allowed the researcher realize that the students were not very engaged with the activities, because they were anxious all the time and asked for help with avidity. Even though most of the students were able to enjoy and understand the readings at the end, it was a very wasting process.

The Shadow Reading strategy was not very successful and didn't help students improve their levels of reading comprehension. Class observation allowed the researcher to realize that

the students were very engaged with the reading, but the lack of pre-reading activities was crucial for the failure of this strategy. Students had problems understanding the reading because they could not make connections to previous knowledge or contextualize the readings, besides repetition was not enough for them to have a full reading comprehension. Even though, the use of images to summarize the readings was of some help and allowed some students to accomplish the tasks with success.

## CHAPTER 6

### CONCLUSION

At the beginning of the school year, students had a low level of success developing reading activities and showing reading comprehension, because they did not have a structured strategy to develop these kinds of activities.

Homeschool connection is required, but follow up activities must be restricted for the end of the school year when students are expected to improve their reading skills. Family situations and students learning habits make it essential to find ways to help them focus on their work implementing a special routine to get them ready to start classwork and monitoring their work constantly.

The first strategy implemented included: Predicting, making connections, visualizing, inferring, questioning and summarizing, these reading comprehension practices give the students the scaffolding needed to have success developing the exercises and answering the comprehension questions with accuracy, improving notoriously their levels of reading comprehension.

The second reading strategy, the S-RUNR System, included: Survey, Read, Underline, Note-taking, and Review. (Using the note-taking Cornell method) is somehow successful, but the students cannot develop the activities with independence. It is difficult for them to find the main idea of the paragraphs. Note-taking must always be guided and some students will surely

struggle to summarize the reading using their own words. There is a high probability of success answering the reading comprehension questions after the activities because this strategy helps students have a very good idea of what the reading is about. Nevertheless, students were not very engaged with the activities, they were anxious all the time and asked for help with avidity. Therefore, the researcher does not consider this option like the most suitable for the group.

The third reading strategy included shadow reading and summarization of the readings using pictures. It was not a very successful strategy and it didn't help students improve their levels of reading comprehension. The lack of pre-reading activities is crucial for the failure of this strategy. Students have problems understanding the reading because they cannot make connections to previous knowledge or contextualize the readings. Repetition is not enough for them to have a full reading comprehension or infer words meaning. Even though, the use of images to summarize the readings is of help and allows some students to accomplish the tasks with success.

Of the three strategies used, scaffolding (Predicting, making connections, visualizing, inferring, questioning and summarizing) was the most successful. It helps students improve their levels of reading comprehension and be engaged with the activities, through the use of these practices students connect with the readings and are able to deduce new vocabulary meaning and structures needed to understand the readings and answer with accuracy the comprehension questions.

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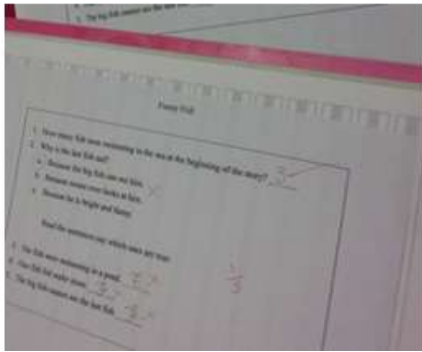
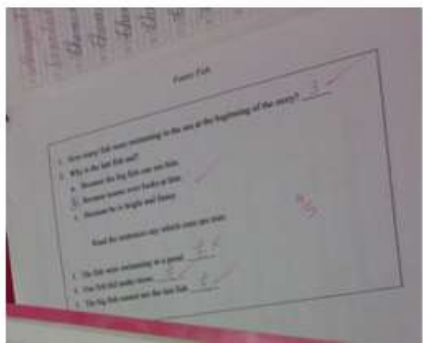
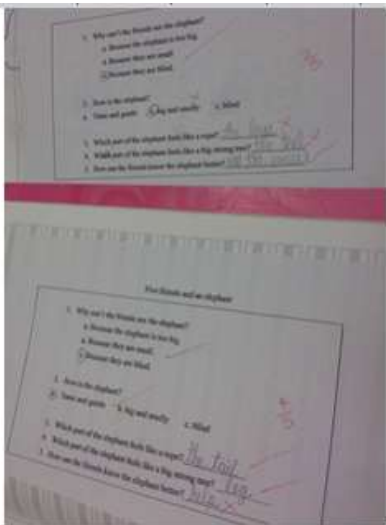
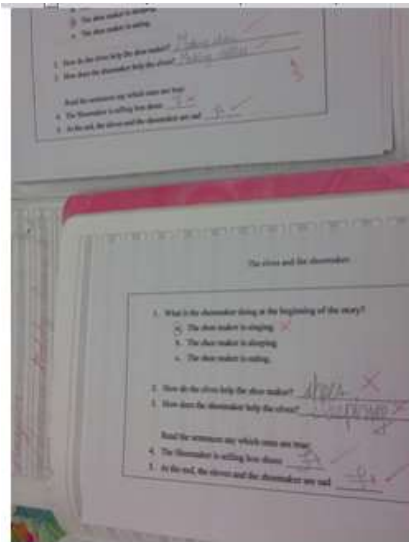
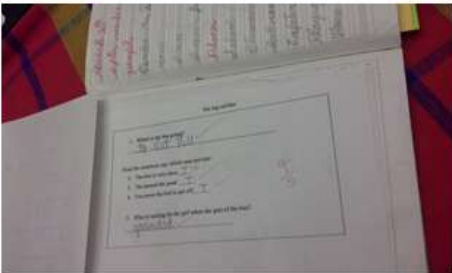
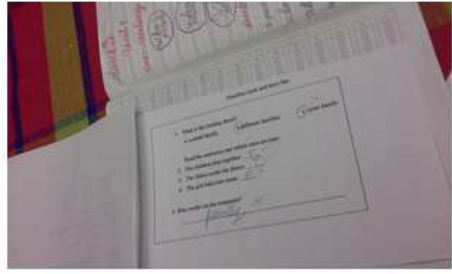
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## APPENDIX B: CALENDARS

In order to study the characteristics of the group, the difficulties they were facing in regards to their reading learning process and find the most suitable reading strategies to be applied in this particular classroom to help the students improve their reading skills, the researcher used the following calendar to organize the activities that would take place during the first three terms of the year.

ACTIVITY	February	March	April	June	July	August
Parents and students' interviews	X			X		
Questionnaires and tests	X	X	X	X	X	X
Class observations	X	X	X	X	X	X
Use of different reading strategies in class	X	X	X	X	X	X
Data analysis		X			X	X

Different strategies were applied during the school year following this schedule:

Strategy to be used during this month	March	April	June	July	August
Scaffolding	X				
The S-RUNR System (Using the note-taking Cornell method)		X			
Shadow reading			X		
The strategy which better helped students succeed				X	X

## APPENDIX C: RESEARCH TOOLS

In order to analyze the particular strengths, weaknesses, and needs of the students, the researcher used different questionnaires.

**Family Situation Questionnaire**

## FAMILY SITUATION QUESTIONNAIRE TEMPLATE

<p>Family form:</p> <p>Mother and father (married) _____</p> <p>Mother or father (divorced)_____</p> <p>Single mother or father_____</p> <p>Who helps the student with homework?</p> <p>Mother or father_____</p> <p>Other relatives (grandfather, aunt, uncle, sister, brother...)_____</p> <p>Maid_____</p> <p>Private Teacher_____</p> <p>No body_____</p> <p>How do you think you can get involved in your child's reading learning process:_____</p>
---

(Created by the author)

## Learning Styles Test

The students took a test to determine their learning styles created by Lynn O'Brien (1990), retrieved from: <http://pnliafi.com.ar/wp-content/uploads/2016/07/test-canal-de-aprendizaje-de-preferencia.pdf>

Name: \_\_\_\_\_ Age: \_\_\_\_\_

### Test para determinar el Canal de Aprendizaje de preferencia

Lynn O'Brien (1990)

Lea cuidadosamente cada oración y piense de qué manera se aplica a usted. En cada línea escriba el número que mejor describe su reacción a cada oración.  
Casi siempre: 5 Frecuentemente: 4 A veces: 3 Rara vez: 2 Casi nunca: 1

1. Puedo recordar algo mejor si lo escribo
2. Al leer, oigo las palabras en mi cabeza o leo en voz alta.
3. Necesito hablar las cosas para entenderlas mejor.
4. No me gusta leer o escuchar instrucciones, prefiero simplemente comenzar a hacer las cosas.
5. Puedo visualizar imágenes en mi cabeza.
6. Puedo estudiar mejor si escucho música.
7. Necesito recreos frecuentes cuando estudio.
8. Pienso mejor cuando tengo la libertad de moverme, estar sentado detrás de un escritorio no es para mí.
9. Tomo muchas notas de lo que leo y escucho.
10. Me ayuda MIRAR a la persona que está hablando. Me mantiene enfocado.
11. se me hace difícil entender lo que una persona está diciendo si hay ruidos alrededor.
12. Prefiero que alguien me diga cómo tengo que hacer las cosas que leer las instrucciones.
13. Prefiero escuchar una conferencia o una grabación a leer un libro.
14. Cuando no puedo pensar en una palabra específica, uso mis manos y llamo al objeto "coso".
15. Puedo seguir fácilmente a una persona que está hablando aunque mi cabeza esté hacia abajo o me encuentre mirando por una ventana.
16. Es más fácil para mí hacer un trabajo en un lugar tranquilo.
17. Me resulta fácil entender mapas, tablas y gráficos.
18. Cuando comienzo un artículo o un libro, prefiero espiar la última página.
19. Recuerdo mejor lo que la gente dice que su aspecto.
20. Recuerdo mejor si estudio en voz alta con alguien.
21. Tomo notas, pero nunca vuelvo a releerlas.
22. Cuando estoy concentrado leyendo o escribiendo, la radio me molesta.
23. Me resulta difícil crear imágenes en mi cabeza.
24. Me resulta útil decir en voz alta las tareas que tengo para hacer.
25. Mi cuaderno y mi escritorio pueden verse un desastre, pero sé exactamente dónde está cada cosa.
26. Cuando estoy en un examen, puedo "ver" la página en el libro de textos y la respuesta.
27. No puedo recordar una broma lo suficiente para contarla luego.

228. Al aprender algo nuevo, prefiero escuchar la información, luego leer y luego hacerlo.

229. Me gusta completar una tarea antes de comenzar otra.

330. Uso mis dedos para contar y muevo los labios cuando leo.

331. No me gusta releer mi trabajo.

332. Cuando estoy tratando de recordar algo nuevo, por ejemplo, un número de teléfono, me ayuda formarme una imagen mental para lograrlo.

333. Para obtener una nota extra, prefiero grabar un informe a escribirlo.

334. Fantaséo en clase

335. Para obtener una calificación extra, prefiero crear un proyecto a escribir un informe.

336. Cuando tengo una gran idea, debo escribirla inmediatamente, o la olvido con facilidad.

### Resultado del Test del Canal de Aprendizaje de preferencia

Cuidadosamente transfiera los resultados en cada línea

1. _____	2. _____	4. _____
5. _____	3. _____	6. _____
9. _____	12. _____	7. _____
10. _____	13. _____	8. _____
11. _____	15. _____	14. _____
16. _____	19. _____	18. _____
17. _____	20. _____	21. _____
22. _____	23. _____	25. _____
26. _____	24. _____	30. _____
27. _____	28. _____	31. _____
32. _____	29. _____	34. _____
36. _____	33. _____	35. _____

Total Visual: \_\_\_\_\_ Total Auditivo: \_\_\_\_\_ Total Kinestésico: \_\_\_\_\_

Total Visual: \_\_\_\_\_

Total Auditivo: \_\_\_\_\_

Total Kinestésico: \_\_\_\_\_

Total de las 3 categorías: \_\_\_\_\_

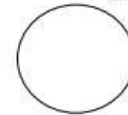
Convierta cada categoría en un porcentaje:

Visual =  $\frac{\text{puntaje visual}}{\text{Puntaje total}}$  = \_\_\_\_\_ %

Auditivo =  $\frac{\text{puntaje auditivo}}{\text{Puntaje total}}$  = \_\_\_\_\_ %

Kinestésico =  $\frac{\text{puntaje kinestésico}}{\text{Puntaje total}}$  = \_\_\_\_\_ %

Visual \_\_\_\_\_ %  
Auditivo \_\_\_\_\_ %  
Kinestésico \_\_\_\_\_ %



Haga un gráfico de su perfil

### **Students and Families' Progress Checking Questionnaire**

Parents and students were interviewed regularly answering open questions about their particular family situation to determine their particular characteristics, possible causes for the student's low L2 reading skills, monthly improvement and level of engagement with the process.

The researcher proposed the following questions in order to find relevant information for the study:

For parents:

1. How is the family doing?
2. Have you experienced any difficulty at home during the last month?
3. Did you notice any improvement in the way your child reads and comprehends the readings? How?

For students:

1. Do you enjoy reading in class?
2. Do you understand the readings in class?
3. Do you think that you can answer the questions with independence after the activities proposed for the readings?

### **Students' Performance Observation Form**

To evaluate the students' performance in their second Language (English) reading activities during the application of different reading strategies the researcher observe the students' behavior during class and used the following form to record these observations:

**OBSERVATION FORM TEMPLATE**  
(created by the researcher)

Teacher: \_\_\_\_\_

Number of students present: \_\_\_\_\_ Duration of the activity: \_\_\_\_\_

Strategy used: \_\_\_\_\_

Reading: \_\_\_\_\_

Number of students actively participating: \_\_\_\_\_

Number of student who required teacher assistance to finish the task: \_\_\_\_\_

Short description of the students' behavior during the activities: \_\_\_\_\_

What activities were useful and why: \_\_\_\_\_

What activities presented a problem and why: \_\_\_\_\_

Example:

**OBSERVATION FORM TEMPLATE**  
(created by the researcher)

**Teacher:** Blanca Juliana Gómez

**Number of students present:** \_\_\_15\_\_\_ **Duration of the activity:** \_\_\_45 minutes

**Strategy used:** The S-RUNR System (Using the note-taking Cornell method): Survey, Read, Underline, Note taking and Review.

**Reading:** Max can do it!

**Number of students actively participating:** \_\_\_6\_\_\_

**Number of student who required teacher assistance to finish the task:** \_\_\_15\_\_\_

**Short description of the students' behavior during the activities:** \_\_\_ students were



anxious all the time and asked for help with avidity

**What activities were useful and why:** After finishing note taking they had a very good idea of what the reading was about and could answer comprehension questions on their own.

Most of the students were able to enjoy and understand the readings at the end

**What activities presented a problem and why:** Underline the main idea of the paragraphs, because it was very difficult for students to find the main idea or the most important part in each paragraph. Note taking was guided and some students struggled to summarize the reading using their own words.

### **Students' Success Level Before and After the Application of Strategies Table**

In order to measure the students' success level after the application of different strategies, the researcher used five different comprehension questions after the readings. The level of success was measured by the number of correct answers using the following table created by the researcher:

	Ss with poor performance (1 Correct answers)	Ss with basic performance (2 or 3 Correct answers)	Ss with successful performance (more than 4 correct answers)
Name of the reading	Number of students	Number of students	Number of students

## APPENDIX D: READING MATERIAL AND QUESTIONNAIRES.

**Readings Used before the Implementation of Reading Strategies**

Reading 1:

“I go to school”

Taken from the students’ Language Arts book: Cambridge Global English, Learner’s book

1. Cambridge University Press. (P.18)

Questionnaire:

1. Who are the charecters in the story?

---

2. Who goes to school?

a. a girl

b you

c. a squierrel.

3. Who hops?

a. a rabbit

b. a duck

c. a squierrel.

4. Write one thing the girl sees in her way to school?

---

5. When does the girl go to school?

a. in the afternoon

b. at night

c. in the morning.

## Reading 2:

“Families work and have fun”

Taken from the students’ language Arts Book: Cambridge Global English, Learner’s book

1. Cambridge University Press. (P. 32)

## Questionnaire:

1. What is the reading about?

a. a small family

b. different families

c. your family

Read the sentences say which ones are true:

2. The children play together \_\_\_\_\_

3. The father cooks the dinner \_\_\_\_\_

4. The girl tidies her room \_\_\_\_\_

5. Who works on the computer?

\_\_\_\_\_

## Reading 3:

“Little Red Hen”

Taken from the students’ language Arts Book: Cambridge Global English, Learner’s book

1. Cambridge University Press. (P. 74)

## Questionnaire:

1. Who are the characters in the story?

\_\_\_\_\_

Read the sentences say which ones are true:

2. The Chick and the Duck help the hen making the bread\_\_\_\_\_

3. The Chick and the Duck eat the bread \_\_\_\_\_
4. The Chick and the Duck are busy\_\_\_\_\_
5. Who pick the wheat, grinds the wheat and makes the bread?  
\_\_\_\_\_

**Strategy 1: Scaffolding (Predicting, making connections, visualizing, inferring, questioning and summarizing)**

Reading 1:

“The big red bus”

Taken from the students’ reading book: Collins International Primary English Level 1. Cambridge International Examinations. (P. 3)

Questionnaire:

1. Where is the bus going?  
\_\_\_\_\_

Read the sentences say which ones are true:

2. The bus is very slow\_\_\_\_\_
3. The passed the pond \_\_\_\_\_
4. You press the bell to get off\_\_\_\_\_
5. Who is waiting for the girl when she gets of the bus?  
\_\_\_\_\_

Reading 2:

The Ker-PLUNK

Taken from the students' language Arts Book: Cambridge Global English, Learner's book

1. Cambridge University Press. (p.46)

Questionnaire:

<p>1. Who are the charecters in the story?</p> <p>_____.</p>
<p>2. Which Character is wise?</p> <p>a. The Rabbit                      b. The Lion                      c. A Duck</p>
<p>3. Why is rabbit scared?</p> <p>_____.</p>
<p>4. What really made the sound Ker-PLUNK?</p> <p>_____.</p>
<p>5. Which characters are silly?</p> <p>_____.</p>

**Strategy 2: The S-RUNR System (Using the note-taking Cornell method)**

Reading 1:

“Max Can Do It!”

Taken from the students' reading book: Collins International Primary English Students'

Book 1. Cambridge International Examinations. (p.12)

Questionnaire:

<p>1. Who likes swinging in the trees? _____</p>
--

2. Who likes looking at bugs under trees? \_\_\_\_\_

Read the sentences say which ones are true:

3. Bee Rex got stuck up a tree \_\_\_\_\_
4. Max cannot help Bee \_\_\_\_\_
5. Max' friends made a ladder \_\_\_\_\_
6. Who is more friendly?  
\_\_\_\_\_

Reading 2:

“The elves and the shoe maker.”

Taken from the students' language Arts Book: Cambridge Global English, Learner's book 1. Cambridge University Press. (p.60)

1. What is the shoemaker doing at the beginning of the story?
  - a. The shoe maker is singing.
  - b. The shoe maker is sleeping.
  - c. The shoe maker is eating.

2. How do the elves help the shoe maker?
3. How does the shoemaker help the elves?

Read the sentences say which ones are true:

4. The Shoemaker is selling less shoes \_\_\_\_\_
5. At the end, the elves and the shoemaker are sad \_\_\_\_\_

**Strategy 3: Shadow reading**

Reading 1:

“Bot on the moon”

Taken from the students’ reading book: Collins International Primary English Level 1.  
Cambridge International Examinations. (p.32)

1. Who are the characters of the story? \_\_\_\_\_
2. How did Bob travel to the moon? \_\_\_\_\_
3. What did Bot buy in the moon shop? \_\_\_\_\_
  - a. A card and a moon rock.
  - b. A golf club.
4. Was Bot’s rocket fast or slow? \_\_\_\_\_
5. What did Bot loose on the moon?
  - a. The card
  - b. His best golf club
  - c. His rocket.

Reading 2:

“Five friends and an elephant”

Taken from the students’ language Arts Book: Cambridge Global English, Learner’s book  
1. Cambridge University Press. (p.88)

Questionnaire:

1. Why can’t the friends see the elephant?
  - d. Because the elephant is too big.
  - e. Because they are small.
  - f. Because they are blind.
2. How is the elephant?

a. Tame and gentle    b. big and smelly    c. blind

3. Which part of the elephant feels like a rope? \_\_\_\_\_

4. Which part of the elephant feels like a big strong tree? \_\_\_\_\_

5. How can the friends know the elephant better? \_\_\_\_\_

### The most successful strategy

Reading:

“Funny Fish”

Taken from the students’ reading book: Collins International Primary English Level 1.  
Cambridge International. (p.42)

Questionnaire:

1. How many fish were swimming in the sea at the beginning of the story? \_\_\_\_\_

2. Why is the last fish sad?

a. Because the big fish can see him.

b. Because noone ever looks at him.

c. Because he is bright and funny.

Read the sentences say which ones are true:

3. The fish were swimming in a pond. \_\_\_\_\_

4. One fish hid under stone. \_\_\_\_\_

5. The big fish cannot see the last fish \_\_\_\_\_



APPENDIX E: SCHOOL PERMISSION TO CONDUCT THE RESEARCH AND PARENTS  
INFORMED CONSENT.

Señores:  
ASPAEN Gimnasio Cantillana

Señora:  
Gloria Isabel Mantilla  
Coordinadora académica  
ASPAEN Gimnasio Cantillana

Me dirijo a usted de la manera más cordial, solicitando autorización para realizar actividades, observación de clase, encuestas, entrevistas familiares y pruebas comprensión lectora con las estudiantes de primero A. El propósito de estas actividades es recolectar información que servirá como insumo para mi proyecto de investigación: "Reading is a skill that must be mastered by every girl in ASPAEN Gimnasio Cantillana in first grade". La presente investigación es conducida por mí: Blanca Juliana Gómez (Docente de Language Arts y Science en este nivel y estudiante de la Universidad Nacional Abierta y a distancia). La meta de este estudio es encontrar las estrategias más apropiadas para mejorar la habilidad lectora en la segunda lengua de las niñas de primero A (Inglés).

La información familiar y los resultados de las pruebas aplicadas a las estudiantes se manejarán con total confidencialidad y solo serán usadas para datos estadísticos. Los nombres de las niñas o las familias no serán mencionados durante este estudio, pero los datos recolectados en las entrevistas, los resultados de su rendimiento en los actividades propuestas y la observación de clases serán material importante para el manejo estadístico de la investigación. Quedo atenta a su respuesta a mi solicitud y agradezco de antemano su atención.

Cordial saludo,

*Blanca Juliana Gómez*  
Blanca Juliana Gómez

*OK Gloria Isabel Mantilla  
Revisado Ennos 12/10*

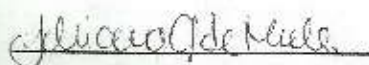
Señores:  
 ASPAEN Gimnasio Cantillana

Señora:  
 María Cristina Pérez Torres  
 Coordinadora de primaria  
 ASPAEN Gimnasio Cantillana

Me dirijo a usted de la manera más cordial, solicitando autorización para realizar actividades, observación de clase, encuestas, entrevistas familiares y pruebas comprensión lectora con las estudiantes de primero A. El propósito de estas actividades es recolectar información que servirá como insumo para mi proyecto de investigación: "Reading is a skill that must be mastered by every girl in ASPAEN Gimnasio Cantillana in first grade". La presente investigación es conducida por mí: Blanca Juliana Gómez (Docente de Language Arts y Science en este nivel y estudiante de la Universidad Nacional Abierta y a distancia). La meta de este estudio es encontrar las estrategias más apropiadas para mejorar la habilidad lectora en la segunda lengua de las niñas de primero A (Inglés).

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Cordial saludo,



Juliana Gómez

Dir. de grupo 1ro A.



### Consentimiento Informado para Participantes de Investigación

El propósito de esta ficha de consentimiento es proveer a los participantes en esta investigación con una clara explicación de la naturaleza de la misma, así como de su rol en ella como participantes.

La presente investigación es conducida por Blanca Juliana Gómez, de la Universidad Nacional Abierta y a distancia. La meta de este estudio es encontrar las estrategias más apropiadas para mejorar la habilidad lectora en la segunda legua de las niñas de primero (Ingles).

La información familiar y los resultados de las pruebas aplicadas a las estudiantes se manejarán con total confidencialidad y solo serán usadas para datos estadísticos. Los nombres de las niñas o las familias no serán mencionados durante este estudio, pero los resultados de su rendimiento en las actividades propuestas y la observación de clases serán material importante para el manejo estadístico de la investigación.

Si tiene alguna duda sobre este proyecto, puede hacer preguntas en cualquier momento durante su participación en él. Igualmente, puede retirarse del proyecto en cualquier momento sin que eso lo perjudique en ninguna forma.

Desde ya le agradecemos su participación.

---

Acepto que mi hija participe voluntariamente en esta investigación, conducida por Blanca Juliana Gómez. He sido informado (a) de que la meta de este estudio es encontrar las estrategias más apropiadas para mejorar la habilidad lectora en la segunda legua de las niñas de primero (Ingles).\_\_\_\_\_

He sido informado de que puedo hacer preguntas sobre el proyecto en cualquier momento y que puedo retirarme del mismo cuando así lo decida, sin que esto acarree perjuicio alguno para mi persona. De tener preguntas sobre mi participación en este estudio, puedo contactar a Blanca Juliana Gómez Rojas al teléfono 301-2587775.

-----  
Nombre del Participante

Firma del acudiente del Participante

Fecha

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Nombre del Participante (en letra de imprenta) [Redacted] Firma del acudiente del Participante [Redacted] Fecha

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